English 101 (ISP 4)

Professor C. Madrazo   ENGL 101, 04
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Open Office Phone: 212-621-3726 (email preferred)
Open Office Hours:
     Tues, Thurs: 1:50-2:50 pm
    *Other times may be arranged by appointment; please email for an appointment.
ISP Facebook Page:
    https://www.facebook.com/JohnJayISP
Class Info:
    12:15-1:30 Period 4, Location: Westport 116 W and L2.72.04

Our Course:

How can your personal experiences inform your academic research? How can we link our own narratives (or others' narratives) to questions about justice? Why would we want to? Why and how do stories matter?

This class explores personal narrative as a means by which to engage in college-level inquiry, research, and writing. Through story and research, we will focus on the numerous intersections between individuals and their environments in link to justice, a theme that will also emerge in your ISP 100 class

Our approach to our research work will reject the all-too-convenient "pro/con" or "pick-a-side" method. On that note, even though you'll eventually write a substantial research paper in this course, you will never be asked to "pick a topic." Instead, we'll explore the

ways that stories can unfold into questions, and we'll learn how research can help explore multiple answers to those questions.

Students will learn to: write and analyze real stories; develop complicated questions about those stories; collect data (from academic and nonacademic sources) in pursuit of those questions' many answers; synthesize a complex variety of data; identify patterns within the data as a way of seeking nuanced answers; and argue for an answer using a variety of evidence and rhetorical strategies in a final researched inquiry project. In short: this course is based on the contention that the best researched-arguments are grounded in questions that arise from real-life stories, those with real characters and real conflicts; if they weren't, why would anyone care?

John Jay English 101 Course Description/Objectives:

All English 101 sections are introductory, yet intensive, first-year college writing courses. The goal of the course is to prepare students for a higher level of study through the development and improvement of their writing and research skills using a process-based, inquiry-driven approach.

All 101 courses also include the following:

> *Reflective Writing:*
> Quite often, students will be asked to reflect upon their own writing (and other students' writing) in metacognitive or reflective exercises. In this way, we will treat our own pieces of writing as course texts, just as we would a published writers' work.

> *E-Portfolios:*
> By the completion of the course, students will have a working e-portfolio to which they can refer and expand during future writing situations. Final portfolio grades will be based on both process and product, which will be explained on a very detailed rubric.

John Jay Writing Program Learning Objectives:

Invention and Inquiry: Students learn to explore and develop their ideas and the ideas of others in a meaningful and complex way.

Awareness and Reflection: Students learn to metacognitively analyze their writing, to plan their writing tasks, to monitor their progress, and to adapt their writing methods as needed.

Writing Process: Students learn methods of composing, drafting, revising, editing and proofreading.

Sentence Fluency: Students learn to write clear, complete and correct sentences and use a variety of independent and dependent clause forms.

Conventions: Students learn to control language, grammatical structures, and punctuation necessary for academic success.

Rhetoric and Style: Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.

Claims and Evidence: Students learn to develop logical and substantial claims, provide valid and coherent evidence for their claims and show why and how their evidence supports their claims.

Research: Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.

Course Texts:

Required:
Unless otherwise specified, all required readings on the course schedule can be found in our Blackboard (Bb) course under the "Readings" tab. This means that you won't have to buy anything for this course, but please note that we will use Bb very often and that *you must have consistent access to it.*

Required:
Please familiarize yourself with Purdue University's Online Writing Lab (OWL) at this link, which you should save in your computer's "favorites" or on your phone for easy access: http://owl.english.purdue.edu. It also has its own tab in Bb. We will use and refer to this *free* public resource often. In addition, you should adopt this site as your one-stop-shop for *all* writing needs (including other class work, career writing etc).

Note: We will conduct a basic "tour" of both our Bb course and the OWL website during the first weeks of class.

Office Hours:

During any point in the semester, all students are welcomed and encouraged to utilize my office hours as necessary for questions, discussions et cetera. You *do not* need an appointment for the hours listed above. However, it's a good idea to let me know ahead of time, because my hours can get very busy and, occasionally, meetings are scheduled during that time. While these hours will most likely remain the same each week, I reserve the right to reschedule them (with advance notice) in order to best serve both class and department needs.

Participation:

An extremely important component of the class is student participation. All students should come to class prepared with assignments, appropriate texts, and notebooks and should be ready to participate with questions, comments, ideas, and opinions.

Attendance is part of the participation component of this course; attendance will be taken every single day.

Official ISP Attendance Policy:

Given the nature of a discussion-based workshop course, attendance is required.

-3 absences result in a final course grade of 'F'
-3 lates equal 1 absence
-Over 15 minutes late equals 1 absence

Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with me.

What it means to be *present*:

Students should be aware that their attendance is not just marked on their physical presence, which is why the grade is based on "participation" (as marked on the grade breakdown). Any student who does not make an attempt to participate and/or is unprepared and/or is visibly distracted during class by taking part in any other activity (including sleeping, texting, engaging in side convos, completing homework for another class et cetera) may be marked absent.

Note: Any technological distraction (texting, ringing, engaging in computer work not linked to class etc) that occurs when we're not using such technology for class purposes will result in an absence.

Absent Student Work Policy:

Work is due on the day indicated whether you are present or not. Absent students are responsible for all assignments, announcements, and class work missed during class including the submission of any assignment due on that day.

Quizzes missed due to absence or tardiness will not be available for make-up. (See Quizzes.)

<u>Late Arrival/Early Exit:</u>

Class will begin and end exactly on time. Entering at any point after attendance has been taken (or leaving before class is dismissed) will result in a "late." (See official Attendance Policy on lates.)

<u>Leaving/Reentering:</u>

If you absolutely must leave class briefly (to use the bathroom, for example) you do not need to ask permission. Please discreetly exit and re-enter the room with minimal distraction. However, I expect that this will be a very rare occurrence. Because *all* exits and entrances, no matter how discreetly you handle them, are somewhat disruptive, I can't help but (pretty quickly) notice those who make a habit of coming in and out. Repeatedly missing class-time in this way will affect your participation grade.

In sum: All attendance is documented and counted as part of your participation grade—regardless of *any* reason for having to miss (all of or part of) class. This policy is designed to ensure that you're fully a part of each class session; it is not intended to make anyone feel excluded or "trapped" during unavoidable circumstances, including (but not limited to) illness, weather, and obligations to family, work, other classes, appointments, professional development etc. We must all make choices every moment of the day regarding where we'll be when, and we all understand that, surely, certain situations *do* call for having to miss class time. However, the fact remains that participation is noted during each and every class for each student; if you're not there—no matter the reason—you can't participate.

Assignments:

English 101 students will be held responsible for a wide variety of assignments including two formally graded projects: 1. the creative non-fiction textual-analysis and 2. the research project. Each of these assignments will incorporate primary and secondary text (both in process and product) and each will be built from a variety of smaller assignments. Specific readings, models, instruction, group work, and preliminary writing steps will be devoted to preparing students for each phase of each writing project.

Other assignments include readings, exercises/worksheets, presentations, in-class group work, informal response writing, grammar exercises, and preliminary writing steps including outlines, proposals, rough drafts, et cetera. In short: Writing assignments will be assigned *very* regularly!

It is each student's responsibility to remain aware of all assignments by staying up-to-date with *both* the course outline *as well as* all Blackboard announcements.

Questions concerning assignments are always welcomed and are strongly encouraged.

<u>Assignment Late Policy:</u>

- Formally graded projects 1 and 2 will drop one letter grade for each day late.
- <u>Rough drafts, homework writing, in-class writing, and any other informal writing/classwork will *never* be accepted late</u>.

Plagiarism:

John Jay's official statement on plagiarism reads as follows:

> Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

> Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

> It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

> Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

Please notes that we will cover plagiarism extensively in class when working on research strategies and incorporating outside texts into our own work.

Any student who is found guilty of plagiarism will receive a zero on the assignment, and the offense will be documented with the college. A second offense will result in failure of the course and will also be documented with the college.

In Class Writing-Quizzes:

Short unannounced writing quizzes will be given often throughout the semester. Quizzes are designed to assess students' comprehension of the basic knowledge that should have been attained upon completion of the homework. *These quizzes are very easy*; they're simply designed to give credit to those who did the reading or any other kinds of homework that do not require you to hand in physical work.

All quizzes will be averaged at the completion of the semester with the exception of the lowest grade, which will be dropped. The lowest grade is dropped because missed

quizzes (due to *any* circumstances at all) result in a zero (0). Since there's not enough time for makeups, a missed quiz can be your dropped zero.

Grading:

~ 10% Quizzes
~ 10% Participation (Incl WC)
~ 10% Low-Stakes Informal Writing (Incl: HW/Classwork/Project Steps/Posts)
~ 20% Creative Non-Fiction Textual Analysis Paper
~ 50% Final Portfolio (Incl: Research paper, Annotated Bibliography, Proposal, Outline, Scripted Interview, Final Reflective Essay, Overall assessment of portfolio low-stakes portfolio sections)

Official College Grading Criteria:

A, A-	Excellent
B+, B, B-	Very Good
C+, C	Satisfactory
C-, D+, D, D-	Poor
F	Fail

Technology:

DoIT helpdesk: 212-237-8200.

Some of our classes will be held in the computer lab; please see our course schedule and watch for Bb announcements regarding these details.

Given the amount that we will use Blackboard and email for class—especially for accessing reading assignments and for uploading work that will be graded—it's imperative that you allow for appropriate amounts of homework time in areas with computer and/or Internet access. There are several computer labs on campus and the entire campus has free Wi-Fi for JJ community members and guests. If you need more information on where (and how) to arrange computer lab time outside of class, please see me. If you're having trouble accessing Wi-Fi, please contact the DoIT helpdesk at 212-237-8200.

Email:

You must use your John Jay email for this course. Per the request of the Provost, instructors are not to respond or send to any other email address.

We will cover email etiquette very extensively during the beginning of the semester; once we have gone over this writing form, you will be held responsible

for your emails as part of your low-stakes writing. I'll expect that you will write appropriately for your audience—a key element of all good writing.

Part of our email etiquette conversation worth putting in print: <u>You should get in the habit of checking your professional email (JJ) at least once a day (even if only for a few minutes) to check in on opportunities or to address something urgent that may have come along.</u>

Efficient students and professionals do not let email pile up in their professional accounts. They know that it results in missed opportunities and even in bad reputations.

<u>Blackboard:</u>

This class requires that you use Bb, which we will go over together during the beginning of the semester. All of your readings and assignments will be on Bb, and almost all of your writing assignments will be due posted to Bb. Please be sure that you obtain the information/passwords et cetera needed to access our Bb course as soon as possible.

Without consistent Bb access, it will be very difficult for you to keep up with the class.

Writing Center:
212-237-8569
http://jjcweb.jjay.cuny.edu/writing/about.htm

As part of "Participation," all students in this course are required to attend *two* Writing Center sessions throughout the semester. These sessions can be workshops (see schedule in Bb) or one-on-one writing sessions with a tutor. To make an appointment, please visit the Writing Center (room 1.68NB) or call 212-237-8569.

Some English 101 students will be selected for JumpStart, a required Writing Center program for selected students. More information will be provided to those students within the first several weeks of class. Like all Writing Center sessions, JumpStart workshops will count for course "Participation."

Accessibility Services:

John Jay's Accessibility Services provide comprehensive access to support services and programs for students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses and psychological impairments. If you know or suspect that you need accommodations, please visit: **http://www.jjay.cuny.edu/2023.php** for more information.

Please note that any accommodations required in/for class must be arranged through Accessibility Services before discussed with the instructor.

Course Schedule:

1. All readings/assignments listed below are due *on* the day for which they're listed. Unless otherwise noted, students are responsible for each reading *on* the day marked, which is highlighted in green.

2. Many informal writing and homework assignments are *not* marked on this schedule. Short writing assignments and homework will be assigned *daily*—both in and out of class—and will be announced in class and on Bb based on the progression of the group.

3. All classes marked "**Computer Lab" are in L2.72.04. Report directly there on lab days.

➤ Week 1 [8/25]

  Thurs:
   -Course intro/Syllabus highlights
   -Full Bb overview
   -In-class writing exercise

           Note: "Comparative Text"
            homework assigned in class

➤ Week 2 [8/30-9/1]

  Tues:
   -Full syllabus (Read through it before class)
   -"Shooting an Elephant" –Orwell
   -"Salvation"—Hughes
   -"Comparative Text" response due in class (Hard copy, stapled)

           Note: "Comparative Text" revision
            homework assigned in class

  Thurs:
   - Travel Personal Narrative Text—Castillo
   -Revised "Comparative Text" response due in class using
    revision notes given on Tuesday (Hard copy, stapled)
    (*No *new* writing assignment due today; just read the
     assigned travel text and revise your comparison work
     from last week using the notes given in class.)

           Note: Formal Project 1 assigned in
            class

  Aug 31: Last day to drop for 75% tuition refund; Last day to add a class;
     Last day to drop without a grade of "WD"

➢ Week 3 [9/6-9/8]

Tues: **<u>Computer Lab</u>
-"Silent Dancing: A Partial Remembrance of a Puerto Rican
Childhood" –Ortiz-Cofer
-*Life Out Loud* listening HW due—Anonymous (episode 1)
-Formal Project 1 work due in class (See assignment and bring
HW marked on assignment)

Note: Email etiquette workshop and Inquiry
Log work introduced in class (if time)

Thurs: **<u>Computer lab</u>
-In-class workshop with full drafts (See assignment/class
announcement for draft HW due today)
-*Life Out Loud* listening HW due—Gonzalez (episode 2)

Note: -Inquiry Log work in class, if time
and next week's HW assigned on
Thurs or in Bb

Extended Deadline for Revision: Post before Saturday, 10 am
Revised Drafts of Formal Project 1 Due in Bb

➢ Week 4 [9/13-9/15]

Tues: **<u>Computer Lab (Digication workshop in class)</u>
-"The War on Drugs Claimed my Father"—Bond
-*"Free"* personal narrative due in Bb

Thurs: **<u>Computer Lab</u>
-Eportfolio draft due (instructions TBA)

Note: Tentative formal essay #1
returned and workshop in class.

Sept 7 Last day to drop for 50% refund

➢ Week 5 [9/20-9/22]

Tues: **Computer Lab
- "Why Women Smile"—Cunningham
- "Sex, Lies, and Conversation…"—Tannen

> Note: Thesis introduced today; tentative partner and/or formal essay 1 revisions work in class today, if time

Thurs:
- "Dances with Wolves: Little Red Riding Hood's Long Walk in the Woods"—Orenstein

> Note: Thesis work continued in class this week; extended into "Academic Title" work

Sept 14: Last day to drop for 25% tuition refund; Last day to change or declare a major effective for Fall, 2016; Last day to drop without Grade of W

➢ Week 6 [9/27-9/29]

Tues: **Computer Lab
- Final Formal Essay 1 Due (for grade—instructions TBA)
- "The Pitfalls of Plastic Surgery"—Paglia

> Note: In class reflection workshop and inquiry log work

Thurs: **Computer Lab
- "Who is Black? An Analysis of…"—Student sample project
- Inquiry log HW due

> Note: In-depth inquiry log assignment and preliminary research step/s assigned

➢ Week 7 [10/4-10/6]

Tues: No classes scheduled at the college today

Thurs: No Engl class; classes follow a <u>Monday</u> schedule today!

➢ Week 8 [10/13-10/14—Thurs, Fri class this week]

Tues: No classes scheduled at the college today

Thurs: <u>**Computer Lab</u>
  - Inquiry Log HW due (see Bb and class notes)
  - Graded Formal Project 1 Returned in Class
  - In-class reflective writing workshop started in class

Fri: **<u>Location TBA</u> *(Classes Follow a <u>Tuesday</u> Schedule Today!)*
  - Research Session in Library (Info TBA)
  - Inquiry Log HW due (Info TBA)

➢ Week 9 [10/18-10/20]

Tues: <u>**Computer Lab</u>
  - Two sources and full reflections due (see assignment
     and sample) Note: Both must be academic sources from
     library databases.

Thurs: <u>**Computer Lab</u>
  -Three sources and full reflections due (see assignment
     and sample) At least two must be academic sources from
     library databases by now.

➢ Week 10 [10/25-10/27]

Tues: <u>**Computer Lab</u>
  -First Full Reflective Annotated Bib due today (see assignment)

          Note: Research conferences in class
            today during workshopping
Thurs:
  -"I'm Not Bad…I'm just Drawn that Way" –Student
     sample project
  -Source "pattern hunch" HW due today
  -Recommended Interview completed by today

          Note: Argumentation appeals covered in
            class today

➢ Week 11 [11/1-11/3]

    Tues:
      -UT proposal due (instructions in Bb)
      -Commercial HW due in eportfolio before class
      -Add 2-4 source titles/links to Annotated Bib due based on
         "pattern hunch" and UT proposal work

                Note: Argumentation appeals review and
                     commercial application workshop in
                     class

    Thurs:
      - Conference Day (instructions TBA)

➢ Week 12 [11/8-11/10]

    Tues: ****Computer Lab**
      -King and Mencken readings
      -Argumentation analysis homework due
      -Revised "Reflective Annotated Bibliography" due with new
         sources based on last week's one-on-one conference

    Thurs: ****Computer Lab**
      -Portion of draft due in class (See assignment)
      -Review *They Say; I Say* excerpts before class

   *Nov 10: Last day to withdraw from a class with a grade of "W"

➢ Week 13 [11/15-11/17]

    Tues: ****Computer Lab**
      -Full 5-8 page draft due in class (see assignment)

    Thurs: ****Computer Lab**
      -Revised full draft due in class
      -APA Format Writing Center Workshop in class

    Fri 10 am extended deadline for draft due for instructor in Bb

➢ Week 14 [11/22]

> *Tues:* **Computer Lab
> -Reading TBA
> -In-class workshop with returned drafts
>
> *Thurs: No classes scheduled at the college today!*

➢ Week 15 [11/29-12/1]

> *Tues:* **Computer Lab
> -Student Research Presentations Start
> -Portfolio work/conferences in class
>
> *Thurs:*
> -Student Research Presentations

➢ Week 16 [12/6-12/8]

> *Tues*:
> -Student Research Presentations
>
> *Thurs*:
> -Student Research Presentations

➢ Final Exam Week: Portfolios Returned/ Conferences

***Please note that the syllabus and course schedule are subject to change at the instructor's discretion. In the case of a syllabus change, students will be notified in class and/or via Bb announcement with as much advance notice as possible.