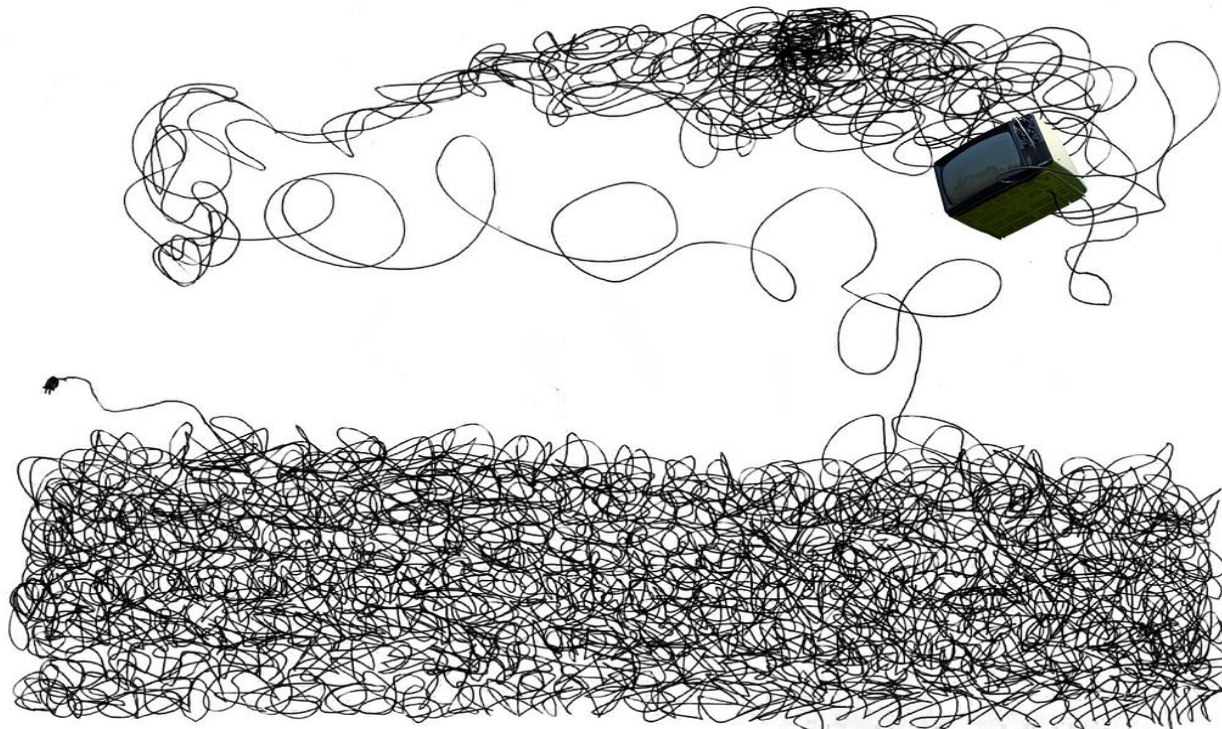


English 201: Writing What We Watch



***Professor C. Madrazo**

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*Other times via appointment

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Course Description:

In this English 201 WAC (Writing Across the Curriculum) section, we'll "write what we watch" through a wide variety of academic disciplines and forms. Through rhetorical analyses, research, and writing practice in several fields, students will gain the tools necessary for success in a wide array of writing situations. Along the way, we'll explore some interesting questions about our viewing: Who writes what we watch and how? Who writes *about* what we watch and how? What does what we watch say about who we are? Says who? What are sociologists writing about our viewing? What about psychologists? Anthropologists? Reviewers? How do Netflix reviews differ from other kinds of reviews, and why does that matter? What core writing moves are made by TV writers and TV publicists based on audience-based marketing and psychology research? How do platforms like Netflix use that research to compose, organize, and advertise their platforms? In other words, how do they employ careful rhetorical strategies and why?

Eng 201 at JJ:

A required course for all John Jay students, English 201 is a rhetoric course. The goal of this Writing Across the Curriculum (WAC) class is to significantly improve students' writing in all areas through our investigations and applications of the many rhetorical "moves" that writers across the disciplines make.

Wait. So, what does "Writing Across the Curriculum" (WAC) mean?

For our purposes, it means this: We will strive to identify and practice the moves that writers in many fields make with the purpose of honing our rhetorical skills themselves as well as our abilities to recognize both *when* and *how* to apply which skills—decisions largely dependent upon your purpose and audience. To identify rhetorical patterns and to practice how, why, and when to apply which techniques, we'll cover quite a bit of writing ground together in several disciplines—not just English! We will also make use of WAC best practices including self-reflective writing, writing-to-learn assignments, peer review, and portfolio-based composition/curation. (See "Assignments.")

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.

Assignments:

English 201 students will be held responsible for a wide variety of assignments including several formal assignments:

- The TV/Film Crime/Event Incident Report;
- The TV/Film Character Psych Analysis;
- The (self-designed) Social Science Research Study;
- The Screenplay Portfolio Project (with Film Press Release)

Each of these assignments will incorporate primary and secondary textual analysis (both in process and product) and each will be built from a variety of smaller, scaffolded assignments.

Other assignments include readings, writing exercises/worksheets, presentations, group work, article presentations, response writing/homework, and preliminary writings including outlines, proposals, rough drafts, et cetera. Writing will be assigned *very* regularly; this is a *writing* course!

Reflective Writing:

Quite often, students will also be asked to reflect upon their own writing in metacognitive/reflective exercises. In this way, we will treat our own pieces of writing as course texts —just as we do published writers' work.

Student Portfolios (101 and 201):

By the completion of the course, students will produce a working 201 e-portfolio (showcasing both visual and written texts) to which they can refer during future writing situations. The digital 201 portfolio will showcase a variety of writing steps, drafts, and “final” products as well as several pieces of self-reflective writing.

In a final reflective writing piece, students will use both their 201 portfolio and their 101 portfolio as primary sources in order to analyze their entire first-year writing experience. This piece will serve as a portion of the final exam.

Due Dates:

It is all students' responsibility to remain aware of all assignments by staying up to date with *both* the course outline *as well as* weekly Blackboard postings, checking both on a very regular basis.

Please note that all students (present or not) are responsible for any announcements made in class as well as those posted in blackboard pertaining to assignments or any other order of business. (*See Participation/Attendance Sections.*)

Assignment Late Policy:

- Formal assignments will drop one letter grade for each day late.
- Rough drafts, homework writing, and any other informal class work will never be accepted late.

Participation:

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

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

ISP Attendance Policy:

Given the nature of a discussion-based writing 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 their instructors.

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 conversations, 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.

In class “pop” writing responses (like “quizzes”) missed due to absence or tardiness will not be available for make-up.

Late Arrival/Early Exit:

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.)

Leaving/Reentering:

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, we expect that this will be a very rare occurrence. (We will take a ten-minute break each session!) Because *all* exits and entrances, no matter how discreetly you handle them, are somewhat disruptive, we 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 absolutely 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.

Course Texts:

In an effort to keep student costs down, we will provide *almost all* course texts. Links to (or legal scans of) essays, articles, audio clips, film clips etc can be accessed via Blackboard (Bb). You must have consistent access to Bb to keep up in the course

In order to “write what we watch,” you will also need regular access to internet for source texts you’ll find on your own. For this class, you’ll source material via the John Jay library academic databases, the *New York Times*, YouTube, and other digital sources.

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**Lastly, you'll also be expected to have access to a Netflix account for this course. We can discuss students going “in” on a subscription together if need be. Please see your instructors if access to this platform is a problem.

Office Hours:

During any point in the semester, all students are welcomed and encouraged to utilize our office hours as necessary for questions, discussions et cetera. Appointments are preferred because we often have meetings with other students and faculty during our open windows. While open hours will most likely remain the same each week, we reserve the right to reschedule them in order to best serve both class and department (English and ISP) needs.

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 “Pop” Writing Responses:

Short unannounced writing responses may be assigned throughout the semester as a way of assessing participation (see grade breakdown below). These short in-class writing prompts are

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designed to assess students' comprehension of the basics. If you're reading/viewing all that you're supposed to, these will be a grade-booster!

Writing Center:

212-237-8569

<http://ijcweb.jjay.cuny.edu/writing/about.htm>

As part of the participation grade, all students are required to attend at least two Writing Center sessions or workshops. Within the first two-three weeks of class however, we will let you know if you've been selected for QuickStart, a *four-part* workshop series, which will affect about half of the class.

Students have the entire semester to complete their individual Writing Center requirement; in turn, there will be *absolutely no exceptions* made concerning this portion of the final grade, even if you are unable to squeeze in sessions at the end of the semester. Warning: The WC books up very quickly at the end of the semester!

Grading:

- 25% Project 1: Film Incident Report & Character Analysis Project
- 25% Project 2: Social Science Study Project (with Annotated Bibliography)
- 20% Project 3: Screenplay Portfolio Project
- 10% Participation (including WC requirement)
- 10% Ongoing classwork, homework, group work
- 10% ePortfolio (with Final Reflection)

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.

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We ask that you bring laptops every day to class if you have one. On some days in particular, we may require the use of laptops. Instructions for how to rent one from the school will be available on Bb.

Given the amount that we will use Blackboard, Digication eportfolio, 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 one of us. 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.

Part of our email etiquette conversation worth putting in print: 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. *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.*

Blackboard:

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.*

E-Portfolio:

All work for this ISP Eng 201 class will be housed in an e-portfolio through John Jay's Digication platform. While we will use a basic instructor-designed template, students will self-curate in many ways throughout the semester as we build toward our "final" showcase collection of both process and product writing. We will receive training on the Digication setup together during class time. Anyone who misses this session must schedule a makeup session with the Digication office on her or his own.

For more information, tutorials, open workshop schedules, contacts for questions, makeup sessions etc, students can visit: <https://www.jjay.cuny.edu/for-students>

Accessibility Services:

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Accommodation Requests: If you think you may need to request accommodations and academic adjustments, please notify me as soon as possible. Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see <http://www.jjay.cuny.edu/accessibility>, and contact JJay’s Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay’s Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student’s eligibility. “Qualified students . . . will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3.
(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Course Schedule

*Most informal (low-stakes) writing, homework, and group assignments are *not* marked on this schedule, especially in the second half of the semester. Please note that 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 each individual class session.

*Step-by-step instructions on how to rent a JJ laptop free of charge can be found in Bb!

➤ Week 1 [1/30]

In class:

- Introductions (to ISP, LS class/syllabus)
- Diagnostic writing assignment
- Introduction to “Rhetoric” and course glossary assigned
- Group text message analysis assignment
- Commercial composing/visual storytelling exercise

***Jan 31:** Last day to drop for 75% tuition refund; Last day to add or swap
Last day to drop without a grade of “WD”
Last day to make registration adjustments for Financial Aid Certification

➤ Week 2 [2/6]

Due for class:

- “Rhetorical Situations” Chapter (Bb)
- Netflix platform “patterns” homework due
- Commercial homework part 1 due (2 commercials)

In class:

- Introduction to rhetoric continued (with glossary)
- Persuasive rhetoric techniques introduced (if time)
- Commercial analysis part 2
- Visual rhetoric work continued
- Digitation workshop TBA -60 minutes

***Feb 7:** Last day to drop for 50% tuition refund

➤ Week 3 [2/13]

Due for class:

- “Shut Up and Dance” *Black Mirror*, Se. 3, Ep 3 (Netflix)
- “Argumentation Rhetoric” reading
- Response HW to episode (written and visual text response—See Bb announcement)

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- Revised/updated commercial homework (in Digication)
- Digication draft work due (See Bb announcement)

In class:

- Continue commercial analysis
- Continue visual rhetoric and argumentation rhetoric
- Objective vs subjective/inference rhetoric lesson
- Incident report first draft workshop
- Claim, evidence, warrant (CEW) introduction

***Feb 14:** Last day to drop for 25% tuition refund; Last day to change or declare a major effective for Spring, 2019; Last day to drop without a grade of W

➤ Week 4 [2/20]

NO IN-PERSON CLASS
See Bb

Due for class:

- *Breaking Bad*, Se. 1, Ep 1 (Netflix)
- Character CEW triple-journal entry due for *Breaking Bad* episode
- Revised Incident report due

➤ Week 5 [2/27]

Due:

- *Breaking Bad* full screenplay (pilot, “Readings” in Bb)
- CEW triple-journal entry due on (See Bb)

In class:

- Reading check-in “quiz” for 2/20 & 2/27 work

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- Thesis workshop in class (with CEW pattern work)
- Formal Project 1: Incident Report
& Character Analysis (parts 1 & 2) assigned
(See assignment and Bb announcement for
scaffolded breakdown)
- “Writing Dialogue” workshop in class (Dialogue levels)

➤ Week 6 [3/6]

Due for class: *****Laptop needed in class*

- Project 1, step 1 due (Incident Report)
- Project 1, step 2 due (CEW triple entry journal)
- Original scene idea due
- Dialogue Analysis Due

In class:

- Thesis pitch/workshop in class
- Paragraph workshop in class
- Reliable source text lesson in class
- Scene workshop in class (Dialogue levels continued)

➤ Week 7 [3/13]

Due for class:

- Full draft of project 1 due (Incident Report & Character Analysis)
- Revised scene work due (See Bb announcement)

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- Revised dialogue analysis due (See Bb announcement)
- Updated “Rhetorical Terms Glossary” work

In class:

- In-class peer review draft workshop
- In-class script and film workshop: Dialogue levels

***Revised first draft for instructor comments and tentative rubric score due by Friday, 3/15, 10 am.*

➤ Week 8 [3/20]

*Due for class: ****Laptop needed in class*

- Revised scene draft due
- “Trauma Recovery in Victims of Crime: The Role of Television Viewing Motives and Television Exposure” –Minnebo, Eggermont
- “Watch What You Eat: Action-Related Television Content Increases Food Intake” –Tal, Zuckerman, Wansink
- Social Science Study Rhetorical Analysis HW

In class:

- Social Science intro
- Soc Sci pre-library prep work
- Project 1 Finishing Touches work (titles, etc)
- Email genre discussion

➤ Week 9 [3/27] *****Laptop needed in class*

Due for class:

- Web-series viewing TBA (See Bb)
- Social Science pitch/projected method due
- Social Science Reading TBA

In class:

- Original web-series screenplay pitch workshop in class
- Social Sci prep work in class (method sharing/approval)

-Academic Research Library Session (60 minutes)

*****Project 1 Final Draft due (Incident Report & Character Analysis)
due no later than Friday, 3/29 10 am.**

***April 16:** Withdrawal period ends. Last day to withdraw with a grade of "W"

➤ Week 10 [4/3] ******Laptop needed in class**

Due for class:

- Annotated Bibliography due (studies)
- Method section draft due
- Web-series pitch (with Big “5” awareness)

In Class:

- Social Science Introduction section analysis work
- Final “Method” approvals
- Method peer review workshop
- Web-series pitch sharing workshop

➤ Week 11 [4/10] *****Laptop needed in class**

Due for class:

- Introduction and (revised) Method section due
- Supplementary materials due
(Survey/questionnaire/interview questions--if required
for your method—last day for approval)
- Web-series screenplay pages due

In class:

- Results section analysis work

- Discussion section analysis work
- Web-series workshop

➤ Week 12 [4/17]

SPRING BREAK!!

➤ Week 13 [4/24]

Due for class: ****Laptop needed in class

- Soc Sci “Results” section draft due
- Soc Sci “Discussion” outline due
- First full draft of screenplay due

In class:

- In class workshop with Soc Sci writing
- In class thesis pitch revision work
- Web-series workshop
- Final portfolio work

➤ Week 14 [5/1]

Due for class: ****Laptop needed in class

- Full draft of web-series pilot due
- Full Soc Sci “Discussion” section due

In class:

- In class workshop with Soc Sci drafts
- Final portfolio work

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➤ Session 15 [5/8]

Due for class: *****Laptop needed in class*

-Final Project work

In class:

- In class workshop day on screenplays/final projects/portfolio curation & design
- Sharing/Presentation time

➤ Final Exam Week:

- Final e-Portfolios Due/ Final Reflective “Cover Letter” Due
- Conferences

**Please note that the syllabus and course schedule are subject to change at the instructors’ discretion. Where changes or additions are made to the syllabus, students will be notified in class and/or via Bb announcement with as much advance notice as possible.