

English Department
Spring 2014
ENG 201.14
M/W 9:25-10:50
Room NB 1.92

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Office hours: Wed. 11:00-1:30 or by appt.

ENG 201: ENGLISH COMPOSITION II
Disciplinary Investigations: Exploring Writing Across the Disciplines

Prerequisite Eng 101.



Course Description

Writers in this course explore the areas of language and literacy as they propose, design, carry out and “write-up” three research projects in different disciplines. In completing the research projects, writers learn how to use language, form, style, evidence and argument/discussion for a variety of writing contexts and purposes. Ultimately the writers are asked to demonstrate an awareness of rhetorical principles and practices as both readers and writers.

Learning Objectives

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

Awareness and Reflection: Students learn to identify concepts and issues in their own writing and analytically talk and write about them.

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 complex and compound sentence types.

Conventions: Students learn to control language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.

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.

Commitment and Collaboration.

This course is designed as a writing workshop. Writing is often presented as a solo struggle: the lonely writer in the confines of a dreary room doing battle with him/herself using pen and paper or keyboard and screen. In this workshop we will dispel this myth by creating a community where writers work together to create and improve the processes and final products of writing. Our writing workshop is a physical space, like a laboratory, and we are the researchers and lab technicians who come to do the work of writing. We will share our work, sound off about our ideas, and gain strength and support for whatever writing project is at hand. In our workshop, the writing we will do is intensive: we will write every day in class and between every class; we will read each other's writing; we will comment on each other's writing in small groups or one-on-one; we will discuss the difficulties of writing and how to get past them, and, of course, the enjoyment of writing and how to make it even more rewarding.

Since your fellow writers will be depending on you, this class requires a commitment. Everyone in the room is a good writer and a good reader; therefore, we all have an important contribution to make to each other. For this to work—for a good writing community to develop—you must commit to the class from the first day and throughout the term. You have to be conscientious about completing assignments, doing the reading and writing thoroughly and preparing for class consistently. Most importantly, you must read and respond to the work of your fellow writers respectfully, thoughtfully and constructively.

Course Requirements

1. **Academic Performance:** Attendance and punctuality are a given; to participate, you have to be in class. (See attendance below.) But good academic performance requires preparing weekly reading and writing assignments, participation in class discussions, effective group work, and effort and skill in responding to the work of others. +
2. **Weekly Writing:** There will be writing due every class and writing in every class. If you are arriving to class without your piece of writing in-hand, then you are arriving unprepared.+
3. **Weekly Reading:** There are assigned texts, which must be read prior to the class they are due. These will include essays, short pieces of writing, visual texts, and texts written by your peers. If you come to class without having read the assigned texts, then you are arriving unprepared. +
4. **Key Terms:** During the semester, students will complete explanatory definitions of the key rhetorical terms of the course.*+
5. **Reflective Writing:** Once per week during the semester, students will complete a piece of reflective writing. *+
6. **Three discipline-based writing projects:** Each student will complete three research projects: a literacy narrative; a quantitative data analysis; and a sociological report. We learn by doing, and as we work through these projects we will be learning the rhetoric and discipline-specific writing tools of the course.*
7. **Rhetorical Analysis Project:** The final exam will be a take home where students will demonstrate their understanding of course material by defining and applying rhetorical terms and knowledge to the work they have done during the course of the semester. This project will have a separate assignment sheet.*
8. **Portfolio:** Students will complete a portfolio of the writing for the course. At the start of the class, each student will create a wordpress blog, where all of their work of the course will be kept. Students will be responsible for having ongoing access to their blog. The blogs will be created during class time in a computer lab.

**This requirement will be detailed in a separate handout, available on the class blog.*

+This requirement counts as part of your performance grade, which is based on a point system described under the grading section.

Grading

Final grades will be based upon the following:

Academic Performance:	20 percent
based on the performance point system as follows:	
95+= A; 90+=A-; 87+=B+; 83+=B; 80+=B-; 77+=C+; 75+=C;	
70+=C-; 60+=D; less than60 = F	

Three Mini-Writing Projects	(15 percent each)	45 percent
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Rhetorical Analysis Final Exam	15 percent
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Blog/Portfolio	20 percent
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Course Grade Is Achieved as Follows:

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

Please keep in mind that teachers do not give grades; students earn grades.

Course Policies

Class Blog. All assignments will be posted to the class blog. The blog will also be an extension of our classroom space. You are required to visit the blog often as there will be support, information and materials there that will help you to be successful in the course. Schedule changes and announcements will be available there, as well as through email.

Attendance: Since we meet only once per week, every moment of class time is precious. Classes are work sessions where concrete tasks are completed to help you with your written work. In addition, on some days, your fellow writers will be depending on you to show up. Therefore, regular attendance and being on time to class is essential. Missing class and/or lateness to class will be taken into account for the academic performance part of your grade. Note that (two “lates” = 1 absence). Missing more than four classes may result in failure of the course.

Required Texts: All readings will be posted on the course blog. It is the students responsibility to bring copies of the readings to class, either in printed form or though in-classroom internet access.

Writing Center: John Jay students have access to an amazing, well-run and very helpful writing center where they can bring written work from all of their courses. Go to the Writing Center web site for all the information, including the ability to sign up for on line, real time writing support sessions. <http://web.jjay.cuny.edu/~writing>. Please understand that tutoring in writing is not just for students who are struggling with a writing course. Good writers understand that writing should not be a lonely endeavor. All writers can benefit from attentive, close reading of written work, and/or the eyes and ears of a caring professional editor/coach/supporter. So, please take advantage of the writing center, a service you pay for, to get considerate, detailed input on your writing in all of your courses. If you do make an appointment to see a writing consultant, understand that going to a consultant with a completed piece of writing that needs to be “fixed up” is both not what writing consultants do, nor is it very helpful for learning about your writing. Instead, it is better to go while you are still in the drafting stage of the assignment, so the consultant can help you get where you want to go. Or, if you have a completed draft, ask the consultant to help you in a particular area (i.e. organization, use of sources, sentence structure). If you do make an appointment at either location, for this course, please have the consultant/tutor sign the top of your draft with the date and time of the appointment and I will give you credit for taking this extra step as I calculate your grade for the course.

Academic Integrity:

We will be incorporating outside texts into the writing we do in a variety of ways. We will also be sharing our writing with each other, and we will be encouraging you to use the information and ideas of others in your own pieces of writing. However, all writers need to clearly identify which parts of a piece of writing are their own, and which parts come from other texts or other writers. How to use sources well, while giving proper credit to the authors of the texts you use will be a

major component of the class. When you use the ideas of others you are glorifying them, and so they deserve to be credited for what they have offered to you. It goes without saying that any deliberate attempt to present the work of others as your own is dishonest, devaluing, and insulting to the owner of the text and to the reader, and it will result in serious consequences up to and including receiving a failing grade for the course, and perhaps further action from the school, or the university. Please review the following statement from the John Jay College Bulletin:

“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.”

Classroom Conduct:

- ❖ Smart Phones, tablets and laptops are allowed in class for academic purposes only. All personal communication, surfing the web and the like should be done outside of class.
- ❖ Drinks are allowed in class but food is not. If you are hungry, than leave the room to get something to eat.
- ❖ Sleeping in class is disrespectful to everyone else in the room. If you are falling asleep, than leave the room to wake up.
- ❖ Class discussion requires an element of classroom order. Please speak one at a time; listen to what the previous person has said; and do not carry on local conversations during full-class discussion.
- ❖ Group work. When working in groups, be sure everyone is invited to talk, everyone listens well; and that all are treated with respect.

Computer Issues: Please talk to me early in the semester if you think you do not have “quality” and consistent access to a computer, a printer, and email, as well as an internet connection. You will not be able to complete the course without this technology access.

Course Schedule

Notes:

1. Reading and writing is due on the day listed.
2. All writing assignments will be described and/or handed out as assignment pages in class.
3. Please Label Your Assignments with assignment # plus assignment title.
For example: Assignment #6: Translation Project
4. Put all of your written work onto the your blog.

Week One	Mon Jan 27	Introduction to Rhetoric Writing Diagnostic
	Wed Jan 29	Writing Assignment #1: Rhetorical Analysis of a Found Text Reflection #1
Week Two	Mon Feb 3	Writing Assignment #2: Rhetorical Analysis of a Superbowl Ad Key Term#1
	Wed Feb 5	CLASS CANCELLED--WEATHER

PROJECT 1: Literacy Narrative (Cultural Studies/Humanities-Based Essay)

Week Three	Mon Feb 10	Writing Assignment #3: Rhetorical Analysis of 101 Portfolio Bring your 101 portfolio to class. Reflection #2
		Writing Assignment #4: Artifact Analysis Key Term #2 Post to Blog by Wed Feb 12
	Wed Feb 12	NO CLASS LINCOLN'S BIRTHDAY Writing Assignment #5: Artifact Analysis 2 Reflection #3 Post to Blog by Friday Feb. 14
Week four	Mon Feb 17	NO CLASSES, WASHINGTON'S BIRTHDAY
	Wed Feb 19	Writing Assignment #6: Artifact Analysis Explanation Bring Artifacts to class Reflection #4
	Thurs. Feb 20	NOTE: Thursday follows a Monday Schedule. Writing Assignment #7: Comparison of Artifacts Key Term #3
Week Five	Mon Feb 24	Writing Assignment #8: Proposal for Literacy Narrative Key Term #4
	Wed Feb 26	Writing Assignment #9: Draft of Literacy Narrative Reflection #5

Week Six	Mon Mar 3	Writing Assignment #10: Revision Version of Literacy Narrative Key Term #5
	Wed. Mar 5	Writing Assignment #11: Final Version of Literacy Narrative Bring Hard Copy to Class. Reflection #6
	Friday Mar 7 (11:59 P.M.):	Post Final Version of Literacy Narrative to Blog

Project 2: Sociology Report

Week Seven	Mon Mar 10	Writing Assignment #11: Research Language Theory Be prepared to present your theory. Key Term #6
	Wed Mar 12	Writing Assignment #12: Annotated Bibliography on Language Theory (1 entry in APA citation) Reflection#7
Week Eight	Mon Mar 17	Writing Assignment #13: Annotated Bibliography (3 entries) Key Term #7
	Wed Mar 19	Writing Assignment #14: Experiment Design (Methodology/Proposal) Reflection #8
Week Nine	Mon Mar 24	Writing Assignment #15: Experiment Results Key Term #8
	Wed Mar 26	Writing Assignment #16: Discussion Reflection #9
Week Ten	Mon March 31	Writing Assignment #17: Draft of Sociology Report Key Term #9
	Wed Apr 2	Writing Assignment #15: Revision of Sociology Report Reflection #10
	Fri. Apr 4 (11:59 P.M.)	Post Final Version of Sociology Report to Blog

Project 3: Quantitative Data Analysis

Week Eleven	Mon April 7	Writing Assignment #16: Writing Features Data 1 Key Term #10
	Wed. Apr 9	Writing Assignment #17: Proposal for Quantitative Data Analysis

Reflection #11

Week Twelve Mon. Apr 14 SPRING BREAK NO CLASSES

Wed Apr 16 SPRING BREAK NO CLASSES

Week Thirteen Mon Apr 21 SPRING BREAK NO CLASSES

Wed. April 23 Writing Assignment #21: Draft of Quantitative Data Analysis
Reflection #12

Week Fourteen Mon April 28 Writing Assignment #22: Revision of Quantitative Data Analysis

Wed. April 30 Writing Assignment #23: Final Version
Quantitative Data Analysis
(Bring Hard Copy to Class)
Reflection #13

Final Project: Rhetorical Analysis and Portfolio-Blog

Week Fifteen Mon May 5 Writing Assignment #24: Rhetorical Analysis Draft

Wed May 7 Writing Assignment #25: Rhetorical Analysis Revision

Week Sixteen Mon May 12 Writing Assignment #26: Blog Revision

Wed May 14 Rhetorical Analysis Essay and Portfolio-Blog Due

Week Seventeen

Wed May 21 10:15-12:15 FINAL EXAM PERIOD
Required Attendance