

**John Jay College of Criminal Justice**  
**CUNY, 899 Tenth Avenue, New York NY 10019**  
English 101: English Composition 1, Section 29

Mondays and Wednesdays, 9:25 to 10:40 am.

Westport Building, 116W.

Professor: Christopher Moore

Office Hours: Wednesdays, 11 am to noon, in 07.66.00NB or 07.63.40NB. Or by appointment.

Phone: 908.672.1960 (cell)

Email: [cmoore@jjay.cuny.edu](mailto:cmoore@jjay.cuny.edu)

### **The course**

This composition course introduces students to the skills, habits and conventions necessary to prepare inquiry-based research at the college level. While offering students techniques and practices of invention and revision, this composition course teaches students the expectations of college-level research, academic devices for exploring ideas and rhetorical strategies for completing investigative writing.

### **The theme**

This class explores narrative as a means by which to engage in college-level inquiry, research and writing. From the news, stories from others and tales from our own lives, we will learn to identify questions worthy of research. The class and its research work will avoid and reject the all-too-convenient “pro/con” or “pick-a-side” method. The key here is not 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 eventually argue for one of those answers in their final project with the understanding that a thesis is but one answer to a complicated question.

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.

### **The main elements**

In this composition class, students will read and learn to appreciate fact-based memoirs and news stories. The class will identify areas of inquiry of interest from students’ own lives—essentially “finding your question” will be a key first step in our inquiry-based research. To learn about writing, students will read “On Writing Well” by William Zinsser. To discover their own areas of research, students will register for and read from The New York Times, utilizing university subscriptions, and follow current events.

There will be writing in and outside of the classroom. Expect, also, to learn about and then demonstrate research techniques so that writing is rooted in reliable truth. Each student will complete, over the course of the semester, a research paper on a subject that plays out in New York City.

The writing projects in the class will include:

- A story from your life. A nonfiction essay about a life lesson you have learned.
- A paper outlining three possible subjects of research. Devote one extensive paragraph to each idea.
- The transcript of an interview with a source for your research paper.

- An outline for the research paper.
- An annotated bibliography that spells out the expert information that will be in the final paper.
- An initial draft of the research paper.
- A final draft of the research paper.
- Each student will finish with a cover letter addressed to his or her next English composition professor. The letter outlines strengths and weaknesses of one's own work over the course of the semester.

### **Learning objectives**

*Awareness and Reflection:* Students learn to 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.

### **Attendance**

You cannot succeed in this class if you are not here. In a collaborative class where we will share our stories and our perspectives, collaboration is key. Class time is invaluable. Be here, be on time, be awake, turn off and put away your cell phone and be respectful and attentive and eager to participate fully in our ongoing writing workshop.

If absent, you are still responsible for the work due on that day.

After three absences, students will find their grade diminished by one level for each additional absence. For instance, a student with a B at the end of the semester would get a B-. Being late will negatively affect your class participation grade.

### **Texts and course readings**

The main shared writing text will be "On Writing Well" (2006; ISBN-10: 0060891548) by William Zinsser. Other pieces to be read will mostly be presented through the class Blackboard web site, so students must maintain access to that. Expect to read extensively in your individual subject area—the one that you are researching in the main paper of the semester.

Unless otherwise instructed, readings must be completed at the times indicated in the class schedule. Students should also activate a student subscription to The New York Times to keep up with current events and stories that will be discussed in class. There will be quizzes on the text and readings—including this syllabus.

### **Manuscript formats**

Meeting deadlines is a critical part of the class. Papers are due to your Digication page before class begins, unless otherwise announced. Papers will lose one complete grade if delivered late but within one week of the deadline. Beyond that time, no late papers will be accepted—except with prior approval.

### **Writing Center and the JumpStart program**

All students must provide proof of four visits to the Writing Center in order to obtain the highest possible grade for class participation. Students can either visit for a one-on-one tutoring sessions or a general workshop.

Some students will be assigned to be part of a program called JumpStart. It's specifically designed to fit with the 101 curriculum and includes four mandatory workshops. Participation in JumpStart will fulfill the Writing Center requirement.

The Writing Center is in room 1.678 in the New Building—and it's a service that provides free tutoring to students. With a staff trained to assist you in becoming a more effective writer, the center can help with planning a paper, writing it and then proofreading. To make an appointment there, call 212.237.8569.

### **Portfolio and Digication**

Students will create a Digication portfolio of their work from this class, and must keep examples of their work to be presented in both hard-copy and digital formats. You should have copies of everything you hand in. This English 101 class is inextricably linked to English 201—and you are beginning a portfolio that extends through both classes.

A Digication expert will visit the class early in the semester, and students must have and maintain their own Digication page. Homework will also be posted there, as will the various elements involved in the research process.

### **Plagiarism**

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.” Any attempt to pass off the work of others as your own is dishonest and will have repercussions. Plagiarism in English 101 will result in significant consequences, including receiving a failing grade for the course, and perhaps further action from the college and the City University of New York.

### **Technology**

The Department of Information Technology (DoIT) helpdesk is available at 212.237.8200.

You will need access to Blackboard for this course. You must use your John Jay email for this course. Instructors have been instructed by the university not to respond to or send email to any other address. Your John Jay email is synched with the Blackboard course.

### **Grading policy**

Student grades will be determined as follows:

60 percent writing portfolio. (This includes: letter to self, paper outlining three possible questions, annotated bibliography, scripted interview, outline, initial draft and final draft, and cover letter to next professor).

15 percent class participation, including sessions and visits at the Writing Center.

15 percent in-class writing assignments.

10 percent quizzes on readings.

### **Class schedule and due dates**

*Please keep in mind: this syllabus, including the class schedule, is subject to change. The professor will make announcements on Blackboard—and students must keep up to date with any and all changes in classroom plans.*

Monday 8-27-18

Welcome! Talk about expectations.

Wednesday 8-29-18

Quiz on syllabus.

Monday 9-3-18

Labor Day. No class.

Wednesday 9-5-18

*Reading due: "My First New York" by David Rakoff.*

Class meets at L2.72.06 in a New Building computer lab to set up your Digication pages.

Monday 9-10-18

*Reading due: "On Writing Well," Introduction and Part 1 "Principles"*

Wednesday 9-12-18

*Writing due: a life lesson — a story from your life.*

Class meets at Sealy Library. Learn about research for your upcoming projects.

Monday 9-17-18

*Reading due: Colum McCann essay from "Your New York."*

Wednesday 9-19-18

No class.

Monday 9-24-18

*Reading due: "On Writing Well," Part 2 "Methods"*  
Quiz on "On Writing Well."

Wednesday 9-26-18  
*Writing due: paragraphs outlining three ideas for research.*

Monday 10-1-18 Conferences with students

Wednesdays 10-3-18 Conferences with students

Monday 10-8-18  
Columbus Day. No class.

Wednesday 10-10-18  
Quiz on "On Writing Well."

Monday 10-15-18  
*Reading due: "On Writing Well," Part 3 "Forms"*

Wednesday 10-17-18  
May meet in a computer lab.

Monday 10-22-18  
*Reading due: "On Writing Well," Part 4 "Attitudes"*

Wednesday 10-24-18  
*Writing due: transcript of an interview with a source for research.*

Monday 10-29-18  
*Reading due: Peggy Noonan from the Wall Street Journal.*

Wednesday 10-31-18  
Quiz on "On Writing Well."

Monday 11-5-18  
*Reading due: Excerpts of E.B. White's "Here is New York."*

Wednesday 11-7-18 Yesterday's Election  
May meet in a computer lab.  
*Writing due: outline.*

Monday 11-12-18  
*Reading due: excerpt from "Piecework" by Pete Hamill.*

Wednesday 11-14-18  
No class.

*Writing due: annotated bibliography.*

Monday 11-19-18

*Reading due: "New York" by Edward Field.*

Wednesday 11-21-18

*Writing due: Writing due: first draft of research papers.*

Monday 11-26-18

*Reading due: "Awaking in New York" by Maya Angelou.*

Wednesday 11-28-18

Quiz on readings.

Monday 12-3-18

*Reading due: excerpt from "Goodbye to All That" by Joan Didion.*

Wednesday 12-5-18

*Writing due: final draft of research paper.*

Monday 12-10-18

*Reading due: Billy Collins, "Subway"*

Wednesday 12-12-18

*Writing due: letter to next English composition professor.*

Wednesday 12-19-18, 8 a.m. to 10 a.m.

During this final exam meeting period, students will meet individually with the professor.

**The syllabus and the schedule are both subject to change.**