

John Jay College of Criminal Justice, City University of New York/CUNY
445 W. 59th St. New York, NY 10019

SYLLABUS ENG 101: COLLEGE COMPOSITION I

Course: ENG 101.04

Classroom: Westport 115

Professor: Dr. Tara Pauliny

Professor's Office: NB 7th Floor; 7.65.36

Office Hours: M/W 1:40-2:40 and by appointment

Semester: Spring 2015

Class Time: M/W 12:15-1:30pm

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ENG 101 Prerequisites: placement

Course Description: English 101 is a college composition (writing) course—the first of two you will take while here at John Jay. The work of the course is focused around a research project and a portfolio, and it also revolves around a theme. Our class' theme is mindfulness and the mind-body connection and we will read and do some writing about both these topics. We will, also, of course, learn about academic writing by focusing on the process of writing a research paper.

Learning Objectives: There are two main parts to this course. First and foremost, this is a writing course, so although we will read texts, we will also create our own. We will work together to help one another grow in confidence, ability, and productivity. In other words, we will all work toward writing more and writing more often; writing distinctly and creatively; writing with improved style and grace; and writing to deliver a story (the message we want our readers to hear), and writing to produce an effective argument (the message we want to persuade our readers to believe). Secondly, we will work together to study the craft of writing as we do some reading about our course theme. By looking closely at each other's work and investigating our own writing processes, we will try to understand the choices that writers make, and the ways writers can help each other write. Therefore, and these carry equal weight, our goals are to craft a variety of texts and in the process, to better understand the craft—or rhetoric—of our writing.

Participation and Attendance: Regular attendance is expected and necessary. Classes are run primarily in a discussion format; therefore, both attendance and participation are essential. Participation consists of active discussion and active listening/responding to both your classmates and me. The ideal discussion is a conversation in which we all take part—in other words, I very much want you to talk to *each other* as much as you talk to me.

Having one or two unexcused absences will not affect your grade either way, unless they result in a missed quiz, reading response, or due date. However, for every unexcused absence beyond three, your final grade will be lowered half a letter grade (i.e. four absences drops an "A" to an "A/B," a "B" to a "B/C," etc.). Six or more unexcused absences will result in a failing grade for the semester. You must also be on time for all classes and stay for the entire class in order to get full attendance credit. Two tardies (either arriving late or leaving early) will be counted as one absence and treated accordingly.

NOTE: Absences are only excused for serious circumstances (illness, death of a friend or family member, etc) and require documentation.

Formats and Due Dates: All out-of-class writing should be typed with one-inch margins and 12 point font, preferably Times New Roman. No cover pages please; instead, use an MLA heading (see the Purdue OWL for an example). Staple or paperclip assignments before handing them in. All work is due at the beginning of class on the date listed in the syllabus unless otherwise indicated. Work is late if it is not handed in **at the beginning of the class** during which it is due. Late work will be lowered one point for each day past the due date. Spelling, grammar, punctuation, proofreading, and neatness will count for a portion of your grade. In-class work such as quizzes, group work, etc., cannot be made up unless your absence from class is officially excused.

Daily Writing Assignments. For almost every class you will be asked to bring a piece of writing and/or to engage in writing during class. All of the formal assignments are listed in the course schedule and described fully under “Course Assignments” on the blackboard web site. Be sure to bring your notebook to every class.

Conference. You are required to prepare for and attend at least one writing conference with me during the semester.

Blackboard Web Site. The Blackboard site will be a main feature of the course. We will use the site as a way to document the requirements of the course, including assignments and the syllabus, to share information with one another, and to discuss class topics and drafts of our writing.

Required Texts and Resources:

1. A blank, lined notebook (whatever kind you prefer). This will be your journal and we will use it often, so please bring it to every class.
2. Instead of a physical writing resource text, we will use the Purdue OWL (online writing lab). You will need to refer to the OWL often, so please make sure you can access it easily. It can be found here: <https://owl.english.purdue.edu/owl/>
3. All other readings and resources will be available on our course Blackboard site, so please be sure you have a Bb login and that you check Bb daily.

Evaluation and Grading:

Your work in the course is evaluated in two ways:

1. Portfolio: 50%

Half of your work will be based on the portfolio that you turn in at the end of the semester. This will be a compilation of the eight formal assignments you produce throughout the course. You will be graded based on the completeness of your portfolio, how much your writing has improved over the semester, and the quality of the final drafts you produce.

2: Class work, journal writing, peer response, participation, SpringStart attendance: 50%

The other half of your grade will be based on the rest of the work you do throughout the semester including informal writing (writing other than the formal assignments included in your portfolio), the quality of your peer responses, your level of participation, and your attendance at the SpringStart English 101 Workshop Series.

SpringStart English 101 Workshop Series

*SpringStart English 101 is a four workshop series that addresses the stumbling blocks in the English 101 syllabus. The initiative targets students who need to master the skills required by the English 101 curriculum. Students receive curricular support in four crucial areas: 1) writing description/creative non-fiction essay; 2) developing a complex idea for research proposal/proposal format; 3) compiling an annotated bibliography; 4) using sources. Students MUST attend all four workshops to receive maximum benefit. The pass rate last spring for such students was **93.94%***

Additional Goals and Requirements:

Writing Help @ The John Jay Writing Center: All 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 at <http://web.jjay.cuny.edu/~writing>. Remember that tutoring is not just for students who are struggling with a writing course; good writers also need constructive feedback, and all writers can benefit from attentive, close reading of written work. 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.

Reading Goals: Critical reading of, and critical thinking about, texts, culture, and history is essential to this course and is a learned skill like any other. We will work together to hone these skills, so that we may communally arrive at some of the many possible meanings within each text or issue we examine. I expect that each student will work hard on improving his or her own reading and interpretation skills. This means that students should: 1) READ 2) REREAD 3) THINK. Underline, write questions, comments, and confusions in the margins, and raise these issues in class. In other words, engage/interact with the text and share this mental work with your fellow class members during in-class discussions. Remember that it's fine to say, "I don't get it!," but you must also think about and express the reasons behind your confusion.

Computer Info: You must have an active John Jay email account that you check regularly, and you must regularly log into our class' Bb site. Also, remember to save all your work—even after you hand it in.

Email Etiquette: Although email tends to be a less formal type of communication than more traditional written formats, the general rules of writing still apply. That is, when communicating through email, always use appropriate salutations (Ms., Mr., Dr., etc), "sign" the correspondence with a closing phrase and your name, check your grammar,

tone, and style, and make sure to reply back when someone sends you a message so they know you received it.

Important College Policies:

Students with Disabilities are more than welcome in this classroom. If you have a disability and need accommodations, please let me know. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, I must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is your responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to me.

Academic Ethics: 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 I 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. Any deliberate attempt to present the work of others as your own is dishonest and 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. Always cite your sources, using MLA style, and please, see me if you have any questions.

Here's the college's ***Official Statement on Plagiarism:*** 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.**

Hate Speech Will Not be Tolerated in this Class. "It is the position of the Faculty Senate and the Council of Chairs that the use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process." Please be aware of this position and respect yourself and others enough to avoid engaging in such speech. I encourage you to discuss your opinions—regardless of their popularity—but to do so in a professional and caring manner.

Undergraduate Bulletin. As a John Jay student, it is your responsibility to know and understand the policies of the college and your role in them. Please see the Undergraduate Bulletin for this information (including in the Incomplete Grade Policy, Extra Work for the Semester, and

Americans with Disabilities Act Policies) <http://www.jjay.cuny.edu/academics/654.php>

English 101.04, M/W 12:15-1:30pm, Dr. Tara Pauliny

Daily Schedule / Assignment Schedule

All readings are on Blackboard unless stated otherwise

Week One

Wed. 1/28: **In Class:** Writing diagnostic; review the syllabus and Blackboard (Bb); brief introductions.

Week Two

Mon. 2/2: **Due:** Read “Mind Body Connection” and “Buddism and Brain Science”
In Class: respond to readings in your journals; exchange and share; discuss the essays: (definition of mind-body, connection to meditation, relationship to writing)

Wed. 2/4: **Due:** Read Silva “Chapter 2”
In Class: Introduce Essay 1 and have students brainstorm 6 positive and 6 negative associations with academic writing. Use the list to discuss writing challenges and introduce some mindful writing techniques, namely, stretching and breathing before hand, writing every day, and writing in short sessions. Have students write in 2 ten minutes sessions and then introduce the idea of a journal. Have them reflect on this experience and make a plan for their draft.

Week Three

Mon. 2/9 **Due:** Read Mairs; First draft of Essay 1 with 2 copies
In Class: Peer Review. Discuss the beginning stage of the writing process and mindfulness (brainstorming, outlines, clusters, bullet points, associations, dialectical notebook). Review drafting process of Essay 1; discuss the reading and note taking (Boice’s idea of mindful reading), thesis development and support, the chapter’s theme and main points.

Wed. 2/11: **Due:** Essay 1, Draft 2 with copies
In Class: Peer Response; identify and review sentence-level errors

Week Four

Mon. 2/16: **No class. College closed.**

Wed. 2/18: **No class meeting; instead, do assignment on Blackboard (Bb).**
Bb assignment: read Boice Chapter 1 pgs 1-21 (up to “Stage 1: Learning about Tacit Knowledge from Experts”); in a Discussion Board post on our course’s Bb site, do the following:
1. *in a short paragraph, outline the main points and overall focus of this first part of the chapter*
2. *choose 2 quotes from the reading and explain how they support or illustrate the chapter’s main points or focus*
3. *choose 3 words whose meaning you do not know and then define them. You should cite outside sources (www.dictionary.com for example), but the definition should be in your own words.*
This assignment will be graded.

Week Five

Mon. 2/23 **Due:** Read all of Boice “Chapter 1” pgs 1-42; 3rd revision of Essay 1
In Class: In your journal, reflect on and review your essay’s progress. Discuss challenges and

successes. Do a mindful reading of the day's assigned text—with passages chosen by students. Reflect on their significance in their journals.

* Schedule a meeting with Dr. P if you'd like to discuss your final draft of Essay 1, which will be included in your portfolio.

Wed. 2/25 **Library Day—class held in library classroom.;** assign Research Project including proposal, interview essay, and annotated bibliography

Week Six

Mon. 3/2 **Due:** Read Silva “Chapter 3”; draft 1 of Research Proposal due with 2 copies
In Class: peer review of research proposal; create writing schedules and goals

Wed. 3/4 **Due:** revision of Research Proposal with 2 copies
In Class: Assign Interview Essay; plan research process/steps; relaxation exercise

Week Seven

Mon. 3/9 **Due:** Annotated Bibliography, Draft 1 with 2 copies
In Class: peer response

Wed. 3/11 **Due:** Annotated Bibliography, Draft 2 with 2 copies
In Class: Sentence exercises, peer review, plan Interview essay

Week Eight

Mon. 3/16: **Due:** Interview Essay, Draft 1 with 2 copies
In Class: peer review

Wed. 3/18: **No class. Dr. Pauliny at a conference. Bb assignment:** Read Boice “Conclusion”

Week Nine

Mon. 3/23: **Due:** Interview Essay, Draft 2 with 2 copies
In Class: peer response

Wed. 3/25: **Due:** Read “Meditation and the Art of Writing”; follow the meditation and writing exercise within the article—write in your journal
In Class: discuss meditation experience; do an in-class meditation/writing exercise

Week Ten

Mon. 3/30: **Due:** read Boice “Chapter 2” pgs 43-54 up to “Stepwise Exercises for Facilitating Imagination”
In Class: peer review; write about and discuss Boice

Wed. 4/1: **Due:** Read Boice, “Chapter 2” in its entirety; Research paper draft due
In Class: peer review; plan for revision of research paper

Week Eleven

Mon. 4/6: **No class, Spring break.**

Wed. 4/8: **No class, Spring break.**

Week Twelve

Mon. 4/13 **Due:** Research paper outline with 2 copies
In Class: peer response; work on revision plan for essay

Wed. 4/15 **Due:** paragraph work
In Class: paragraph work

Week Thirteen

Mon. 4/20: **Due:** Research paper, Draft 2 with 2 copies
In Class: peer review; work on revision plan

Wed. 4/22: **Due:** paragraph and citation work
In Class: paragraph and citation

Week Fourteen

Mon. 4/27: **Due:** reflective journal writing and example gathering
In Class: compile and review

Mon. 4/29: **Due:** assemble all work for the portfolio
In Class: review portfolio, discuss self-reflective essay, begin to compile and draft

Week Fifteen

Mon. 5/4: **Due:** Draft of Self-reflective Essay with 2 copies
In Class: peer review

Wed. 5/6: **Due:** Draft 2 of Self-reflective Essay with 2 copies
In Class: plan for portfolio (meditation and writing)

Week Sixteen

Mon. 5/11: **Due:** Portfolio draft
In Class: Portfolio review

Wed. 5/13: **Last day of class.**
Due: Portfolios.
In Class: meditation and reflective writing

Final Exam: 5/18-22; final day and time TBA.
Return Portfolios, self-reflective writing, meditation.