

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

ENG 201 Honors
Spring 2018
Department of English
Class Time: Fri. 10:50am-1:30pm
Room: 1.117, New Building

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Office Hours: Tues. 11:30-1:30
and by appointment
Office Location: 7.63.32 NB

* Prerequisite: ENG 101

Rhetorical Thinking

Fig. 1

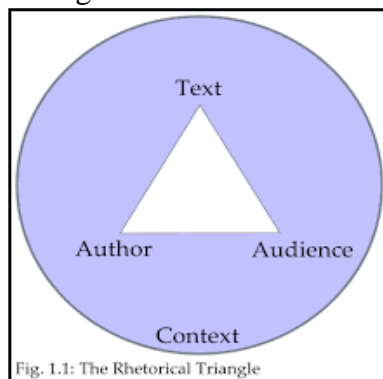


Fig. 1.1: The Rhetorical Triangle

Fig. 2

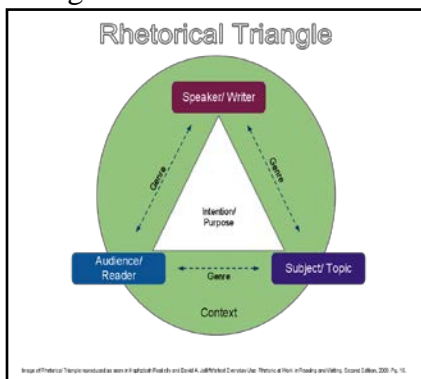
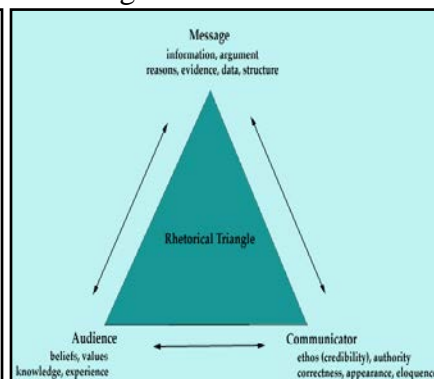


Fig 1: Trish Roberts-Miller <http://www.drw.utexas.edu/roberts-miller/handouts/rhetorical-analysis>

Fig 2: <https://blogs.longwood.edu/hamelsolstice2013/1-introduction-changing-perspective/>

Fig 3: http://aplant.wikia.com/wiki/File:Rhetorical_triangle.gif

Fig. 3



Writers in this course explore rhetorical principles as they propose, design, research, and “write-up” projects in three different academic disciplines. All three projects have a primary and secondary research component where writers explore language and literacy concepts, theories, and behaviors. By completing the projects, writers gain a meta-understanding of “writerly” choices (forms, style, language, etc.) that are made for specific audiences and purposes. Ultimately, the writers who complete this course demonstrate an awareness of rhetorical principles and practices that they can apply to reading and writing in any rhetorical context they encounter.

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.

Course Requirements

1. **Academic Performance:** Attendance and punctuality are, of course, a given; to earn full participation points, you need to be in class and you need to do the following:
 - a. Come to class with the reading and writing assignment prepared.
 - b. Participate routinely and substantively in class discussions and group work.
 - c. Respond critically and kindly to the work of others.
2. **Informal Writing:** There will be a writing assignment due for just about every class. If you arrive to class without your writing in-hand, you are arriving unprepared. We will also write in every class. *Please remember that all writing should be posted to your e-portfolio.*
3. **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, you are unprepared.
4. **Key Terms:** During the semester, you will complete explanatory definitions of the key rhetorical terms of the course. These will be due throughout the semester.
5. **Mindfulness Writing:** We will use mindful writing strategies as part of our in-class writing practice. Students are encouraged to also use these strategies when they compose outside the classroom.
6. **Reflective Writing:** Students complete reflective writing and writing process work both during class and between classes.
7. **Three discipline-based writing projects:** Each student will complete three research projects: a literacy narrative; a quantitative data analysis; and a print ad. We learn by doing; as we work through these projects we will be learning rhetorical and discipline-specific writing tools.
8. **Rhetorical Analysis Midterm:** Writers demonstrate their knowledge of rhetorical analysis with a midterm response paper; to complete students must attend a college event and discuss it in relation to rhetorical theory and terminology.
9. **Portfolio:** Students will build a digication e-portfolio of the writing for the course. At the start of the class, each student will create a digication e-portfolio where all of their work of the course will be placed. Students will be responsible for having ongoing access to their e-portfolio. The e-portfolios will be “re-visioned” into a coherent and accessible course text at the end of the semester.

Mindfulness

Mindfulness-based writing theory and strategies were introduced, studied, and practiced in ENG 101. In this course, we will continue to employ these practices (including yoga (perhaps), meditation, and reflection) during in-class writing sessions. Students are also strongly encouraged to utilize the mindfulness-based strategies they find the most rewarding when they write outside of class. These practiced are based on the work on psychologist Robert Boice, many of whose texts are available on the course site. Students who were not in ENG 101 will receive a special overview of mindful writing since these practices will, most likely, be new for them.

Commitment and Collaboration

Too often, writing is 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 class 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, build our work together and gain strength from working with each other. 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 we will recognize the enjoyment of writing and how to use mindfulness strategies 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.

Grading

Final grades will be based upon the following:

10 Key Terms:	10%
10 Reflections:	5%
Rhetorical Analysis Midterm Response Paper:	10%
Three Writing Projects (20% each)	60%
Final Exam and Final Showcase E-Portfolio	15%

Grade Values:

A 93-100 (4.0)	A- 90-92 (3.7)	
B+ 87-89 (3.3)	B 83-86 (3.0)	B- 80-82 (2.7)
C+ 77-79 (2.3)	C 73-76 (2.0)	C- 70-72 (1.7)
D+ 67-69 (1.3)	D 63-66 (1.0)	D- 60-62(0.7)
F below 60 (0)		

***Please remember:
professors do not give grades;
students earn grades.***

Course Policies

Course e-portfolio: All assignments will be posted to the class site, located on digication. You should visit the site daily 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: 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). Everyone gets one “free” absence; for each absence after one, your final grade is lowered ½ a letter grade. Missing four or more classes will result in failure of the course.

Required Texts: All readings will be posted on the course site. It is the student’s responsibility to bring copies of the readings to class, either in printed form or through 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 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).

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.”

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](tel: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)

Classroom Conduct:

- ❖ Smart Phones, tablets and laptops are allowed in class for academic purposes only. All personal communication, surfing the web and the like will not be allowed and, if it occurs, will impact your participation grade for that class day.
- ❖ Sleeping in class is disrespectful to everyone else in the room. If you are falling asleep, then 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; and that all are treated with respect at all times.

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Course Schedule Spring 2018

Please Note:

1. All work (reading and writing) is due on the day listed.
2. Major writing assignments will be posted on the course site and reviewed in class. Minor assignments will only be discussed in class—not posted.
3. Please label your work so I know which assignment you are completing.
 - a. For example: Assignment #1: Writing Diagnostic
4. Put all of your work (in-class writing, drafts, peer responses, reflections, key terms, etc.) on your digication e-portfolio.
5. Continuing our mindfulness practice from last semester, we will end each class with a short meditation and timed writing.

Class One **Introduction to the Course**
Fri. Feb. 2 Digication e-portfolio workshop
Review syllabus and work for the course; schedule conferences
Break
Mindfulness Review
Introduce Project #1: Literary Artifact Analysis
Meditation and Reflection on 201 Goals

Class Two **Introduction to and Application of Rhetorical Analysis and Theory**
Fri. Feb. 9 Due:
- Watch the Rhetorical Videos posted on the course site
- Finalize your 201 Goal Statement and List; create a space on your portfolio to track your progress
- Bring in your Literacy Artifacts
- *Your new Digication e-portfolio needs to be functional*
In class:
- Discuss Rhetorical Context and Analysis; Aristototele, Toulmin, Bakhtin
- Apply their rhetorical theories to the Zizmor Ad
- Meditation and Writing: Plan/Outline Project 1

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

Class Three **Literacy Artifact Analysis**
Fri. Feb 16 Due: Read the sample Literacy Artifact Analysis Projects posted on the course site
Post (on e-portfolio) Draft 1 of your Literacy Artifact Analysis (Project 1)
In class: Peer Review, planning, revising

Class Four **Rhetorical Sentence Work and Proofreading Strategies**
Fri. Feb. 23

NOTE: We will not hold class on this day. Instead, you are responsible for the following work:

Due: Read Joseph Williams
Post the revision of your Artifact Analysis to your e-portfolio (to be graded)
- Include a reflection that discusses the changes you made, how the peer reviews impacted these changes, and how you used Williams' ideas while proofreading/editing

- Between 2/23 and 3/2, read and comment on your group's papers. What additional changes would you suggest?; Did you find any sentence-level errors?

Project 2: Quantitative Data Analysis (Sociology/Psychology Report)

<u>Class Five</u>	Fri. March 2	Multilingualism and Discourse Communities Reading: Assigned Gee, Swales, Garcia, Lowi Writing Assignment #5: Annotated bibliography two entries (assigned reading and one you found)
<u>Class Six</u>	Fri. March 9	Form, Tone, Style Reading: Math Basics Writing Assignment #6: Draft: Introduction, Methodology and Results
<u>Class Seven</u>	Fri. March 16	Writing Assignment #7: Midterm Exam Rhetorical Analysis
<u>Class Eight</u>	Fri. March 23	Clarity and Concision Read: Sample Quantitative Data Analysis Projects Writing Assignment #8: Draft of Quantitative Data Analysis E-portfolio functionality, organization and completeness check

Fri. March 30 *No class; Spring Break.*
Fri. April 6 *No class; Spring Break.*

<u>Class Nine</u>	Wed. April 11	Rhetorical Sentence Work and Proofreading Strategies II Reading: Literacy Packet Writing Assignment #9: Final Draft of Quantitative Data Analysis Posted
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Project 3: Print Ad and Rationale (Workplace Writing)

<u>Class Ten</u>	Fri. Apr. 13	Audience and Purpose Read: Literacy Packet 2 Writing Assignment #10 Literacy Research
<u>Class Eleven</u>	Fri. Apr. 20	Genre, Stance, Medium (Delivery) Writing Assignment #11: Draft of Rationale and Mock-up of Ad
<u>Class Twelve</u>	Fri. Apr. 27	Presentation Style Rhetorical Sentence Work and Proofreading III Writing Assignment #12: Final version of Print Ad and Rationale Posted to e-portfolio

Rhetorical Analysis FINAL Exam and Portfolio-Blog Revision

<u>Class Thirteen</u>	Fri. May 4	E-portfolio Revision
<u>Class Fourteen</u>	Fri May 11	Final Exam Preparation

Exam Day

TBA Final Exam and e-portfolio revision due