



ENG 101: ENGLISH COMPOSITION I

Exploration & Authorship:
An Inquiry-Based Writing Course
Spring 2018

445 W 59th St, New York, NY 10019

TuTh 8:00AM - 9:15AM	TuTh 9:25AM - 10:40AM
101-10	101-06
(44664)	(9714)
New Bldg 1.65	Haaren 208

Instructor: Ms. Maria Vint

Email: mvint@jjay.cuny.edu

Office & Mailbox: English Department: NB 7.63.35

Office Hours: By appointment, but I will most likely be in my office Monday-Thursday between 1pm & 4pm.

Course Website: Blackboard



Course Prerequisite: Freshmen who have passed the ACT reading and writing exams, who have completed the John Jay sequence of EAP 121 and EAP 131 courses, or who are qualified through transfer credits will be eligible for this course.

Course Description: This course introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college. 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. Students prepare a sequence of prescribed assignments that culminate in a final research project. These assignments provide small manageable tasks that explore utilizing language for different purposes and the process of the normally overwhelming research paper. The course grade is based on the quality of revisions in all writing assignments, completion of daily tasks, participation in Writing Center workshops, and a final portfolio.

****Writing is about process. Process does not happen at a finger’s snap. Becoming a better writer is about learning to observe your process, over time. You will rehearse that skill in this course.****

Writing Program Learning Objectives:

- **Invention and Inquiry:** You learn to explore and develop your ideas and the ideas of others in a thorough, meaningful, complex and logical way.
- **Awareness and Reflection:** You learn to identify concepts and issues in your own writing and analytically talk and write about them.
- **Writing Process:** You practice methods of composing, drafting, revising, editing and proofreading.
- **Sentence Fluency:** You consistently compose clear, complete and correct sentences, using a variety of complex and compound sentence types.

- **Conventions:** You demonstrate control of language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.
- **Rhetoric and Style:** You process and model successful rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.
- **Claims and Evidence:** You develop logical and substantial claims, provide valid and coherent evidence for those claims and show why and how your evidence supports those claims.
- **Research:** You conduct research, evaluate research sources, integrate research to support your ideas, and cite sources appropriately.

Assignments:

Final grades will be based upon the following**

Assignment	Points
Progymnasmata exercises (Fable & Impersonation, Description, Commonplace, Comparison, Encomium, and Vituperation)	150
Creative Non-Fiction (Narratio)	150
Inquiry Log (Analysis)	100
Inquiry-Based Research Report (Investigation & Argument)	250
SpringStart Workshops	100
E-Portfolio	150
Reflections of four Major Assignments: Progymnasmata, Creative Non-Fiction, Inquiry Log, Inquiry-Based Research Report (25 points each) & Final Reflection (50 points)	150
Extra Points*	100
Performance	50
Total:	1200

***Extra Points Options:**

Extra Points Options	Points
Choose any of the following from the list to satisfy the 100 Extra Points requirement, and then you can use the rest to make up any other points you might be missing beyond the 100 required Extra Points.	
Additional Writing Center Workshops / Tutor sessions	30 per every 2 sessions (for a total of 90 extra points)
Acquire a Day Planner	25
All assignments for ENG 101 written in Day Planner	25
All assignments for other classes & personal meetings/appointments written in Day Planner	15
Graphic / creative representation of experience in any assignment (image, drawing, graphic novel, word collage, etc.)	15 per assignment (for a total of 60 points)
Total possible points beyond 100 required points:	115

****Negative Points & Resolution**

You will lose points for absences and latenesses, temporarily. BUT, you can gain these points back very easily. See Below.

Negative Points	Points	Resolution
Absences – It is important to familiarize yourself with the work that was missed during your absence. It’s ok if you miss the allowed four absences, but it is also imperative that you keep up with the current tasks. (After the four allowed absences, you will unfortunately be subject to failure for the entire semester.)	50 each	Write a ½- to 1-page business letter documenting what you did to acquire the notes, materials, and assignments for the day you weren’t in class. To be submitted no later than 11:59 pm of the following class meeting. (Must adhere to business letter writing conventions.) You will be allowed a max of FOUR absence resolution letters. #accountability
Lateness – If being late is becoming an issue, you will begin to receive a deduction for arriving after the time class begins. (This also wouldn’t be tolerated in your place of work.) After 2 latenesses, 10 points will be deducted with each lateness of more than 5 minutes.	10 each	Write a ½- to 1-page business letter documenting why you were late and what you’ll do to rectify the situation. To be submitted no later than 11:59 pm of the following class meeting. (Must adhere to business letter writing conventions.) You will be allowed a max of FOUR lateness resolution letters. #wakepearlier

Grading:

Your final grade will be based on the following calculations:

Points		Grade
1128 - 1200	=	A
1080 - 1127	=	A -
1044 - 1079	=	B+
1008 - 1043	=	B
960 - 1007	=	B -
924 - 959	=	C+
888 - 923	=	C
840 - 887	=	C -
804 - 839	=	D+
780 - 803	=	D
0 - 779	=	F

Please Note: I do not give

a grade. You **earn** the grade. You should keep track of your earned points so that you will always be aware of your running grade and what you’d need to do to keep your points total at the grade you are aiming for.

Assessment of Grades

will be based on the amount of effort you put in to your work. Most of our writing will require **multiple** drafts. With each draft, you will never lose points, but if quality revision is not completed, you may not receive additional points.

The Only Failing Grades students have received in my class were from when they:

1. Missed a majority of the semester,
2. Didn't complete most of the work, or
3. **PLAGIARIZED** THEIR ASSIGNMENTS

Submission of Revised Drafts:

“Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something -- anything -- down on paper. A friend of mine says that the first draft is the down draft -- you just *get it down*. The second draft is the up draft -- you *fix it up*. You try to say what you have to say more accurately. And the third draft is the dental draft, where you check every tooth, to see if it's loose or cramped or decayed, or even, God help us, healthy.”

– Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life*

You will be required to revise almost **all** of your formal writing assignments. Second and all following drafts should be submitted via email to mvint@jjay.cuny.edu. They **MUST** be submitted with a specific email subject line and filename.

With each revision, you will have the opportunity to gain more points for that assignment. You will never lose points. You may stay the same in points, or you will gain points. But, I will never take points away. More instructions will be distributed during class.

Remember! Submitting multiple drafts removes the stress of getting it “100% right” on the first try. There are no point reductions for imperfect drafts. These are meant to help you to clear your vision of what you are writing in order to get it to that perfect point.

Assignment Submission:

This class requires that you use **Blackboard**. We will go over this together during the beginning of the semester. **It's important that you have access to Blackboard within the first week of class, so please be sure to visit the Do IT Help Desk if you're unable to connect.**

Text Books:

You are not required to purchase any texts for this class. All texts will be provided for you online and/or in class.

Attendance:

As per CUNY standard, the maximum allowed absences a student may have during the semester is four. However, I have specific grading criteria for absences. Please see this explained in the *Negative Points & Resolution* section of this syllabus. (If there is an emergency or unexpected situation, be sure to speak to me, because exception can be made in a case-by-case basis.)

Also, lateness is disruptive to the class, the student who is late misses whatever occurred during their time not in the classroom, and the instructor is forced to repeat everything he/she already discussed. Sporadic absences are not an issue, but chronic lateness is and they will affect your final grade and what you take away from the course. Please see the grading criteria for this as well, under the *Negative Points & Resolution* section of this syllabus.

Expectations of Student Conduct:

Once you're in the class room, you're expected to be engaged for the 75 minutes of class and to participate in class discussions. As mentioned, you are expected to complete daily and weekly reading and writing assignments. Learning is generated by your understanding of the material, and the way we accomplish this in English 201 is via critical analysis and group discussion of the assigned readings and

writing assignments. Please limit cell-phone/text usage to emergencies only and avoid using your phone when the instructor is speaking. Food and drink are OK when not in the computer lab.

Writing Center:

The Writing Center has many helpful resources available to you, such as **SpringStart workshops***. Many other students within the city do not have the opportunity to receive these services. You have them here, for free, and the information being distributed in the sessions and workshops all aligns with the work being done in class. There are also tutors available who can review your work before submitting, and other various types of information sessions. You can make an appointment or just pop in. **212-237-8569** • <http://jjcweb.jjay.cuny.edu/writing/about.htm>

***SpringStart Workshops**
All students will be required to attend four SpringStart workshops, in the writing center, throughout the semester. These four workshops align with ENG 101 curriculum & you will receive 100 points for this participation.

Accessibility Services:

John Jay’s Accessibility Services provide comprehensive access to support services and programs for students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses and psychological impairments. If you know or suspect that you need accommodations, please visit: <https://www.jjay.cuny.edu/accessibility> for more information. Please note that any accommodations required in/for class must be arranged through Accessibility Services before discussed with the instructor.

Plagiarism and Academic Dishonesty:

Plagiarism involves a variety of practices that are not acceptable in college courses. These practices are described in the CUNY Policy on Academic Integrity. Read the full policy here: <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>

You can learn more about plagiarism by reviewing the slides in an individual tutorial on the W.W. Norton web site: http://www.wwnorton.com/college/english/write/writesite/research/plagiarism_tutorial.aspx

Here are five practices defined as plagiarism in the CUNY Policy on Academic Integrity:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Unethical Practices described in the CUNY Policy on Academic Integrity also include cheating and obtaining unfair advantage. Read the full policy for information on these practices. **Sanctions for**

Student Violation of CUNY's Policy on Academic Integrity can be found in the CUNY Policy on Academic Integrity. Read the full policy to learn about our college's approach to addressing student violations of academic integrity.

Submissions of Writing Assignments Previously Submitted or Concurrently Submitted to Another

Instructor: You must request and receive permissions from the instructor to submit writing that you have already submitted to another professor or that you are concurrently preparing for submission to another course.

Disclaimer: *Specific dates/locations/assignments are subject to change in the following schedule.
#StuffHappens

You will *always* be made aware of these changes, whether by an in-class announcement, email, or BB announcement. But, I will always try and stick to the plan as it is laid out below!

Schedule of Classes

Week	Dates	Learning objective(s)	Content Focus	Graded Assignment
1	1/30 & 2/1	Progymnasmata: (Fable) Playing with: language, voice, audience, narrator, purpose	Tuesday: Introduction to course. <i>HW:</i> Read two fables & respond to content. Thursday: Fable structure & purpose. <i>HW:</i> Complete fable with personification & Anglo-Saxon Riddle.	Preparing for: Creative Non-Fiction
2	2/6 & 2/8	Progymnasmata: (Narratio & Description) Begin: Narrative Writing	Tuesday: Review: Fable; Introduce: Narratio. (Take a photo if you can't bring it in.) Write a 1- to 2-page story about the artifact (What is it? Where did it come from? How was it made? Why is it important?) Thursday: Review artifact stories. Introduction to the Creative Non-Fiction assignment, descriptive writing, narrative arc. <i>Weekend HW:</i> Brainstorm ideas for CNF.	Preparing for: Creative Non-Fiction
3	2/13 & 2/15	Narrative Writing Begin: Inquiry / SSQ	Tuesday: COMPUTER LAB - Narrative form; Peer review brainstorm for creative non-fiction piece. <i>HW:</i> Begin writing CNF. Conduct appropriate research. Thursday: Review: creative Non-fiction & descriptive writing. Playing with language. <i>HW:</i> Complete the CNF. Must have IN CLASS – PRINTED 2 copies of narrative essay for peer review on TH 2/22.	Creative Non-Fiction Week 1 Preparing for: Inquiry-Based Research Report
4	2/20 & 2/22	End: Narrative Writing SSQ	Tuesday: NO CLASS (Follows Monday Schedule) Thursday: Peer Review of CNF; Intro to: SSQ. Conduct SSQ 1. <i>HW:</i> 1. Revise CNF. Final draft due T 2/27 on BB by 11:59 pm. 2. SSQ 2	Creative Non-Fiction Week 2
5	2/27 & 3/1	SSQ E-Portfolio	Tuesday: Computer Lab - Review SSQ 2; Conduct SSQs 3 & 4; <i>HW:</i> SSQs 5 & 6. Thursday: COMPUTER LAB – WordPress (WP); Review SSQs 5 & 6; Post ALL SSQs to WP site. <i>HW:</i> SSQ 7 & 8;	Inquiry-Based Research Report Week 1: Choosing a topic

Week	Dates	Learning objective(s)	Content Focus	Graded Assignment
6	3/6 & 3/8	Writing a Proposal SSQ Progymnasmata: commonplace	Tuesday: COMPUTER LAB – Review SSQ 7 & 8; Explore & brainstorm <u>complex</u> inquiries for personal research. Review: Writing a proposal. <i>HW:</i> Compose 2-3 mini-proposals of research focuses that interest you. Due IN CLASS W 3/8. Thursday: Group Review: Proposals & Research Ideas. Workshop proposals. Progymnasmata: Commonplace. <i>HW: 1.</i> Solidify research inquiry & begin preliminary research. Upload at least 1 page of research / 3 different sources to BB by class time on T 3/13. 2. Read documents and answer the questions: What is the formal peer review process? Who does the reviewing and why? Why is it needed? Have answers available IN CLASS on T 3/13. 3. Upload Commonplace Essay to BB.	Inquiry-Based Research Report Week 2: Proposal
7	3/13 & 3/15	Writing an Annotated Bibliography	Tuesday: LIBRARY VISIT – Explore databases & scholarly articles. <i>HW:</i> Continue research. Secure at least 1 scholarly article that helps to answer your research inquiries. Thursday: COMPUTER LAB - Review the annotated bibliography. Sign up for meeting with MV. <i>HW:</i> Complete both the annotated bibliography AND the proposal. Upload both to BB AND PRINT 1 copy of BOTH and bring to meeting with MV.	Inquiry-Based Research Report Week 3: Annotated Bibliography & Summary Writing
8	3/20 & 3/22	Confirm Inquiry for research	Meet 1 on 1 with MV, this week. Meetings ONLY, no class meetings. Review: current grades & solidify research subject. BRING: Proposal & Annotated bibliography. <i>HW:</i> Begin to firm thesis. Find ALL perspectives regarding your research questions. Have available in class on T 3/27.	DRAFT 1 of Paper DUE IN CLASS on Th 4/26 (FIVE WEEKS from now) Inquiry-Based Research Report Week 4: Meet with MV
9	3/27 & 3/29	Progymnasmata: Comparison & Thesis: Confirmation and Refutation	Tuesday: Review: Commonplace Essay. Practice: Progymnasmata: Comparison (of perspectives). <i>HW:</i> Progymnasmata: Confirmation. Thursday: Review Comparison & Confirmation. Review: Refutation. <i>HW: 1.</i> Articulate ALL possible claims FOR your argument. List them (minimum 3) with evidence and an explanation of the claims. 2. Identify all opposing viewpoints and their individual justifications. 3. Refute them all. Provide evidence and an explanation/analysis of each refutation. (These may overlap.) This should be a minimum of 2 pages. Due to BB by beginning of class on T 4/10.	Inquiry-Based Research Report Week 5: Outline
10	4/3 & 4/5	Composing	SPRING RECESS	Inquiry-Based Research Report Week 6: Composing

Week	Dates	Learning objective(s)	Content Focus	Graded Assignment
11	4/10 & 4/12	Outlining Audience Argument in action: Confirmation & Refutation	<p>Tuesday: Review: Outlining. Understanding audience & identifying most useful information for effective argument. <i>HW:</i> Complete outline. Have a copy available in class & submit to BB by class time on Th 4/12.</p> <p>Thursday: COMPUTER LAB – Review & edit outlines. Practice: Effective introductions. <i>HW:</i> Revise outline & complete introduction. Submit to BB by T 4/17</p>	Inquiry-Based Research Report Week 7: Argument: Claims, Evidence, Warrant
12	4/17 & 4/19	APA Review	<p>Tuesday: APA Game. <i>HW:</i> 1. APA practice sheet. To be completed by Th 4/19. 2. Complete Extended Claim 1 and/or Refutation 1 by class time on Th 4/19.</p> <p>Thursday: COMPUTER LAB - APA Review of game & practice sheet (take notes!); Reference List Workshop. <i>HW:</i> Compose a working draft (a minimum of two-thirds of the way complete): DUE in class, digitally, and uploaded to BB by class time on Th 4/26.</p>	Inquiry-Based Research Report Week 8: APA
13	4/24 & 4/26	APA Exam Reviewing	<p>Tuesday: APA Exam</p> <p>Thursday: COMPUTER LAB – Partner review of working draft (½ way complete). <i>HW</i> complete Inquiry-based research paper for a grade by 5/1.</p>	APA EXAM Inquiry-Based Research Report Week 9: Reviewing & Revising Draft 2 DUE T 5/1
14	5/1 & 5/3	E-portfolio Revisions	<p>Tuesday: COMPUTER LAB – The COMPLETE DRAFT of Inquiry-Based Research Paper DUE today; E-Portfolio <i>HW:</i> 1. Reflective Writing. Post to BB by class time. 2. Revisions</p> <p>Thursday: E-Portfolio <i>HW:</i> Revisions</p>	E-Portfolio Wrap-up
15	5/8 & 5/10	E-portfolio Revisions	<p>Tuesday: E-Portfolio <i>HW:</i> Revisions</p> <p>Thursday: E-Portfolio <i>HW:</i> Revisions</p>	E-Portfolio Wrap-up
16	5/15	E-portfolio Revisions	<p>Tuesday: Last Day of Classes</p> <p>E-Portfolio <i>HW:</i> Revisions</p>	Take home Final Reflection Part 1
17	Week of 5/22	FINAL	In Class Final Reflection Part 2	