



**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.

**Assignments:**

Final grades will be based upon the following\*\*

Assignment	Points
Rhetorical Analysis	100
Progymnasmata: Chreia, Commonplace, Encomium	75
Writing for Journalism: Progymnasmata - Op-Ed Invective	150
Writing in the Humanities: History Pamphlet	100
Writing in the Social Sciences: In-the-field Visual & Written Ethnographic Research	250
E-Portfolio	150
Reflections of Five Writing Assignments (20 points each) & Final Reflection (50 points)	150
Extra Points*	100
Performance	100
Total:	1175

**\*Extra Points Options:**

Extra Points Options Choose any of the following from the list to satisfy the <b>100 Extra Points</b> requirement, and then you can use the rest to make up any other points you might be missing beyond the 100 required Extra Points.	Points
QuickStart (4 sessions) / Writing Center workshops / Tutor sessions	20 per session (for a total of 100 points)
Acquire a Day Planner	20
All assignments for ENG 201 written in Day Planner	20
All assignments for other classes & personal meetings/appointments written in Day Planner	10
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 <i>beyond</i> 100 required points:	110

## \*\*Negative Points & Resolution

You will lose points for absences and latenesses, temporarily. BUT, you can usually 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. <b>To be submitted no later than 11:59 pm of the following class meeting.</b> (Must adhere to business letter writing conventions.)  #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.  #wakepearlier

### Grading:

Your final grade will be based on the following calculations:

Points		Grade
1116 – 1175	=	A
1057 – 1115	=	A -
1022 – 1056	=	B+
987 – 1021	=	B
940 – 986	=	B -
904 – 939	=	C+
869 – 903	=	C
822 – 868	=	C -
787 – 821	=	D+
751 – 786	=	D
728 – 751	=	D-
0 – 727	=	F

### 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

### Please Note:

I do not **give** 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.

### 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](mailto:mvint@jjay.cuny.edu). They **MUST** be submitted with a specific email subject line and filename. 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 the 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 **QuickStart 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>

### **\*QuickStart Workshops**

Some students will be invited to attend QuickStart workshops in the writing center, throughout the semester. These four workshops align with ENG 201 curriculum & can be used to satisfy a portion of the 100 Extra Points. If you're not invited, you're still welcome to attend. Or, you may choose any general workshops to participate in for the 100 Extra Points.

### Accessibility Services:

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). 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](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### 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](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.

### Schedule of Classes

Week	Dates	Rhetoric Focus	Content Focus & Daily Activities	Unit
1	1/29 & 1/31	Intro to/Review of Rhetoric; Rhetorical Triangle	<b>Monday:</b> Introduction & Recap of Eng 101 <b>Wednesday:</b> Analysis; Language being used a tool for argument. Weekend HW: Read “Why Trump can’t be president” by Julissa Arce & “Demagogue for president” by Charles Blow. Analyze different approaches to similar argument. Focus on: language, tone, sentence structure, information used to defend claims.	Preparation for rhetorical analysis; Rhetorical Analysis Week 1
2	2/5 & 2/7	Begin: Rhetorical Analysis	<b>Monday:</b> Rhetorical properties, language, tone, sentence-type, Kairos. Review Rhetorical Analysis Structure. HW: look through any NYT Op-Eds. Find any one and analyze the argument rhetorically. <b>Have First rough draft of Analysis AND Article in class Wednesday.</b> <b>Wednesday:</b> Peer Review Rhetorical Analysis. Annotate rhetorical properties. <b>Final version DUE Wednesday 2/14.</b>	Rhetorical Analysis Week 2
3	2/12 & 2/14	End: Rhetorical Analysis Begin: Progymnasmata (Chreia & Commonplace)	<b>Monday 2/12: NO CLASS (Lincoln’s Birthday)</b> <b>Wednesday: COMPUTER LAB – Chreia &amp; Commonplace &amp; Rhetorical Analysis DUE.</b>	<b>Rhetorical Analysis Due Wednesday</b> Progymnasmata Week 1
4	2/19 & 2/20 & 2/21	Progymnasmata (Encomium) Introduce the Invective Begin: Journalistic Writing	<b>Monday 2/19: NO CLASS (PRESIDENT’S DAY) Class on Tuesday, instead.</b> <b>COMPUTER LAB Tuesday 2/20 &amp; Wednesday 2/21</b> <b>Monday:</b> Encomium. HW: Analyze Op-Ed as per outline. <b>Wednesday:</b> Invective & Review journalistic writing. Weekend HW: Write Op-Ed. <b>DRAFT DUE IN CLASS Monday 2/26.</b>	Progymnasmata Week 2; Journalism Week 1

Week	Dates	Rhetoric Focus	Content Focus & Daily Activities	Unit
5	2/26 & 2/28	Progymnasmata (Invective) Journalism	<b>COMPUTER LAB both days</b> <b>Monday:</b> Peer Review Invective & Final Review of journalistic writing: Structure, hyperlinks, language. <b>Wednesday:</b> WordPress. Weekend HW: Read two histories. Analyze: structure, language, organization.	Progymnasmata Week 3; Journalism Week 2; Wordpress Portfolio <b>QuickStart Series 1 Begins 2/26:</b> Rhetorical Contexts
6	3/5 & 3/7	End: Progymnasmata End: Journalism Begin: Visual Rhetoric Begin: History Writing/ Writing in the Humanities	<b>Monday: Op-Ed Invective DUE;</b> Review: History writing; Introduction to History Project; HW: Read - Clean Visual Design <b>Wednesday: COMPUTER LAB.</b> Creating the pamphlet. Weekend HW: Create "History of Me" Pamphlet as per clean design criteria. <b>Print 27 copies for class Monday 3/12.</b>	<b>Op-Ed Due Monday</b> Writing for Humanities / History Pamphlet Week 1 <b>QuickStart Series 1 ENDS 3/7:</b> Rhetorical Contexts
7	3/12 & 3/14	Rhetorical Situation: Client's needs Begin: Visual Rhetoric	<b>Monday:</b> Review pamphlets & clean design; Meet your Client! Choose a topic. Beginning research: John Jay Library Databases, Google Scholar. HW: Continue Research. Begin to organize information for panels. Collect images. Upload scan of notes to BB. <b>Wednesday:</b> Outlining material; Pamphlet mock-ups. Weekend HW: Create Pamphlet. Due in class, digitally, on Monday.	Humanities / History Pamphlet Week 2 <b>QuickStart Series 2 Begins 3/12:</b> Recognizing Useful Research Sources
8	3/19 & 3/21	Knowing the rhetorical situation to prepare the best materials. End: Visual Rhetoric End: Documentation conventions for Humanities (MLA).	<b>COMPUTER LAB both days</b> <b>Monday:</b> MLA review. Peer Review Pamphlet, round 1. HW: continue to edit Pamphlet <b>Wednesday:</b> Peer Review round 2. Pamphlet DUE TODAY at end of class; Post all materials to Wordpress. Weekend HW: Read Ethnographies #1 & #2. Respond to each: Analyze structure, style, language. Document reflections to topic AND to content & record any questions. Due Monday 3/26 in class & on BB.	<b>History Pamphlet due Wednesday</b> Humanities / History Pamphlet Week 3 <b>QuickStart Series 2 ENDS 3/21:</b> Recognizing Useful Research Sources

Week	Dates	Rhetoric Focus	Content Focus & Daily Activities	Unit
9	3/26 & 3/28	Rhetorical Situation: APA Academic Paper Rhetoric: Narratio Rhetorical Situation: Phronesis	<p><b>Monday:</b> Review Ethnographies #1 &amp; #2; Brainstorming your own research focus. HW: Read Ethnographies #3 &amp; #4. Respond to each: Analyze structure, style, language. Document reflections to topic AND to content &amp; record any questions. DUE Wednesday in class &amp; on BB.</p> <p><b>Wednesday: COMPUTER LAB;</b> Post all reflections to Wordpress; Review Ethnographies #3 &amp; #4; Peer discussion: Topic ideas &amp; Inquiries for research. Spring Recess HW: Secondary Research into research focus of interest.</p> <p><b>DUE MONDAY 4/9:</b> 1-page proposal including: Explanation of focus for research, main inquiry which will drive research, 1 paragraph regarding findings from secondary research, explanation of how you'll conduct your primary research.</p>	Ethnographic research Week 1 <b>QuickStart Series 3 Begins 3/12:</b> Source-Based Paragraphs
10	4/2 & 4/4	Rhetorical Situation: APA Academic Paper	<b>SPRING RECESS</b>	Ethnographic research Week 2
11	4/9 & 4/11	Rhetoric situation: APA Academic Paper	<p><b>Meet 1 on 1 with MV, this week. Meetings ONLY, no class meetings.</b> Review: current grades &amp; solidify research subject.</p> <hr/> <p>Weekend HW: Begin field work &amp; type Background section. **Have research notes available in class for Weeks 12 &amp; 13 as they are collected.**</p>	Field Work Week 1 Ethnographic research Week 3; <b>QuickStart Series 3 ENDS 4/13:</b> Source-Based Paragraphs
12	4/16 & 4/18	Rhetoric situation: APA Academic Paper Rhetoric: Narratio	<p><b>COMPUTER LAB both days</b> - Bring Headphones this week! <b>4/16: *LAST DAY TO DROP WITH A W*</b></p> <p>Monday: Narratio practice Review: APA – Cover page, Abstract, Content pages, Reference list, heading levels, page numbers. HW for Monday, Wednesday &amp; Weekend: Continue Field Work &amp; Continue writing paper.</p>	Field Work Week 2 Ethnographic research Week 4; <b>QuickStart Series 4 Begins 4/16:</b> Using Evidence in the Disciplines
13	4/23 & 4/25	Rhetoric situation: APA Academic Paper	<p><b>Monday: COMPUTER LAB</b> - Continue paper; upload materials to WordPress.</p> <p><b>Wednesday:</b> APA Game. HW: APA worksheet. HW for Monday, Wednesday &amp; Weekend: (Besides APA worksheet) Continue Field Work &amp; Continue writing paper.</p> <p><b>Have first COMPLETE draft of Ethnography PRINTED (two copies) in Class Monday 4/30.</b></p>	<b>Last week of Field Work!!</b> Ethnographic research Week 5; <b>QuickStart Series 4 ENDS 4/25:</b> Using Evidence in the Disciplines



Week	Dates	Rhetoric Focus	Content Focus & Daily Activities	Unit
14	4/30 & 5/2	Rhetoric: APA conventions Rhetorical Situation: feelings/ wants / needs of peer	<b>Monday:</b> APA Review. Peer Review first draft of Ethnography. HW: Edit Paper as per content & APA edit suggestions. <b>Wednesday: APA Exam</b>	Ethnographic research Week 6 <b>APA EXAM</b>
15	5/7 & 5/9	Rhetorical Situation: English Department Review Audience: peers & instructor	<b>Monday: COMPUTER LAB</b> – E-Portfolio <b>Wednesday: **Presentations**</b> 1 piece of chosen work from the semester, 5-10 minutes.	<b>Ethnography Due This week</b>
16	5/14 & 5/16	Audience: peers & instructor	<b>Both Days: **Presentations**</b> 1 piece of chosen work from the semester, 5-10 minutes. HW: Take home Final Reflection / Rhetorical Analysis Part 1	Final Reflection / Rhetorical Analysis Part 1 - Take Home
17	Week of 5/21	Rhetorical Situation: English Department Review Audience: peers & instructor	<b>COMPUTER LAB -- FINALS DAY -- Date TBD</b> Remaining Presentations Final Reflection / Rhetorical Analysis Part 2	<b>Final Reflection / Rhetorical Analysis Part 2 E-Portfolio DUE TODAY</b>