

## English 201 Syllabus Spring 2019

Instructor: Claudia Zuluaga

Course: English 201, SEEK Section 5, T/TH 9:25-10:40

Room: 3.81NB

Office: 524 W 59th Street, 7<sup>th</sup> Floor, 7.63.26

Office Hours: Tuesdays 8:10-9:10am and by appointment

Phone: 646-557-4407 (Email is a much better way to get in touch with me)

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

### Course Prerequisite: English 101

### Course Description:

English 201 will expose students to reading and writing from across the disciplines. The course will prepare students for the types of research methods and writing they will need to do for the mission-based disciplines of the college. In this course, students study the preferred genres, rhetorical concepts, terminology, formatting, and uses of evidence in different scholarly fields. As a result, students learn how to transfer investigative and compositional conventions and skills from one type of disciplinary writing to another.

### Learning Objectives:

**Invention and Inquiry.** Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful and complex way.

**Awareness and Reflection.** Students learn to reflect on their own writing and learning and increase their understanding of who they are as writers and learners.

**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.

- Students practice varying processes and conventions of writing as it moves from field to field.
- Students learn different types of research methods and writing they will face in content-based courses of the college.
- Students review research methods, conventions, and practices that they integrate into the cross-disciplinary writing assigned for this course.
- Students reflect upon how their composing skills can be applied in diverse writing situations.
- Students expand their abilities to discuss their writing strengths and challenges.

### **Information specific to SEEK Students**

As members of SEEK, students will learn how to utilize all of the benefits available within our SEEK classroom as well as those in the SEEK department. Students are expected to create and maintain good contact between themselves and their tutors, counselors, and instructors. **Each SEEK student is required to attend 8 hours of tutoring per semester for this class.** This is a SEEK program requirement.

**Non SEEK students who are referred to Springstart** will attend all four sessions of Springstart, plus one Writing Center tutoring session.

**Non SEEK/Non Springstart** students should attend at least four hours of Writing Center tutoring or workshops. This is a requirement for the course at the Writing Center

### **Course Texts**

All class readings will be provided via handout, email, or electronic reserve. There are no required texts to purchase.

### **Attendance Policy:**

Students are expected to attend all classes, and to stay for the entire period. **Students will be allowed four absences, yet are expected to find out from other students the work missed, then complete and hand in all work missed from that class.** If you are absent, remember to refer to the syllabus for assignments.

**Any more than four absences will result in the loss of one letter grade.**

**Missing 6 classes will result in failure of the class, without exception.**

**\*PLEASE NOTE - THERE IS NO SUCH THING AS AN EXCUSED ABSENCE.**

### **Lateness Policy:**

Students are expected to arrive on time for all classes. Arriving to class after attendance has been taken counts as lateness, and three such marks will result in a marked absence. Arriving to class more than twenty minutes late will result in a marked absence. If you do arrive late, be mindful to sit down quietly so as not to disturb anyone.

**\*PLEASE NOTE – THERE IS NO SUCH THING AS AN EXCUSED LATENESS.**

### **Class Environment:**

The content of this course will require mature and open-minded thinking. Any student unable to discuss controversial issues in a respectful fashion should consider transferring to another section.

Additionally, as much of the format of the class will be group discussion based on assigned readings, it is essential (and your grade will reflect) that you keep up with the readings and contribute to the learning process of the class.

Note:

- Please don't text, check social media, or do anything similarly self-distracting during class time.
- Don't wear headphones in class.
- Coffee, soda, water, etc. are permitted, but food is not allowed in the classroom.
- Sleeping during class will not be permitted (see 'coffee').
- This is a college class, and behavior problems, though not anticipated, will not be tolerated.

### **Grading:**

Grades will be based on the percentage you earn out of 1000

Low stakes writing assignments: 200 points  
(4 assignments at 50 points each)

Reflective journal (100 pts): Students are expected to keep a digital reflective journal over the course of the semester, to make observations about their writing process for each assignment. In this journal, students should focus on choices made in rhetoric and style based on purpose, audience, and research methods. Students should analyze those choices, using quotes from their own work to illustrate their points.

Word research essay rough draft: 50 points

Word research final essay: 100 points

Midterm digital portfolio review/presentations: 50 points

Final project\*: 300 points, broken down in this way:

Social Science Survey: 100

Analytical Results of Survey: 100

Screenwriting project: 100

Film: 25 extra credit points to all who make a contribution to turning the screenplay into an actual short film.

*\*Your grade on the final project depends on the effort you make to work as a group, both in terms of dividing the work as well as meeting responsibilities and deadlines for each project. Groups will be required to meet with me to discuss and create a plan for delegation of tasks and collaborative plans. 'Social Loafers' (those who decide to coast along rather than make an active effort) will have to leave the group and do all assignments alone.*

Final exam: portfolio review (with semester summary) and presentation (Digication): 100 points

Tutoring requirement: 100 points

**Note: When a paper or draft is completely missed, know that you will receive zero points on that assignment, rather than an F. As a result, missing assignments will have a powerfully negative effect on your final grade.**

**E-Portfolio** Students are responsible for keeping, maintaining, and regularly reflecting upon the contents of their portfolios. Students are expected to create a Digication blog for their portfolio and to update it at mid-term time as well as end-of semester. There will be an in-class workshop so that you can familiarize yourself with this platform. All assignments need to be uploaded.

**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: <http://www.jjay.cuny.edu/2023.php> 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 and cheating are violations of CUNY's policy on academic integrity:

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. Paraphrasing, summarizing, 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. ([http://www1.cuny.edu/portal\\_url/content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_url/content/2004/policies/image/policy.pdf))

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also *MLA Handbook*, 7<sup>th</sup> ed., 2.

### **Students with Disabilities**

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*, 4<sup>th</sup> 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))

### **The Writing Center:**

The Writing Center, located in room 1.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it.

### **Turnitin.com**

All papers will be submitted to turnitin via Blackboard. Grades and comments will be posted in Blackboard.

### **APA Format**

Source documentation (both in-text and references list) should be in APA format. APA guidelines are available at the library website and elsewhere on the internet.

### **Late Papers**

Late papers will be accepted one week after the due date for a full grade drop. For example, if a paper is due Monday, and you hand it in by the following Monday, it will go from a B to a C. **Papers more than one week late will not be accepted for credit.** Emailed papers will not be accepted. If there are any extenuating circumstances, please contact me as soon as possible, however, please do not discuss these extenuating circumstances with me during class time.

### **Communication**

I encourage you all to keep in touch with me, expressing any questions or concerns either during my office hours or via email. Know that I don't tend to check my emails late at night, but I do check it regularly and will respond in a timely manner.

**This syllabus is subject to change.**

## CALENDAR

- T 1/29 Create class email list. Description of course and introductions. In-class essay - Letter to self: What's in a name?
- TH 1/31 Introductions. Review of syllabus. In-class writing TBD.
- T 2/5 Discussion of rhetorical flexibility. In-class writing followed by discussion. Assignment: read Flannery O'Connor's *Good Country People*, which will be provided via email.
- TH 2/7 Discussion of *Good Country People*. Discussion of Literary Analysis (Low-Stakes Assignment #1). Assignment details will be provided. Due on turnitin before midnight on 2/14.
- T 2/14 In-class journal writing. Further discussion of *Good Country People*, followed by details for Love to Work, low-stakes Assignment #2, due on turnitin by class time on 2/19.
- TH 2/19 In-class reflective writing. Review of rhetorical strategies.
- T 2/26 Word Origin Discussion. Assignment: Choose a word related to the concept of "The Outcast." Using the Oxford English Dictionary (available on-line through the JJ Library website), write a three-page essay which discusses the history of your word, its uses, and the evolution of its meaning. **Bring typed draft on 2/28.**
- TH 2/28 In-class reflective writing. Peer Review of Word Origin essay. Assignment: revise essay and upload to turnitin before midnight on 3/5.
- T 3/5 In-class reflective writing followed by Grammar workshop.
- TH 3/7 Film *There Will Be Blood*.
- T 3/12 *There Will Be Blood* continued. Assignment: Low-stakes assignment #3 – Police report, details TBD.
- TH 3/14 In-class reflective writing. Discussion of conventions of criminal profiles. Discussion of criminal psychological disorders. Low-Stakes Assignment # 4: Psychological case study (requirements will be provided). Due on turnitin by midnight on 3/19.
- T 3/19 Digication presentations.
- TH 3/21 Introduction to final project/choosing topics. Assignment: Connect with your team and create system of communication and collaboration (email addresses/google docs, phone numbers).

- T 3/26 Discussion of principles of questionnaire construction. Discussion of the importance of learning to work in groups. Assignment: As a group, find an area of interest and do some preliminary research in order to find a focus.
- TH 3/28 AS I WILL BE ATTENDING A CONFERENCE, THIS CLASS WILL TAKE PLACE VIA BLACKBOARD. Work with your group to narrow your research focus, determine workload distribution for final project, and write up list of initial responsibilities. Basically, you are going to have an organizational meeting, in person, and draft up a preliminary plan for creating the questionnaire.
- T 4/2 In-class questionnaire construction workshop. Review of rhetorical terms and how they apply to this assignment.
- TH 4/4 In-class questionnaire construction workshop.
- T 4/9 Questionnaire drafts due, via link on Digication. We will look at these questionnaires together in class and peer review them.
- TH 4/11 Mandatory group conferences held in lieu of classes.
- T 4/16 Mandatory group conferences held in lieu of classes. Assignment: questionnaire needs to be revised and distributed by 4/18. Group must delegate tasks and agree on fairness of work distribution and deadlines.
- TH 4/18 In-class reflective writing. Results Analysis assignment discussion.
- SPRING BREAK
- T 4/30 Review of Results Analysis assignment. Note: questionnaires should be distributed and results quantified. Assignment: Questionnaire Results Analysis, due on turnitin 5/2.
- TH 5/2 Float Day/ Class Digication peer review.
- T 5/7 In-class discussion of screenwriting/filmmaking project. Parameters and expectations will be provided.
- TH 5/9 In-class film workshop. Students can work together during class period.
- T 5/14 In-class film workshop. Students can work together during class period.
- T 5/15 Group Project Film viewing. Final Digication portfolios must be updated by the end of day.  
Final exam schedule TBD.