

English 101 Syllabus Fall 2018

Instructor: Claudia Zuluaga

Course: English 101 FYS 18 T/TH 12:30-1:45

Room: 1.65

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Office Hours: Tuesdays 8:15am-9:15am and by appointment

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Course Prerequisite: English 100 or Placement Exam

While also investigating the concept of empathy (which Merriam-Webster defines as: the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another), this ENG 101 course will explore the fundamentals of the inquiry-based research paper.

Course Description:

- English 101 introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college.
- Students will explore the concept of *empathy* through the reading of interdisciplinary texts as well as focusing on rhetorical concepts and formats.
- Through written and oral response to the class materials, students learn to analyze and to argue for or against related concepts in a scholarly manner. There will be a special focus on research skills, organization, diction, and grammar.
- Students will prepare a sequence of prescribed assignments that culminate in a final research paper. These assignments provide small, manageable tasks that explore the process of the normally overwhelming research paper. All work will be included in a portfolio, which will be reviewed at midterm and the end of the semester.

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.

Required Texts

Gay, Roxane (2017). *Hunger*. New York: HarperCollins.

Additional Texts

It is possible that I will provide more texts. These will be provided to you through electronic reserve, handouts, or emailed links. Make sure to print them out and have them with you on the days we are reading together or will be discussing them in class. Readings will be added as the semester progresses. If you do not have easy access to a computer, there are various places on campus where you can use computers and print.

Here are instructions for finding electronic reserves.

1. Go to www.jjay.cuny.edu
2. Under John Jay Students, scroll down to “Library”
3. Once you are on the Library page, click on “Electronic Reserve”
4. Click on “Reserve Readings”
5. Under “select an instructor,” choose “Zuluaga”; click “Go”
6. Click on 101
7. You are asked for a password: zuluaga
8. Click on the file name of the reading you need.

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. This is not punitive, but reflects the philosophy that you need to be in class, and participating in order to earn enough credit to pass.

***PLEASE NOTE - THERE IS NO SUCH THING AS AN EXCUSED ABSENCE. If the circumstances of your life are such that missing five or more classes is likely, it is in your best interest to withdraw and repeat the class during a different semester.**

Lateness Policy:

Students are expected to arrive on time for all classes. Arriving late to class, more than just once or twice, will negatively affect your grade. If you do arrive late, be mindful to sit down quietly so as not to disturb anyone.

Writing Center Requirement:

Each student is required to attend four sessions of tutoring or workshops in the Writing Center. At the end of the semester, many students are missing these sessions and want to know if that will negatively affect their grade. The answer is yes. Take this requirement seriously, and know that the Writing Center is an incredible resource for those who are serious about becoming strong college writers. Attending extra sessions will not only result in extra credit, but your grades will definitely be higher for having made that effort.

JumpStart: At least half of the students in the class will be required to attend JumpStart sessions in the Writing Center. The college makes this decision and I will be in touch with students individually to advise them about how to proceed.

Class Environment:

Because much of the format of the class will be group discussion that is 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. Be prepared, thoughtful, and willing to regularly participate in group discussions.

- **Unless asked to do otherwise, please turn your cellphones/texting devices/laptops/Ipads off during 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.

The Eight Prescribed Assignments:

--A Descriptive Essay or a Letter or piece of Creative Non-fiction/Personal Essay

--A Proposal that provides an inquiry-based question(s), and details a methodology for working with the question in some way.

--An Annotated Bibliography that identifies and discusses the expert discourse that surrounds the inquiry topic/research question.

--A Scripted Interview that asks students to choose two-three authors they cite in their essay and compose a hypothetical interview. Acting as a participating interviewer, students can pose questions that both ask these expert voices to inform questions about their inquiry as well as elicit discussion between the two-three expert authors. Alternatively, this can be a real interview, related to the inquiry, for which the student scripts the questions.

--A First Draft that messily lays out students' ideas/source work re: their proposed question with feedback from both peers and instructor.

--A Working Outline that designates the organization of their developing project (multiple drafts of this can and should, of course, exist.)

--Redrafts/"final" draft of the inquiry-based paper/project that accumulates evidence, organizational strategies, and synthesis of ideas that they have deduced/induced from their work on the various scaffolded assignments

--A Reflective Portfolio Cover Letter/Essay written to their second-semester composition instructor which explains their profile as a writer as portrayed in their full 101 portfolio. These work best when the student points to specific elements of the portfolio, their own processes etc.

Blackboard:

In the event that I am unable to come to class due to some inevitable virus, I will post class activities on Blackboard so that we will not lose our place in the calendar. We will go over Blackboard in the early weeks of the semester.

Grading: Grades will be based on the percentage you earn out of 1000 points.

Descriptive Narrative Essay: 50 points
Research paper proposal: 50 points
Annotated bibliography: 50 points
Research paper scripted interview: 50 points
Mid-term digication uploads: 50 points
Research paper first draft: 100 points
Research paper formal outline: 50 points
Research paper final draft: 300 points
Cover letter: 50 points
Tutoring hours: 100 points total (25 points for each full hour)
Reflective writing assignments: 100 points total
Final exam digication uploads: 50 points

Digication is the platform we are using for your e-portfolio. E-portfolios are an essential component to the composition series at John Jay, and will follow you into your 201 class next semester. You are responsible for creating and maintaining your e-portfolio.

Plagiarism

Plagiarism and cheating are extremely serious violations and will not be tolerated in this class. Plagiarism can result in **automatic failure of the paper and the class**. Cases of plagiarism can also result in referral to the College Dean for disciplinary action. I will not accept as an excuse that you were unaware that your behaviour constituted plagiarism. Please refer to the *Undergraduate Bulletin* for explanations of plagiarism, cheating, and their consequences.

Turn-it-in.com

All graded assignments (those listed on the previous page under 'Grading'), including all revisions, will be uploaded to turnitin.com, which you can reach via Blackboard. All grades will be located here as well.

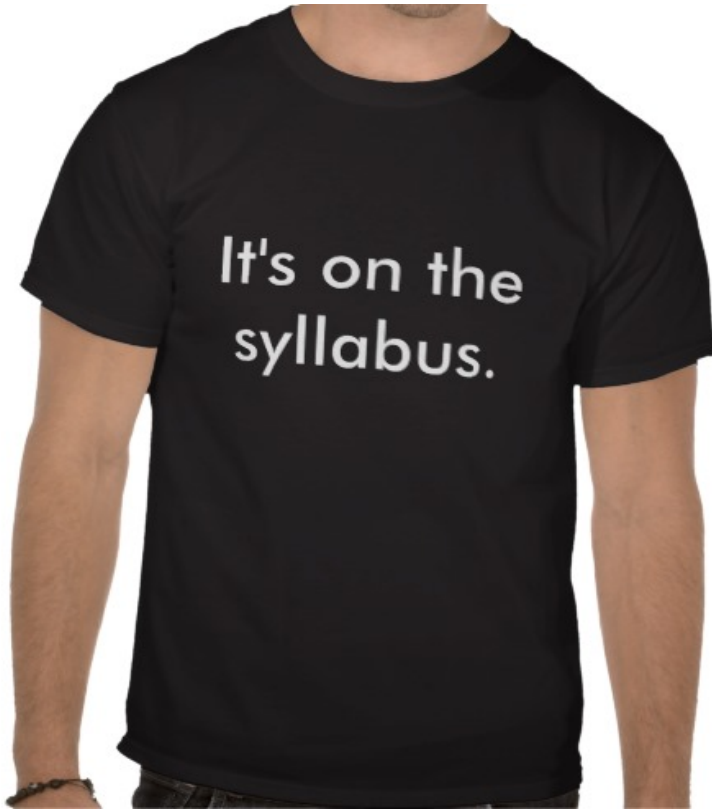
Manuscript Format

All out-of-class assignments will be double-spaced, with 1-inch margins on all sides and in 12-point type of a standard font (i.e. Times New Roman).

Late Assignments

Late papers/assignments will be accepted one class meeting after the due date for a full grade drop. For example, if your B paper is due Tuesday, and you turn it in Thursday, it will go from a B to a C. Some assignments are full credit, and turning them in one class period late will earn you half of that assignment's points. **Assignments more than one class meeting late will not be accepted for credit. Because of this, missed assignments easily lead to failure of the class.** Emailed papers will not be accepted. Papers must be uploaded to turnitin.com by the date and time indicated. If there are any extenuating circumstances, please contact me as soon as possible (not after you have missed the due date), however, please do not discuss these extenuating circumstances with me during class time.

This syllabus is subject to change. Note: for many questions, the answer is:



*Why students fail my class (in no particular order): 1. Excessive absences; 2. Missed assignments; 3. Missed tutoring sessions. Usually, a student fails because of a combination of these. Take the requirements seriously; if you do not fulfill your responsibilities, you will not pass the class. If you are having trouble and need some motivation/advice, let me know before it is too late.

CALENDAR

T 8/28	First day of class – write diagnostic essay
TH 8/30	Review syllabus. Students should start reading <i>Hunger</i> and be finished with it by 9/13.
T 9/4	Digication workshop – we will meet in MSRC, NB 1.94
TH 9/6	In-class reflective writing. Students should start thinking of possible areas of inquiry for research paper.
T 9/11	No classes.
TH 9/13	Discussion of <i>Hunger</i> and personal focuses on empathy. Assignment: Descriptive Essay – Exercise in Empathy. Further details will be provided. Bring hard copy of assignment to class on 9/20.
T 9/18	No classes.
TH 9/20	Peer review followed by in-class reflective writing. Assignment: revise and upload assignment to turnitin before start of class time on 9/25.
T 9/25	In-class readings TBD. Rhetorical strategies lecture followed by proposal brain-storming

	session. Assignment: prepare research questions for library research session.
TH 9/27	Library research session. Class meets in the library classroom. Assignment: using what you've learned in this session, spend some time looking around the databases, trying to formalize your area of inquiry.
T 10/2	In-class discussion of proposal process. Assignment: Annotated Bibliography. Annotated Bibliography 1. List, in APA format, six possible sources for your research paper. 2. Write a short summary (3-5 sentences) for each source. 3. Discuss (1-2 paragraphs) why each source is Assignment must be uploaded to turnitin.com by class time on 10/4.
TH 10/4	Group work: students will present the findings of their Annotated Bibliography and discuss how these findings have shaped their thinking process about the upcoming research paper and whether they have helped us find a proposal. In-class reflective writing on same. Assignment: Formalize your inquiry-based proposal. Instructions: Your proposal should be, at minimum, 300 words, and organized into three paragraphs. 1. plan to accomplish? Be clear and succinct in defining the research problem and what it is you are proposing to research. What is it that you need to know, but do not yet know? Do you have all the research you need? 2. is it important? In addition to detailing your research design, you also must provide convincing evidence that it is a topic worthy of study. 3. Be sure that what you propose is doable. Is it possible for you to do this research? Often, if your topic or geographical area is too broad, researching becomes impossible. Upload to turnitin by class time on 10/9.
T 10/9	In-class reading TBD. Discussion of thesis statement in the context of your research paper.
TH 10/11	Grammar workshop. Assignment: Write Scripted Interview – Ten questions and ten answers (First draft should be printed and brought to class on 10/16. The final draft should be to be uploaded to turnitin.com by 11:59pm on 10/18.) Scripted Interview: You will write a mock 'interview' of two experts in your topic. These may be based on real experts or made-up experts, but the interview itself does not have to be real (however, if you know an actual expert, this is a possibility as well!). Your goal is to come up with eight thoughtful and original questions and be able to imagine and write the eight comprehensive answers each of these experts would be likely to provide. The end goal of this assignment is to become very knowledgeable about different perspectives on your topic and to summarize them in your own words.
T 10/16	How to plan your research paper. Discussion of outline. Assignment: write a preliminary outline for your research paper. Post this on Digication.
TH 10/18	In-class reflective essay, topic TBD. Discussion of claims and evidence. Assignment: get started on your draft!
T 10/23	Class is repurposed for required one-on-one conferences. Sign-up sheet will be provided.
TH 10/25	Class is repurposed for required one-on-one conferences. Sign-up sheet will be provided.
T 10/30	In-class Research Paper drafting session. Location TBD. Reflective writing assignment, details will be provided.
TH 11/1	In-class Research Paper drafting session. Location TBD. Assignment: bring in two copies of your draft to the next class.
T 11/6	Float Day
TH 11/8	In-class peer review. Assignment: revise research paper and upload revision to turnitin by class time on 11/13.
T 11/13	Film, TBD.
TH 11/15	Film, continued, followed by reflective writing assignment.
T 11/20	By this time, I will have written comments about your research paper on turnitin.com. We

	will discuss them, as well as strategies for revision. Reflective assignment: make a list of your paper's rhetorical strengths and weaknesses as well as its grammatical strengths and weaknesses. Bring this to the next class. Note: from this point forward, you should be working on revising your research paper.
TH 11/22	Thanksgiving – no classes
T 11/27	Group work discussing strengths and weaknesses. Groups should discuss individual strategies for revision. Assignment: revise paper and bring a printed copy to class on 11/29. BRING THREE COLORS OF HIGHLIGHTER MARKERS!
TH 11/29	Proofreading and citation workshop.
T 12/4	Discussion of formal outline assignment.
TH 12/6	In-class revision session. Location TBD.
T 12/11	Last day of class. We'll do something celebratory!
	FINAL EXAM – 12/20, 10:30am. Location TBD.

Student Contract

By remaining in this class, I am indicating that I understand the class rules about attendance, lateness, plagiarism, late papers, first drafts, class environment, and grading.

I understand that I should not expect to pass this class if:

- **I miss more than the allowed number of absences;**
- **plagiarize;**
- **have excessive lateness; and/or**
- **do not turn in all assigned work within the accepted period of time (one class period after due date).**