



Class: English 101

Instructor: Professor C. Madrazo

Email: cmadrazo@jjay.cuny.edu

Office Hours:

Zoom hours: Mond/Wed, 2:20-3:00, by appointment

*And, additional times will often be arranged by appointment; please email

Our Course:

How can your personal experiences inform your academic research? How can we link our own narratives (or others' narratives) to questions about justice? Why would we want to? Why and how do stories matter?

This class explores personal narrative as a means by which to engage in college-level inquiry, research, and writing. Through story and research, we will focus on the numerous intersections between individuals and their environments in link to justice.

Our approach to our research work will reject the all-too-convenient "pro/con" or "pick-a-side" method. On that note, even though you'll eventually write a substantial research paper in this course, you will never be asked to "pick a topic." Instead, we'll explore the ways that stories can unfold into questions, and we'll learn how research can help explore multiple arguments and answers to those questions.

In this 101 class, students will:

- write and analyze stories;
- develop complex research questions about those stories;

- collect data (qualitative & quantitative, scholarly & non-scholarly) in pursuit of those questions' many answers;
- synthesize a complex variety of data;
- identify patterns within said data as a way of seeking nuanced answers; and
- argue for *an* (not the "one and only") answer using a variety of evidence and rhetorical strategies in a final researched inquiry project.

In short: this course is based on the contention that the best researched-arguments are grounded in questions that arise from real-life stories, those with real people and real conflicts; if they weren't, why would anyone care?

John Jay English 101 Course Description/Objectives:

All English 101 sections are introductory, yet intensive, first-year college writing courses. The goal of the course is to prepare students for a higher level of study through the development and improvement of their writing and research skills using a process-based, inquiry-driven approach. As a way to meet this goal, 101 courses also include the following:

Reflective Writing:

Quite often, students will be asked to reflect upon their own writing (and other students' writing) in metacognitive or reflective exercises. In this way, we will treat our own pieces of writing as course texts, just as we would published writers' work.

ePortfolios

By the completion of the course, students will produce a working 101 e-portfolio (showcasing both visual and written texts) to which they can refer during future writing situations. The digital 101 portfolio will showcase a variety of writing steps, drafts, and "final" products as well as several pieces of self-reflective writing

John Jay Writing Program Learning Objectives:

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

Awareness and Reflection: Students learn to metacognitively analyze their writing, to plan their writing tasks, to monitor their progress, and to adapt their writing methods as needed.

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 independent and dependent clause forms.

Conventions: Students learn to control language, grammatical structures, and punctuation necessary for academic success.

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.

Synchronous/Asynchronous-Mixed Model:

This course is listed in CUNYFirst as Asynchronous/Synchronous-Mixed. Synchronous means that you meet for class virtually in “real time” during the class time for every single session. Asynchronous means that you never meet with the class in “real time” during the assigned course meeting times. As a “Synchronous/Asynchronous Mixed,” our class is a cross between the two. We will meet together “in real time” on Zoom for several of our sessions but not for all. See “Attendance/Participation” and the course calendar for more details.

Required Readings/Course Texts:

Unless otherwise specified, all required readings on the course schedule can be found in our Blackboard (Bb) course under the “Readings” tab. This means that you will NOT have to buy anything for this course. However, please note that we will use Bb very often and that you must have consistent access to it.

Required Technology Platforms:

Zoom: As a John Jay student, you have access to a Zoom account. We will use this platform very often: for synchronous sessions, office hours, group work etc.

Blackboard (Bb): As a John Jay student, you have access to a Bb account. Bb is a digital education platform entirely controlled by your *instructor*. In Bb, you’ll find the syllabus, assignments, readings, links etc. In short, that’s where you’ll find everything you need to do course work.

Through Bb, I will also post in “Announcements” very regularly. This will serve as a type of course bulletin board with reminders for upcoming sessions/Zoom links/other info. It’s imperative that you check Bb announcements regularly. Note: I will always opt for the “Announcement” function to send email alerts when a new announcement has been posted; be sure that you check your email regularly so that you get the alerts.

Digication e-Portfolio: As a John Jay student, you have access to Digication, which is a digital education platform entirely controlled by *you*. In essence, it’s a way to make your own website. Throughout your time at the college, you can make as many of these websites as you want or as many as required for classes; your license has no limit. (In the past, students have made professional portfolios to showcase their work at JJ and beyond; they’ve made personal portfolios dedicated to photography, poetry, social justice, culture etc in order to showcase that element of their personal work entirely for free.

In this class, you will make a specific Digication website/portfolio that showcases your ongoing research in English 101. You will take part in a tutorial session in which you’ll learn how to craft your site. Then, fairly early on in the semester, it will become the #1 way you submit your work for the course. This site is—in total—worth the largest amount of your grade. (See Grading below.)

Attendance/Participation in this Synchronous/Asynchronous-Mixed Class:

Again, this course is listed in CUNYFirst as Asynchronous/Synchronous-Mixed. Synchronous means that you meet for class virtually in “real time” during the class time for every single session. Asynchronous means that you never meet with the class in “real time” during the assigned course meeting times. As a “Synchronous/Asynchronous Mixed,” our class is a cross between the two. We will meet together “in real time” on Zoom for several of our sessions but not for all. See the course calendar for more details.

This means the following for Attendance/Participation credit:

- The course calendar at the bottom of this document indicates the sessions during which we’ll Zoom together during our class meeting times. Please reserve these times in advance, and be available/prepared for in-person sessions on these dates.
- Zoom links for each synchronous session will be posted in Bb announcements. **(Always check in on Bb announcements!)**

- As the semester progresses, we will break into research cohorts for smaller synchronous meetings. More on that later but, in short, this means you won't always have to be on for the entire session.
- For full Attendance/Participation credit on both Zoom *and* non-Zoom days, you must have the HW completed and posted *before* the start of each class time, unless otherwise noted. (There may be times when I extend the deadlines. **Always check in on Bb announcements.**)
- For full Attendance/Participation credit on Zoom days, you must:
 1. Be present and on-time for the *entire* virtual conference.
 - Attendance will be taken at the top of class; anyone who enters class after attendance was taken will receive late credit.
 - Anyone who excessively bounces in and out or leaves early will be given late or absent credit, depending on how much of the session is missed.
 - All “lates”/“leave-earlies” will affect the participation component of your grade, but three “lates”/ “leave-early’s” officially equal one absence.
 2. Have your video on unless this is not possible. (Though, you can mute yourself when not speaking.) If there are major privacy concerns or other reasons for you to have your video off, I understand, but I ask you that you please email me about that on a case-by-case basis.
 3. Have your full name (first and last) on your Zoom “square.”
 4. Participate fully with your classmates just like you would in an in-person class:
 - Contribute to discussion
 - Ask questions
 - Offer answers/ideas
 - Take notes

Major Assignments:

English 101 students will be held responsible for a wide variety of assignments including three formally graded projects:

1. Creative non-fiction project
2. Research project
3. Final ePortfolio project

Each of these assignments will incorporate primary and secondary text (both in process and product) and each will be built from a variety of smaller assignments. Specific readings, models, instruction, group work, and preliminary writing steps (such as proposals, annotated bibliographies, outlines, drafts) will be devoted to preparing students for each phase of each writing project. **It is each student's responsibility to remain aware of all assignments by staying up-to-date week to week via Bb Announcements.**

Low-Stakes Assignments:

You will regularly be assigned homework, classwork, responses, assignment steps, reflections etc. These should all be included in your eportfolio. Not only do they count, in sum, for a large percentage of your grade but they also largely shape how well you do on the formal projects. **It is each student's responsibility to remain aware of all assignments by staying up-to-date week to week via Bb Announcements.**

Assignment Due Dates:

Unlike some online/hybrid courses, this course is not designed for you to work at your own pace, especially in the first half of the semester. You will have 2-3 deadlines per week, and it's expected that you keep up to date with the class week to week. **It is each student's responsibility to remain aware of all assignments by staying up-to-date week to week via Bb Announcements.**

Please note that if you're experiencing extenuating circumstances that are affecting your ability to reach deadlines for any reason, you should reach out ASAP. Extensions will be offered on a case-by-case basis. Low-stakes work will not be accepted late and formally graded projects will drop a letter grade per day late.

Writing Center:

<http://jjcweb.jjay.cuny.edu/writing/about.htm>

As part of "Participation," all students in this course are required to attend *two* Writing Center sessions throughout the semester. These sessions can be workshops (see schedule in Bb) or one-on-one writing sessions with a tutor.

Some English 101 students will qualify for JumpStart, a required Writing Center program for selected students. More information will be provided to those students within the first several weeks of class. Like all Writing Center sessions, JumpStart workshops will count for course “Participation.”

Email:

All email communication for the class must go through your official John Jay email. Be sure your email is working and that you have access to it.

Although email tends to be a less formal type of communication than more traditional written formats, the general rules of writing still apply. They’re especially important during a time in which we’re meeting our contacts face-to-face way less often than perhaps ever before.

When communicating through email with *anyone* at the college, always:

- Think about who your audience is. (What do they appreciate/expect/need to know? How can you make yourself look professional, friendly, and efficient to this person?)
- Write a specific, appropriate subject line
- Include appropriate titles (Prof. Ms. Dr., etc),
- Provide a closing phrase along with your name or initials,
- Check your grammar, tone, format, style etc.
- Make sure to reply back when someone sends you a message so they know you received it. (A “thank you” is especially appropriate in many situations!)

Note: These rules don’t just apply in your English courses. Always err on the side of caution and use proper email etiquette in all professional and academic settings, especially until you learn the “culture” that exists in a new space and/or with people with whom you’re not familiar.

Plagiarism:

John Jay’s official statement on plagiarism reads as follows:

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.

Grading:

- ~ 10% Attendance/Participation/Quizzes
- ~ 20% Low-Stakes Informal Writing/Posts/Homework
- ~ 15% Final Creative Non-Fiction Project
- ~ 55% Final Research Course Portfolio
(includes Final Research Project & Final Self Analysis/Reflection)

Official College Grading Criteria:

A, A-	Excellent
B+, B, B-	Very Good
C+, C	Satisfactory
C-, D+, D, D-	Poor
F	Fail

Americans with Disabilities Act (ADA) Policy

The Americans with Disabilities Act of 1990 provides for equal opportunity to persons with disabilities. Both ADA and Section 504 of the Rehabilitation Act define an individual with a disability as a person:

- Who has a physical or mental impairment that substantially limits one or more major life activities, or
- Who has a record of such impairment, or
- Who is regarded as having such impairment.
- If a disability exists, reasonable appropriate accommodations are determined to create equal opportunity.

Office of Accessibility Services (212-237-8031)

Course Schedule:

1. Unless otherwise noted, all readings and assignments listed below are due *on* the day for which they're listed before the official start of our CUNYFirst-listed class session even if we don't meet on Zoom that day. (Readings/viewings/audio are highlighted in blue.)
2. Many informal writing and homework assignments are *not* marked on this schedule! This is a general guide/outline for your long-term planning purposes. Other short writing assignments and homework will be assigned *daily*—both in and out of class—and will be announced on Bb based on the progression of the group. They cannot be listed here yet because many smaller assignments are designed in response to the group's needs/progress throughout this journey.
3. There are ELEVEN Zoom sessions listed below. You will need reliable internet *and* access to your work and to Bb during these sessions. (Please record these dates.)

➤ Week 1 (8/25)

Wed, 8/25: -Zoom Session

- Course intro/Syllabus highlights in class
- Full Bb/Zoom "Tour" in class
- In-class writing exercise in class

➤ Week 2 (8/30-9/1)

Mon, 8/30: -Zoom Session

- Read full syllabus by class time
- Write quick self-intro in Bb "Public Posts"
- Read "Shooting an Elephant" –Orwell by class time
- Read/Listen to "Kiburri, Orgullo, Pride" --Castillo (JJ student)
- Write comparison HW response by class time
(Submitted via "Private Submissions" in Bb by class time)

Note: SSQ introduced today in class

Wed, 9/1:

- Read "Salvation" --Hughes by class time
- Read "The War on Drugs Claimed My Father..."
–Bond (JJ professor) by class time
- SSQ HW entries due in Discussion Board by class time: See Bb

- SSQ group workshop work assigned in Bb: Due by end of day

➤ Week 3 (9/6-9/8)

No Eng 101 Classes this week due to holiday schedule

➤ Week 4 (9/13)

Mon, 9/13: -Zoom Session

- Read/Listen to “Shamed & Victim Shamed” -Anonymous (JJ student author) by class
- Read/Listen to “When the Clock Strikes” –Gonzalez (JJ student author) by class
- SSQ HW due by class
- Craft Analysis HW due by class

Note: SSQ work reviewed/presented, ICE strategy introduced, and CNF project assigned in class

Wed, 9/15:

--No JJ classes scheduled today

➤ Week 5 (9/20-9/22)

Mon, 9/20

--CNF essay first draft due by class time (See assignment)

--CNF self-reflective rubric review/response due by end of day

Wed, 9/22: :-Zoom session with ePortfolio Team

- CNF peer response due by class time
- In class, create ePortfolio basic shell, make 2+ personalizations

➤ Week 6 (9/27-9/29)

Mon, 9/27: -Zoom Session

- CNF revised essay due by class time
- Personalize your eportfolio in at least 3+ new ways by class time
- SSQ log transferred entirely to e-Portfolio by class time
- Read “Sex, Lies, and Conversation”—Tannen by class time

Note: ePortfolios and short CNF excerpts shared in class, advanced thesis model introduced in class

Wed, 9/29:

- Final CNF essay due by class time
- "About Me" section of eportfolio due by class time
- Read “Pitfalls of Plastic Surgery” –Paglia by class time

- Thesis group work due by end of day

➤ Week 7 (10/4-10/6)

Mon, 10/4: -Zoom Session

- Read “Honorary Twinkie...” (JJ student essay) by class time
- Read “Who is Black...” (JJ student essay) by class time
- Thesis HW due by class time
- SSQ entries & SSQ self-reflection due by class time

Note: SSQ & Thesis work in class; Research Project assigned today; some Q approval work will begin

Wed, 10/6:

- Phone or Zoom Q-group work due by class time
- SSQ revision/selection/reflection work due by class time
- During office hours or class time, start getting your Q “approved” via phone or email to instructor—more info in Bb

➤ Week 8 (10/13) No Class Monday, 10/11

Mon, 10/11: No JJ classes meet today

Note: Final CNF essay projected return this week.

Wed, 10/13: -Zoom Session with JJ Librarian

- Review Annotated Bib/Sample
- CNF Post-Grade Self-Reflection work due by class time
- Academic Resource Day—Digital Library Presentation

➤ Week 9 (10/18-10/20)

Mon, 10/18: Zoom Session

- Reflective Annotated Bibliography due by class time
 - *Two sources (total) and full reflections due (see assignment and sample) Note: Both must be academic sources from library databases.

Note: Follow up to academic research in class; Final Qs approval in class

Wed, 10/20:

- Reflective Annotated Bibliography Due
 - *Three sources (total) and full reflections due (see assignment and sample) Note: All three must be academic sources from library databases.

➤ Week 10 (10/25-10/27)

Mon, 10/25: Zoom Session

-First full Reflective Annotated Bibliography” due—Four-five full reflections due (see assignment and sample)

Note: Pattern/Proposal group work and conferences in class

Wed, 10/27:

- Proposals due by class time
- During office hours or class time, start getting your UT/Pattern “approved” via phone or email to instructor—see Bb

➤ Week 11 (11/1-11/3)

Mon, 11/1: Zoom Session

- Add 2-4 source titles/links to Annotated Bib due based on pattern proposal/UT proposal work by class time
- Read “Between Two World: CODA’s” (JJ student essay) by class time
- Read “Is This Really about COVID?...” (JJ student essay) by class time
- “Craft Analysis HW” on student samples due by class time

Note: Structure workshop in class, Reverse Outline lesson & group analysis class work

Wed, 11/3:

-First section of Research Project due 2-4 paras:
Story and at least ½ of Situation section (in which you “Prove the Thing is a Thing”)

- Peer Review on section 1 due by Friday, 2pm
- Continue adding source work/interview work

➤ Week 12 (11/8-11/10)

Mon, 11/8:

- Review *They Say; I Say* excerpts for class time
- Read student sample essay (TBA)
- First and second sections (“Into Q”) of Research Project due (3-4 pages) by class time
- Outline for last section due by class time

Wed, 11/10: Zoom Session

- Persuasive appeals reading due by class time
- Commercial analysis HW due by class time

Note: Persuasive appeals: text/video group work in class

➤ Week 13 (11/15-11/17)

Mon, 11/15: Zoom Session (Possible—please reserve)

- Full rough drafts due by class time
- ***
- Peer review due by end of day
- Review APA tutorial by end of day

Wed, 11/17:

- Revised full rough drafts due by class time
- Submit full draft with self-eval comment activity (see Bb) via “Private Submissions” in Bb by the end of class time.

➤ Week 14 (11/22-11/24)

Mon, 11/22:

- Read “Final Portfolio” assessment rubric/assignment by class time
- Portfolio revisions/upgrades due by class time
- ***
- ePortfolio peer review due by Friday, 5 pm

Wed, 11/24:

- Post-feedback self-reflection due by end of class time
- Individual Conference Day

Note: Rough drafts with feedback returned to students by today. Individual conferences should take place during office hour/class t *after* students have completed post-feedback self-reflection

➤ Week 15 (11/29- 12/1)

Mon, 11/29:

- Individual Conference Day, continued

Note: Individual conferences should take place during office hour/class today *after* students have completed post-feedback self-reflection.

Wed, 12/1:

- Final research project draft due (details and steps TBA)

➤ **Week 16** (12/6-12/8)

Mon, 12/6:

- Round #1 Student “Research Video-Presentations” due by class
- Viewing exercise response work TBA
- Final reflection pattern proposal due by class time

Wed, 12/8:

- Round #2 “Student Research Video-Presentations” due by class
- Viewing exercise response work TBA
- “About this Portfolio: Final Reflection” draft due by class

➤ **Week 17** (12/13) **Last day of JJ classes is Mon, 12/13*

Mon, 12/13:

- “About this Portfolio: Final Reflection” Final draft due by class
- Round #3 “Student Research Video-Presentations” due by class
- Viewing exercise response work TBA
- ***
- ePortfolio peer review due by end of day

➤ **Final Exam Week**

- Final Portfolios/ Final Conference

***Please note that the syllabus and course schedule are subject to change at the instructor’s discretion. In the case of a syllabus change, students will be notified in class and/or via Bb announcement with as much advance notice as possible.