



English 101

Learning Community

(Linked with Sociology 101)

Self and Society: From Mesearch to Research

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Open Office Hours:
Tues: 4:15-5:00
Thurs: 11:00-2:30
*Other times may be arranged by appointment

ENGL 101 (LC 3,4)
Fall, 2014
Room: NB 1.119
Day: T/Th
Time: LC 4: Period 1
LC 3: Period 2

Introduction:

How can your personal experiences inform your academic research? This LC explores personal narrative as a means by which to engage in college-level writing and sociological research.

Specifically grounded in themes such as culture, race, sex, and gender, this LC will introduce you to the modes of understanding, and tools associated with, the study of sociology—a social science that examines the numerous intersections between an individual and her/his environment. Armed with new sociological methods and

vocabulary, we will analyze real-life narratives—both rhetorically and conceptually; create meaningful research questions; excel in multi and cross-genre writing contexts; and effectively convey an argument grounded in both personal and academic research.

Ultimately, this all means that the focus is on *you* and on your ever-changing story. As scholars ourselves, we believe that the best research comes from real-life stories—those with real characters and real challenges; if it didn't, why would anyone care? We believe that researchers write reports, analyze data, identify patterns, and ultimately create arguments that change the world all because they've uncovered a story—or multiple stories—worth telling and worth understanding in a larger context. Both Professor Pastrana and I strive to keep these facts at the heart of our professional work—both on the page as well as in the classroom—because we believe that our work (and our students' work!) can change the stories of others.

Throughout your undergraduate experience at John Jay College, you will come across numerous theoretical perspectives and countless descriptions of data. Knowing how these relate to your own experience will make these new concepts and material more fulfilling and, ultimately, this is key to going from a basic outline of your personal experience (*Mesearch*) to learning how to ask a question embedded in human interaction with a plan of action on how to collect data, how to interpret that data, how to use what others have discovered, and how to create new knowledge about a topic that interests you (*Research*).

To that end, our classroom discussions and all of our written assignments will demand that you talk about yourself and your surroundings in critical ways – ways that directly relate to the material covered throughout the semester. So, your participation is crucial in making our time together a success.

The English 101 Course:

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.

All 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 a published writers' work.

Portfolios:

By the completion of the course, students will have a working portfolio to which they can refer and expand during future writing situations. Final portfolio grades will be based on both process and product, which will be explained on a very detailed rubric. (See Blackboard.)

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.

Course Texts:

Required:

Unless otherwise specified, all required readings on the course schedule can be found in our Blackboard (Bb) course under the “Readings” tab. Please note that we will use Bb very often; *you will need to have consistent access to it.*

Required:

Please familiarize yourself with Purdue University’s Online Writing Lab (OWL) at this link, which you should save in your computer’s “favorites” or on your phone for easy access: <http://owl.english.purdue.edu>. It also has its own tab in Bb. We will use and refer to this *free* public resource often. In addition, you should adopt this site as your one-stop-shop for *all* writing needs (including future class work, career writing etc).

Note: We will conduct a basic “tour” of both our Bb course and the OWL website during the first weeks of class.

Office Hours:

During any point in the semester, all students are welcomed and encouraged to utilize my office hours as necessary for questions, discussions et cetera. You *do not* need an appointment for the hours listed above. However, if you plan to come during community hour, it's a good idea to let me know ahead of time, because that time gets very busy and, occasionally, meetings are scheduled during that time. While these hours will most likely remain the same each week, I reserve the right to reschedule them (with advance notice) in order to best serve both class and department needs.

Participation:

An extremely important component of the class is student participation. All students should come to class prepared with assignments, appropriate texts, and notebooks and should be ready to participate with questions, comments, ideas, and opinions.

Given the nature of a discussion-based workshop course, attendance is required. Attendance is part of the participation component of this course; attendance will be taken every single day.

What it means to be *present*:

Students should be aware that their attendance is not just marked on their physical presence, which is why the grade is based on “participation” (as marked on the grade breakdown). Any student who does not make an attempt to participate and/or is unprepared and/or is visibly distracted during class by taking part in any other activity (including sleeping, texting, engaging in side convos, completing homework for another class et cetera) may be marked absent.

Note: Any technological distraction (texting, ringing, engaging in computer work not linked to class etc) that occurs when we're not using such technology for class purposes may result in an absence.

Absent Student Work Policy:

Work is due on the day indicated whether you are present or not Absent students are responsible for all assignments, announcements, and class work missed during class including the submission of any assignment due on that day.

Quizzes missed due to absence or tardiness will not be available for make-up.
(See Quizzes.)

Late Arrival/Early Exit:

Class will begin and end exactly on time. Entering at any point after attendance has been taken (or leaving before class is dismissed) will result in a “late” documentation. Three “lates” will equal one absence; however, arriving more than twenty-five minutes late (or leaving more than twenty-five minutes early) is considered an automatic absence for that class session. Please note that you are always welcome to join or leave class at any time, regardless of whether you are receiving late/absent status.

Leaving/Reentering:

If you absolutely must leave class briefly (to use the bathroom, for example) you do not need to ask permission. Please discreetly exit and re-enter the room with minimal distraction. However, I expect that this will be a very rare occurrence. Because *all* exits and entrances, no matter how discreetly you handle them, are somewhat disruptive, I can’t help but (pretty quickly) notice those who make a habit of coming in and out. Repeatedly missing class-time in this way will affect your participation grade.

In sum: All attendance is documented and counted as part of your participation grade—regardless of *any* reason for having to miss (all of or part of) class. This policy is designed to ensure that you’re fully a part of each class session; it is not intended to make anyone feel excluded or “trapped” during unavoidable circumstances, including (but not limited to) illness, weather, and obligations to family, work, other classes, appointments, professional development etc. We must all make choices every moment of the day regarding where we’ll be when, and we all understand that surely, certain situations *do* call for having to miss class time. However, the fact remains that participation is noted during each and every class for each student; if you’re not there—no matter the reason—you can’t participate.

Assignments:

English 101 students will be held responsible for a wide variety of assignments including two formally graded projects: 1. the creative non-fiction textual-analysis and 2. the research 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 will be devoted to preparing students for each phase of each writing project.

Other assignments include readings, exercises/worksheets, presentations, in-class group work, informal response writing based on trips/activities/ISP 100 course work, grammar exercises, and preliminary writing steps including outlines, proposals, rough drafts, et cetera. In short: Writing assignments will be assigned *very* regularly!

It is each student's responsibility to remain aware of all assignments by staying up-to-date with *both* the course outline *as well as* all Blackboard announcements.

Questions concerning assignments are always welcomed and are strongly encouraged.

Assignment Late Policy:

- Formally graded projects 1 and 2 will drop one letter grade for each day late.
- Drafts, homework writing, and any other informal writing/classwork will never be accepted late.

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.

Please notes that we will cover plagiarism extensively in class when working on research strategies and incorporating outside texts into our own work.

Any student who is found guilty of plagiarism will receive a zero on the assignment, and the offense will be documented with the college. A second offense will result in failure of the course and will also be documented with the college.

Quizzes:

Short unannounced writing quizzes will be given often throughout the semester. Quizzes are designed to assess students' comprehension of the basic knowledge that should have been attained upon completion of the homework. *These quizzes are very easy;* they're

simply designed to give credit to those who did the reading or any other kinds of homework that do not require you to hand in physical work.

All quizzes will be averaged at the completion of the semester with the exception of the lowest grade, which will be dropped. The lowest grade is dropped because missed quizzes (due to any circumstances at all) result in a zero (0). Since there's not enough time for makeups, a missed quiz can be your dropped zero.

Grading:

- ~ 10% Quizzes
- ~ 10% Participation
- ~ 10% Low-Stakes Informal Writing (Incl: HW/Classwork/Project Steps/Posts)
- ~ 20% Creative Non-Fiction Textual Analysis Paper
- ~ 50% Final Portfolio (Incl: Research paper, Annotated Bibliography, Proposal, Outline, Scripted Interview, Final Reflective Essay, Overall assessment of portfolio low-stakes portfolio sections)

Official College Grading Criteria:

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

Technology:

DoIT helpdesk: 212-237-8200.

Some of our classes will be held in computer labs on campus; please see our course schedule and watch for Bb announcements regarding these details.

Given the amount that we will use Blackboard, email, and e-portfolio for class—especially for accessing reading assignments and for uploading work that will be graded—it's imperative that you allow for appropriate amounts of homework time in areas with computer and/or Internet access. There are several computer labs on campus and the entire campus has free Wi-Fi for JJ community members and guests. If you need more information on where (and how) to arrange computer lab time outside of class, please see me. If you're having trouble accessing Wi-Fi, please contact the DoIT helpdesk at 212-237-8200.

Email:

With no exceptions, you must use your John Jay email for this course. Per the request of the Provost, instructors are not to respond or send to any other email address. Furthermore, because your JJ email is synched with our Blackboard course, all announcements made through Bb will be delivered to you via your John Jay email account. If you do not use your JJ email, you will miss out on important class information. The college sends information to this address as well; it's important that you're aware of opportunities and announcements sent from the school, since many of them can benefit you!

We will cover email etiquette very extensively during the beginning of the semester; once we have gone over this writing form, you will be held responsible for your emails as part of your low-stakes writing. I'll expect that you will write appropriately for your audience—a key element of all good writing. Since we all write emails *a lot* in our professional and academic lives, email writing is perhaps the first type of writing that we should master in order to put it into immediate, everyday practice. *(It doesn't take a whole lot more effort to write an "appropriate" email than it does an "inappropriate" one; I promise! And, remember, the term "appropriate" can only be defined in the context of "audience.")*

As part of our email etiquette work, we'll also discuss the importance of consistency with regard to "checking in." In 2014, almost all professional environments (such as John Jay) expect colleagues and participants (such as yourself) to check email *at least* once a day on weekdays. Given that New York City (where you live, study, and work!) could be labeled as the fastest-paced and most competitive city in the *entire* world, it's advisable that you get in the habit of checking your professional email as often as necessary. I will not be emailing you daily (so don't worry about that!), nor are you expected to answer daily, but surely, each day, many a times a day, you will receive important emails from a variety of senders. So, you should get in the habit of checking your professional email at least once every single day.

Efficient students and professionals do not let email pile up in their professional accounts. They know that it results in missed opportunities and even in bad reputations.

Blackboard:

This class requires that you use Bb, which we will go over together during the beginning of the semester. All of our readings, and many of our assignments, will be posted in Bb. Sometimes you will submit your work here, and very often you will find readings and assignments here—including announcements regarding upcoming classes, special events, pointers etc. Please be sure that you obtain the information/passwords et cetera needed to access our Bb course. *Without consistent Bb access, it will be very difficult for you to keep up with the class.* As

our key resource, Bb is a great way to both eliminate text costs and stay connected in a centralized easy-access location.

Writing Center:

212-237-8569

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

As part of their participation grade, all students are required to attend two Writing Center sessions. Information on workshops times/date options will be in Bb, and we will go over it in class.

It is your responsibility to make appointments and to cancel any if need be by calling ahead of time. It is also your responsibility to be prepared for each tutoring session with whatever we are working on in class. This includes any steps we have done together or any work that you have done on your own. Providing a copy of the assignment itself (which you can pull up anywhere via Bb) will greatly help the tutor to help you!

Students have the entire semester to complete the Writing Center requirement; in turn, there will be *absolutely no exceptions* made concerning this portion of the final grade, even if you are unable to squeeze in sessions at the end of the semester. The WC books up very quickly at the end of the semester!

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:

<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.

Course Schedule:

1. All readings/assignments listed below are due on the day for which they're listed. Unless otherwise noted, students are responsible for each reading on the day marked, which is highlighted in green.
2. Many informal writing and homework are *not* marked on this schedule. Short writing assignments and homework will be assigned *daily*—both in and out of class—and will be announced in class and on Bb based on the progression of each individual class.

➤ 1 [8/28]

Thurs:

- Basic course overview/introduction
- Diagnostic Essay (completed in class)
- Literacy narrative assigned

➤ 2 [9/2-9/4]

Tues:

- Full syllabus overview
- Blackboard and OWL (Online Writing Lab) Overview
- Student introductions
- Review of diagnostic essays with notes

-Note: Comparative writing homework will be *assigned* in class today

Thurs:

- “Shooting an Elephant” –Orwell
- “Salvation” –Hughes
- Comparative writing homework *due* today
- Discussion: “Social Imagination and the Writer.”

-Note: Sociology/English “Question Log” (ongoing semester assignment) will be introduced today

➤ 3 [9/9-9/11]

Tues:

■ “Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood” –Ortiz Cofer

■ “He Said No to Internment” — Bai

-Revised comparative writing homework *due* today

-Note: Writing Project 1: Creative Nonfiction/Text Analysis assigned today

*See assignment for details/ due dates

Thurs: Computer Lab (Location TBA)

-Writing project 1 step 1 due in class (Bb)

-E-portfolio homework due today

(Emailed to yourself for easy-access)

-Note: E-portfolio workshop in class today with digication presenter

➤ 4 [9/16-9/18]

Tues: Computer Lab Location: L2.72.05

■ “The Myth of the Latin Woman: I Just Met a Girl Named Maria” –Ortiz-Cofer

-Writing Project 1 draft 1 due (see assignment)

-Note: Collaborator workshop on revised comparative HW and Project 1 draft in class today

Thurs: Computer Lab Location: L2.72.05

■ “Why Women Smile” –Cunningham

■ “Being a Man” — Theroux

-Revised draft 1 due in class

-Note: Reflective writing workshop in first part of class; Free Narrative assigned in class

Wed. 9/17—Last day to drop without the grade of “W.”

Wed. 9/17—1:40-2:50 New Student Convocation with Guest Speaker: Associate Justice Sonia Soto Mayor

➤ 5 [9/23-9/25]

-*Tues*: John Jay follows a Friday schedule

-*Thurs*: John Jay has no classes scheduled

➤ 6 [9/30-10/2]

Tues: Computer Lab *Location: L2.72.05*

■ “Men, Women Attracted to Sense of Humor in Different Ways” —Nicholson

■ “Sex, Lies, and Conversation: Why is it So Hard for Women to Talk to Each Other?” –Tannen

-Comparative text homework due (TBA)

-Note: Drafts of project 1 returned for in-class workshop class

Thurs:

- “Free Narrative” due with collaborator workshop activity (Instructions in Bb)

-Note: Visual analysis homework assigned in class today

➤ 7 [10/7-10/9]

Tues:

■ “Gender Gap at School” –Brooks

-Text homework due

-Visual analysis homework due in class

-Note: Research Project assigned today in class

*See assignment for due dates

Thurs: Computer Lab *Location: Period 1- L2.72.05*
Period 2 -7th Floor Mac lab

■ “What is a Homosexual?” –Sullivan

-Revised Project 1 due

-Note: Reflective writing workshop today/ Inquiry workshop to follow

➤ 8 [10/14-10/16]

Tues: Computer Lab Location: L2.72.05

■ “The Pitfalls of Plastic Surgery” –Paglia

-Note: Reflective annotated bibliography and interview assigned today; first source work and inquiry-conferences.

*Thurs: Research Session Location: Period 1- Library Classroom
Period 2 -7th Floor Mac lab*

- Library Research Workshop

➤ 9 [10/21-10/23]

Tues: Computer Lab Location: L2.72.05

-Two academic sources and full reflections due today

■ Review “The Writer’s Complete Guide to Conducting Interviews” –Schumacher

-Note: Annotated Bibliography work in class/Interview prep/ In-class showcase discussions

Thurs:

■ “Motherhood: Who Needs It?” –Rollins

-Source HW due in class (TBA)

-Interview source and interview questions/plan due in class

➤ 10 [10/28-10/30]

Tues: Computer Lab *Location: Period 1: L2.72.05*
Period 2: TBA

-First full Annotated Bib due today
■ *They say; I say* Excerpts

-Note: Proposal preparation in class; pattern work
with one added source found in class;

*Joint session with Prof. Pastrana and Prof. Madrazo

Thurs:

■ "Dances with Wolves: Little Red Riding Hood's Long Walk
in the Woods" –Orenstein
-Interview completed/due today
-Source "pattern" HW due today (TBA)

-Note: Argumentation appeals covered in class

➤ 11 [11/4-11/6]

Tues:

-Proposal due
-Commercial HW due

-Note: Appeals review and commercial
workshop in class

Thurs:

-Conference Day (Info TBA)
-Revised proposal due at conference

Thurs. 11/6—Last day to drop with the grade of "W."

➤ 12 [11/11-11/13]

Tues:

- King and Mencken readings
- Argumentation HW due with readings (Info TBA)
- Revised Annotated Bib due with new sources based on proposal conference

-Note: Sample students' drafts will be reviewed in class today

Thurs: Computer Lab Location: L2.72.05

- First two pages of draft due with outline

-Note: Conferences will occur while workshopping with collaborators on draft and showcase writing

➤ 13 [11/18-11/20]

Tues: Computer Lab Location: L2.72.05

- Full draft of research project due in class (see assignment)

-Note: In-class writing workshopping today

Thurs: Computer Lab Location: Period 1: L2.72.05

Period 2: Library Classroom

*Joint session with Prof. Pastrana and Prof. Madrazo

➤ 14 [11/25-11/27]

Tues: Computer Lab Location: L2.72.05

- Revised full draft due in class
- "In Defense of Prejudice"

-Note: In-class reflective writing workshop with drafts today

Thurs: John Jay has no classes scheduled

➤ 15 [12/2-12/4]

Tues: Computer Lab *Location: L2.72.05*
-Portfolio/Presentation HW due

-Note: In-class writing workshop/
conferences with returned drafts today

Thurs: Computer Lab *Location: L2.72.05*
-Reflective Essay Workshop/e-portfolio polish
-Presentations Start

➤ 16 [12/9-12/11]

Tues:
-Presentations
*SASP Student Showcase Day ☺

Thurs:
-Presentations

➤ Final Exam 12/23 8-10 am—period 1 class (section 4)
12/18 9-11 am—period 2 class (section 3)

-Portfolio Conferences

**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.