

John Jay College English 201.21 (0246)
In Cold Blood: Exploring Writing Across the Disciplines
Classroom: 121W
Class Time: Wednesdays, Fridays 9:40-10:55 a.m.
Spring 2011 Syllabus

Instructor: Prof. Julie Christman
 Email: jchristman@jjay.cuny.edu
 Office: 619 West 54th Street, 7th Floor
 Office Phone: 212-781-5243
 Office Hours: Wednesdays, Fridays 12:30 to 1:30 p.m. and by appointment

Course Description:

This course introduces you to rhetorical characteristics and writing styles from across the disciplines. By exposing you to reading and writing from across the disciplines, this course will prepare you for the types of research and writing you will need to do in the content-based disciplines of the college: the humanities, the social sciences, and criminal justice fields. Through a variety of reading and writing assignments you will learn how to apply your accumulated skills to a variety of rhetorical situations and strategies.

In this course we will closely examine the 1959 murder of a family in Kansas, which garnered worldwide attention through Truman Capote's bestselling "nonfiction novel", *In Cold Blood*. We will examine how the rhetoric of different disciplines changes this story. We will also investigate how the "facts" of the case shift through the lenses of tertiary, secondary and primary sources.

Learning Objectives:

- Students learn and practice rhetorical strategies, which help them gain an awareness of choice in authorship, and which help clarify and execute ideas in writing.
- Students practice varying processes and conventions of writing as it moves from field to field.
- Students learn different types of research methods and writing that they will face in the content-based courses of the college.
- Students consider how writing can help them learn new discipline-specific subject matter.
- Students learn how to identify the preferred genres, rhetorical concepts, terminology, formatting, and specific uses of evidence in various disciplines.
- Students review research methods, conventions, and practices that they integrate into the cross-disciplinary writing assigned for this course.
- Students expand their abilities to discuss their writing strengths and challenges.
- Students practice integrating tertiary, secondary and primary sources into their essays.
- Students practice APA Style Documentation.

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- Students practice APA Style Documentation.

Course Prerequisites: English 101

Required Text and Materials: In Cold Blood by Truman Capote, '94 Edition (ISBN: 9780679745587)

The John Jay College Rhetoric, Research and Strategies Handbook, Third Edition (ISBN: 9780558834869)

Additional Readings on E-Reserve and Blackboard: To be announced

Instructions for E-Reserve Go to <http://www.lib.jjay.cuny.edu> Click on Reserves Click on E-Reserves Click on Reserve Readings Search by Instructor: Christman Click on Eng 201 Password: capote

Absence/Lateness Policy:

In some lecture courses, the material that you are reading in the textbook is reviewed and elaborated upon in the classroom; as a result, you may not feel that you need to attend every lecture to profit from the course. In this composition course, however, reading, memorizing, and regurgitating information is not our classroom process. Instead we discuss techniques and styles of writing that you will master. Our classroom will be a workshop in which we will engage in diverse forms of writing, discuss problems of composing, share and critique each other's work, and develop a way of talking about how we read and write. Consequently, it is imperative that you attend class without fail, and that you arrive with the reading and writing assignments prepared, in hand. In short, to do well in this class you must be present physically, mentally and intellectually. Your classmates and I need your contribution to classroom discussions if this is to be an enriching experience. Please note: there are no such things as "excused absences".

Official Policy:

Only four (4) absences are permitted; five (5) or more result in failure of the course (no ifs, and/or buts). I do not advise even missing four because you will have missed irretrievable moments of classroom interaction and instruction.

Lateness disrupts the classroom and, in many ways, defeats your learning potential. Our time is valuable and we have a lot to cover in each class. If you are more than 10 minutes late, it will count as half an absence. If you are late twice, it counts as one absence. See official absence policy above.

Respect and Consideration:

The writing process can be a personal and experimental journey. As a writing community, we will be sharing ideas, questions, and products of our writerly journey with each other. We will be engaged in a give-and-take dialogue. Sometimes this exchange includes encouragement and sometimes this exchange includes criticism. Sometimes we will be talking about sensitive topics that we will encounter in our texts. It is important that we be aware of the language we use to discuss each other's work, and in class discussions. It is important to remember that when we are discussing writing, we are discussing technique and process; our comments should not be a personal affront on the author. We also need to practice discussing potentially emotional topics in a professional manner. We are all here to learn and grow, and it is up to us to nurture a positive and energetic conversation.

The Writing Center:

The Writing Center, located in room 2450 North Hall, 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. The Writing Center is a valuable resource for any student of writing. Appointments are booked two weeks in advance, and the schedule of workshops is available on the Writing Center website, <http://web.jjay.cuny.edu/~writing/homepage.htm>.

Plagiarism:

Plagiarism and cheating are violations of CUNY's policy on academic integrity (http://www1.cuny.edu/portal_er/content/2004/policies/image/policy.pdf). By registering for 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 your JJC Rhetoric, Research and Strategies handbook for tips on understanding and avoiding plagiarism. If at any point during the semester I suspect you have violated CUNY's Academic Integrity Policy, I will ask you to upload an electronic version of your assignment on the Turnitin Originality Checker website. Please visit www.turnitin.com for more information.

Grading Policy:

You will complete 14 assignments over the course of the semester. Your 8 best assignments, and 2 final assignments will make up your final grade for the class:
10 assignments * 10 points each = 100 points.

You receive 2 points for completing and turning in the assignment on the day it is due. If you hand in your assignment late, you will not receive those 2 “performance” points.

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The remaining 8 points will be based on how well you meet the following criteria:

Invention and Inquiry Students learn to use low-stakes writing and research to explore their ideas and the ideas of others in a 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 independent and dependent clause forms.

Conventions Students learn to control language, grammatical structures, sentences, punctuation appropriate to the writing situation.

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.

8=Exceeded 6=Achieved Proficiency 4=Close to Proficiency 2=Limited Proficiency 0=Not Attempted

You can keep track of your grade on the attached point sheet. I will also provide you with a mid-semester update.

Please remember that I don't GIVE grades, you EARN them

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Keys for success:

To succeed in this class you must:

1. Be present. It is imperative that you come to class, and that you come to class on time. When you are in class, it is important that you pay attention to what is going on during class lectures and discussions, not to your wireless devices. Those texts will still be there when you get out of class. If I feel like your wireless devices are too much of a distraction, I will ask the entire class to “check your phone” at the door, and you will all leave your devices turned off at the front of the room. You will be able to retrieve your phone during breaks. 2. Be punctual. Too often students get a grade lower than expected because of

assignments they did not turn in or turned in late. Turning your work in on time can mean the difference between a C and a B. If you are stuck on a particular assignment, there are resources (including me, and your peers) to help you. Please use them 3. Believe in yourself. You can become a better reader and writer, and I promise

to give you the tools to do so. You have to meet me half way by working hard throughout semester, and if you believe you can do, you will do it! 4. Practice reading. This is the best way to learn how to write. It is especially

important for students who speak multiple languages. The more you read, the better you will get at writing—I guarantee it. 5. Practice writing. Writing is like a sport—practice makes perfect. Your

assignments should show that you put some thought, time and effort into your work. The more you practice writing, the better you will get at saying what you mean and meaning what you say. 6. Ask for help. Use the supports and resources available to you at the College:

The Writing Center, The Center for English Language Support, your professor, your tutor, and your peers—especially your peers! You have the opportunity in this class to build a network of people who share common goals and who can help you succeed. Remember we are an academic community and when one of us succeeds, we all succeed. 7. Be attentive. To what goes on in class (see Key for Success #1), to your priorities, to your time, to your physical and mental health.

Final Exam:

There is no final exam for this class. Instead, we will arrange to schedule one-on-one meetings to discuss your grade for the class during the final exam time, Wednesday May 25 from 8:00 a.m. to 10:00 a.m. You can also pick up your portfolios during this time.

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Syllabus:

Date Class Reading Due Writing Assignments

Due Fri Jan

28 Introductions Wed Feb 2 Watch Capote Assignment 1: a 2 to 4-

page reaction (EXPLORE/DESCRIBE) Fri Feb 4 Watch Capote Capote, *In Cold Blood, Part I: The Last to See Them Alive* Wed Feb 9 *Creating Context: Asking*

Questions

Assignment 2: a 2 to 4- page reaction (OBSERVE/DESCRIBE) Fri Feb 11 NO CLASS

(Lincoln's birthday)

Capote, *In Cold Blood, Part II: Persons Unknown* Wed Feb 16 Rhetorical Situations Assignment 3: a 2 to 4-

page reaction (NARRATE) Fri Feb 18 Rhetorical Situations &

Strategies

Capote, *In Cold Blood, Part III: Answers* Wed Feb 23 NO CLASS (Monday schedule) Fri Feb 25 Rhetorical Situations &

Strategies

Capote, *In Cold Blood, Part IV: The Corner* Wed Mar 2 Sources: How to find/use sources

Assignment 4: a 2 to 4- page reaction (DEFINE) Fri Mar 4 Sources: Paraphrasing, summarizing, quoting

Plimpton, Truman Capote (eReserve) Wed Mar 9 Watch *Infamous* Assignment 5: a 2 to 4- page reaction (CLASSIFYING AND DIVIDING) Fri Mar 11 Watch *Infamous* Plimpton, Truman

Capote (eReserve) Wed Mar 16 Voice & style:

three

communities

Assignment 6: a 6 to 8- page essay (COMPARE/CONTRAST) Fri Mar 18 Voice & style across academic disciplines (Humanities)

Student Generated (post to Blackboard)

Wed Mar 23 Voice & style across

academic disciplines (Social Sciences)

Assignment 7: a 2 to 4- page reaction (EXPLAIN)

Fri Mar 25 Voice & style across academic disciplines

Student Generated (post to Blackboard)

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(Criminal Justice) Wed Mar 30 Mimicking voice & style Assignment 8: a 2 to 4-
page reaction (DIALOGUE) Fri Apr 1 Mimicking voice & style Student Generated
(post to Blackboard) Wed Apr 6 Watch In Cold Blood Assignment 9: a 2 to 4-
page reaction (NARRATE) Fri Apr 8 Watch In Cold Blood Student Generated
(post to Blackboard) Wed Apr 13 Rhetoric & telling true stories Assignment 10: a 6 to 8-
page essay (CAUSE & EFFECT) Fri Apr 15 Arguing & fallacies Student Generated
(post to Blackboard) Wed Apr 20 NO CLASS
(Spring Recess) Fri Apr 22 NO CLASS (Spring Recess) Wed Apr 27 Presentations Assignment
11: Outline of

Presentations Assignment 11: Outline of presentation Fri Apr 29

4 Presentations Assignment 11: Outline of presentation Wed May

Presentations Assignment 11: Outline of presentation Fri May 6

11 Reflect and review Assignment 12: a 6 to 8-
page essay (ARGUE) presentation Wed May

Fri May 13 Reflect and review Wed May 18 LAST DAY OF CLASS Portfolio due: which
includes: your 8 best works, a personal dictionary & annotated bibliography of all work read
throughout the semester (Assignment 13), and a 2 to 4-page exit letter (Assignment 14)

All written work should be prepared in APA style. Please make sure it is typed and
double-spaced in 12-point Times New Roman font with 1-inch margins. Only under
extenuating circumstances will I accept other work electronically. You must get my
explicit permission to e-mail your work.

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NAME: COURSE and SECTION:

Points Earned Per Assignment

Assignment # Points Assignment # Points

1 8 2 9 3 10 4 11 5 12 6 13 7 14 TOTAL Column 1 TOTAL Column 2

Total ten best: _____

out of 100 possible points

Course Grade: _____

93-100 points A EXCELLENT 90-92 points A- EXCELLENT 87-89 points
B+ VERY GOOD 83-86 points B VERY GOOD 80-82 points B- VERY
GOOD 77-79 points C+ SATISFACTORY 73-77 points C SATISFACTORY
70-72 points C- POOR 67-69 points D+ POOR 63-66 points D VERY
POOR 60-62 points D- VERY POOR 59 points or below F FAILURE

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445 West 59th Street
New York, NY 10019

SPRING 2011

ENGLISH COMPOSITION – ENG 201: SECTION 55; Room 236T

Lecturer: Janice Carrington **Sessions:** T/TH: 8:15 – 9:30 a.m.
Tel: 212-237-8418 **Office Hours:** By appointment and
Email: jcarrington@jjay.cuny.edu Tuesday: 9:45 – 10:30 a.m.

The theme for this course is “The Price of Freedom.”

Required texts and Suggested Readings

Course description:

This composition course introduces students to the rhetorical characteristics of cross-disciplinary writing styles. Students are encouraged to debate the different ways “Freedom” is viewed in various societies. During the course of the semester, students will improve their writing skills through a rigorous examination of how different disciplines—particularly, cultural studies, and anthropology—account for our persistent interest in the concept of freedom.

Students will discover how other societies view the concept of freedom. More specifically, we will explore the ways in which freedoms are accepted between the different classes and groups within society. We will examine a number of different issues, from the conflict in Rwanda and Bosnia to civil wars in Liberia and Somalia. We will pursue the concept of the *One Story* which allows us to maintain a vision of a society which may be completely inaccurate but allows us the comfort of that vision.

Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines (Adapted from John Jay Undergraduate Bulletin, p.61).

Prerequisite: ENG 095 or ENG 101

Course Objectives:

1. On completion of this course, the student will be expected to develop skills of Standard English writing by identifying and correcting common sentence problems, improper punctuation, mechanics, and spelling.

1. Ali, A. H. (2007). *Infidel*. New York, NY: Simon & Schuster, Inc.

2. Johnson Sirleaf, E. (2009). *This Child Will Be Great*. New York, NY: Harper-Collins.
3. Rhetoric, Research and Strategies, John Jay College of Criminal Justice, MA. Pearson Custom Publishing.

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2. In addition, the student will be expected to organize an essay in logical paragraphs, develop a proper thesis statement, devise multiple topic sentences, accumulate, and evaluate evidence that justifies the essay's thesis statement.

3. The student will also be expected to complete a research paper and to provide accurate supporting citations.

4. English 201 exposes students to reading and writing from across the disciplines. It prepares 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.

5. In this particular version of ENG 201, students are encouraged to think of the various disciplines we will examine as lenses. This course aims to introduce you to a variety of lenses, including anthropology, literature, cultural studies, and history. Although it would be impossible to master the conventions of all of these disciplines over the course of a single semester, students will be able to try on various disciplinary hats and explore the possibilities of interdisciplinary investigation. We will also develop writing and analytical skills used in most disciplines, including note taking, summary and response, definition of terms and concepts, creation of a research question/topic, development of thesis/hypothesis, and the construction of a research paper.

Attendance: Students are expected to attend all classes as scheduled.

Excessive absences will affect your final grade. Being frequently late or excessively late for class will result in additional absences.

After six absences, you will fail the course. ***Without exception, arriving more than 5 minutes after class begins is considered late.***

Three late arrivals will be considered an absence. Attendance is essential to success in this class. After four absences, your grade will drop (e.g. after 3 missed classes, a B becomes a B-). In the event of an absence, it is the responsibility of the individual student to obtain missed notes, assignments, and handouts.

Summary of the College's Policy on Academic Integrity:

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Plagiarism is the presentation of someone else's ideas, works, 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. Please consult your undergraduate bulletin for a complete description of the College's policy on academic integrity, (John Jay Undergraduate Bulletin, p.303) or go to <http://www.jjay.cuny.edu/disclaimer/academicintegrity.pdf>

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Assignments: You are responsible for all reading materials assigned for a class. Students are expected to purchase the assigned texts after the first day of class. All assignments, submitted for grading, **must be typed**. I hope in reviewing your submissions, I will not be distracted by errors in grammar and spelling. **You must submit your papers to the Safe Assign folder on blackboard on the due date.** If you are unable to submit your paper on the due date you should send a copy to me by email with a reasonable explanation for the late submission. A hard copy should be submitted at the next class.

A research paper is due on Thursday, May 12, 2011.

For your paper, you will conduct research on the theme of the course "The Price of Freedom." Further instructions about the research paper will be given during the first weeks of the semester.

You are expected to participate fully in class discussions.

This class will be divided into groups for many sessions. It is expected that a leader will be selected for the group to allow a different student to be the group leader each week. The group **must** also prepare a "Team Learning" exercise for all group assignments.

Portfolio: At the end of the semester, you will be required to submit all of your written work in a portfolio. Except for the midterm and the final research paper you will be given an opportunity to revise previously completed assignments for the portfolio. I will grade the portfolio as a whole and assess your progress during the course of the semester. You should attach a letter to your portfolio describing the writing strengths and weaknesses you have identified over the course of the semester, identifying the revisions you have made in each paper, and discussing what you have learned about your writing from the revision process. (100 points)

Grading: Essays - 30%

Homework - 15%
Midterm - 15%
Final Presentation - 10%
Research paper - 30%

Grade Scale: A 93.0 – 100.0 A- 90.0 – 92.9
B+ 87.1 – 89.9 B 83.0 – 87.0
B- 80.0 – 82.9 C+ 77.1 – 79.9
C 73.0 – 77.0 C- 70.0 – 72.9
D+ 67.1 – 69.9 D 63.0 – 67.0
D- 60.0 – 62.9 F Below 60.0

Students must complete the assigned readings before each class session.

The information for this course will be available on Blackboard. All students should ensure that they could log on to Blackboard.

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Classroom code of conduct

Some students may feel that because attending college is voluntary and not mandated by law they do not have to abide by the classroom code of conduct. This is far from the truth. All students must abide by the following code of conduct:

1. Student should use the restroom before coming to class; leaving the classroom during lecture is disruptive.
2. **Do not leave the classroom during lecture unless permission is granted or in an emergency. Students must remain in the classroom for the entire period. Plan your activities so that nothing coincides with your class schedule.**
3. Students are required to pay attention to class activities, which are centered on teaching and learning. Talking while class is in session is disruptive.
4. Do your assignments on time, and bring your textbook to class.

5. You should complete assignments from other classes before and after this lecture.
6. All electronic devices—cellular phones, electronic/video games, beepers, CD players, headphones, and other devices-- must be turned off before entering the class.
7. **Newspaper articles or other reading materials not assigned to the lecture should be read outside of this class period.**
8. Obtain permission for guests to enter the classroom.
9. Meals and drinks should be finished before you enter the classroom.
10. Wait until after class to discuss your personal needs with the professor. You may speak to your professor before or after class, visit her during office hours, or make a special appointment to discuss your interests and concerns.

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SCHEDULE OF CLASSES

NOTE: You **must** submit reviews of the two (2) books discussed in class. These essays represent 30% of your final grade. **All other homework assignments are given a grade.** The three homework assignments represent 15% of your final grade. The research paper represents 30% of your final grade. You must submit your research paper on the due date. I will deduct 20% of the total grade for late submission of this assignment. **It is in your best interest to hand in all assignments. I will not give out work at the end of the semester for extra credit.**

FEBRUARY

Tuesday 01: Introduction to English 201. Brief review of APA - In-text citations and reference page.

Homework assignment: Read Mary Gordon's *The Ghosts of Ellis Island* (1985) from the text "Ideas across Time." Prepare responses to questions 3-6 at the end of the text. Prepare for class discussion.

CULTURES AND SOCIAL NORMS

Thursday 03: Homework assignment: Read Bell Hooks' "Feminism: A Movement to end Sexist Oppression." Prepare answers to the questions 2, 6 & 7 on page 541. Team learning exercises. APA question and answer session. *Prepare your response to one of the three essay questions in your handout.*
Submit 1st homework assignment on Gordon's "*The Ghosts of Ellis Island.*"

Tuesday 08: Class discussion of the Bell Hooks article.

Review of the homework assignment from *The Ghosts of Ellis Island*

Homework Assignment: Read The prologue and Chapters 1-5 of “This Child Will Be Great” by Ellen Johnson Sirleaf.

Submit 2nd homework assignment on Bell Hooks’ article.

Thursday 10: Homework assignment: Read Chapters 6-9 of “This Child Will Be Great.”
Prepare for class discussion of the readings.

Tuesday 15: Homework assignment: Read Chapters 10-12 of “This Child Will Be Great.”
Prepare for class discussion.

Read: *John Jay’s Rhetoric, Research, and Strategies*, Chapter 15 “Writing Correctly”

Your type-written research topics are due on **February, Thursday 17.**

Students will select research assignments. Begin your preliminary research now. Groups will be organized according to research topic for all class discussions.

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Thursday 17: Homework assignment: Read Chapters 13-17 of “This Child Will Be Great.”
Prepare for class discussion. Bring in two copies of your first draft of the first book report.

Research paper topics are due.

Tuesday 22: Homework assignment: Complete Chapters of “This Child Will Be Great.”
Prepare for class discussion. **Complete your 4 page report of “This Child Will Be Great.”**

Read: *John Jay’s Rhetoric, Research, and Strategies*, Chapter 16 “Writing Clearly”

Thursday 24: Submit 1st Book Report (4 page review of “This Child Will Be Great”.)

Introduction to ISI Web of Knowledge and other research links.

MARCH FREEDOM, CULTURAL NORMS AND THE CRIMINAL JUSTICE SYSTEM

Tuesday 01: Movie: Pray the Devil Back to Hell

Thursday 03: Movie: Pray the Devil Back to Hell.

Homework assignment: Prepare a thoughtful response to the themes of violence and peace, which resonate in the movie and in our discussions.

Tuesday 08: Homework assignment: Begin reading *Infidel*: The Introduction and Chapter 1.

Thursday 10 Homework Assignment: Read Chapters 2-3 of “*Infidel*.” **Submit your report on the movie “Pray the Devil Back to Hell” to the Safe Assign folder.**

Tuesday 15: Homework assignment: Read Chapters 4-6 of *Infidel*.
Continue discussion of “*Infidel*.” Remember to note the sections of interest for discussion in class.

Thursday 17: Homework assignment: Read Chapters 7-9 of *Infidel*.
Submit the draft outline for your research paper.

Tuesday 22: Homework assignment: Continue reading Chapters 10-12 of “*Infidel*.”
Class discussion. *Research Paper Review*. Begin preparation of a 5-page report of “*Infidel*.”

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Thursday 24: Homework Assignment: Complete reading of “*Infidel*.”
Continue review of book report.

Tuesday 29: Homework Assignment: Read Maya Angelou’s “Amazing Peace”, Maurine Otor’s “Peace My Child” and Jamaica Kincaid’s “Girl” (1978). Bring in a poem of your choice for class discussion. Bring in the first draft of your report on “*Infidel*.” **Submit 2nd book report on “*Infidel*.”**

Thursday 31: First draft of the research paper is due today.
Submit your final outline for your research paper to the Safe Assign folder on blackboard

. This includes your Abstract and list of possible sources to be used on your reference page.

APRIL

Tuesday 5: Mid-term presentations begin.

Thursday 7: Midterm presentations end.

Tuesday 12: View documentary of *The One Story*
Power Point review.

Thursday 14: Final discussion and demonstration of APA documentation style.
Research paper (Second draft) is due. Submit your 2nd draft to the Safe Assign folder on blackboard.

Thursday 28: Homework assignment: Review the three handouts on the subject of “Child Soldiers” posted on blackboard. These articles may be used in your final research paper.
PowerPoint review.

Schedule of class consultations will be distributed.

Monday, April

11 is the last day

to resign without

academic penalty

Spring Recess: Sunday,

April 17 - Tuesday 26,

2011.

The 1st draft of the research

paper is due on Tuesday,

March 31, 2011 – This is a

firm deadline.

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MAY

Tuesday 03: Power point review. Group discussion of research papers.
Discussion of the handouts on “child soldiers.”

Thursday 05: Final Review of Research Papers. Group consultation – make your final changes and corrections. Make sure that all your presentations and submissions have been typed and in your portfolio. Bring your completed portfolio to your group consultation.

Tuesday 10: Final Review of Research Papers. Group consultation – make your final changes and corrections. Make sure that all your presentations and submissions have been typed and in your portfolio. Bring your completed portfolio to your group consultation.

Thursday 12: Final Review of Research Papers. Group consultation – make your final changes and corrections. Make sure that all your presentations and submissions have been typed and in your portfolio. Bring your completed portfolio to your group consultation.

Final Research Paper is due Sunday, May 15th. Students must post their documents to the Safe Assign folder on blackboard.

Tuesday 17: Presentation of research papers

Last day of classes

Tuesday 24th: Final Exams

John Jay College of Criminal Justice, City University of New York/CUNY,
445 W. 59th St. New York, NY 10019

English Department
ENG 201
Discipline Investigations

Tim McCormack
Office: 1267 North Hall
Office Hours: M: 2:30-3:30
T: 12:00-3:00
W: 2:30-3:30
Phone: 212.237.8000 ext. 2596
email: tmccormack@jjay.cuny.edu

English 201 Section 16 M/W 12:30-1:45 Westport 122 English 201 Section 66 M/W 8:15-9:30 Westport 122 English 201 Section 76 M/W 9:40-10:55 Westport 122

Course Prerequisites: Eng 101/SEEK 095

**SHOW ME THE MONEY:
READING AND WRITING ABOUT THE AMERICAN MARKETPLACE**

SYLLABUS

Course Theme

We are all buyers and sellers in an increasingly complex, global and 24-7-365 dance of the dollar. Our commercial position in the marketplace determines how we live, who we are, and to a large extent what we can achieve as individuals—and as a society. In this workshop-based writing course, we will work across the disciplines, from Philosophy to Art, from Economics to Sociology, from History to English, in order to define and critique the historic and modern American marketplace. We will identify the actions and reactions of a trade-based society. We will problematize the astounding benefits and staggering costs to the ever-increasing global world of capitalism and hyper-consumerism. We will look at particular markets like education or art, where hidden capitalist forces play a role. Perhaps most profoundly, we will define our specific roles in the marketplace as laborers and consumers hard-and-fast on the money trail. This course will forever change your relationship to the Almighty--the dollar.

Course Objectives

The main objective of this course is to become an active and well-regarded academic reader and writer in many disciplines. In pursuit of that goal, each participant in this workshop will attend to the following proficiencies:

Respond/Comment on Texts (written/visual/spoken/real world)
Summarize texts

Close read texts
Compare (conflate/conflict) texts
Select from texts (paraphrase/quote)
Apply theories from texts
Develop a worthy thesis/hypothesis/question statement
Make arguments/develop inquiries using evidence and analysis
Corroborate evidence and analysis
Conduct secondary research (find and evaluate sources)
Use secondary research (choose, use and cite sources)
Conduct primary research (collect documents and data)
Use primary research (present and analyze documents and data)
Understand the writing style and conventions of particular disciplines
Use Discipline Specific Vocabulary
Design and complete a research project that contributes knowledge
and worthy conversation to a discipline
Write in expected form, structure, style and voice for a discipline
(or knowingly and purposefully break from the expected)
Write with vitality and grace by developing elements of style, voice and pace
Write using the language and academic conventions required for the writing context

Course Structure

In the first half of the course we will attempt to achieve two simultaneous goals: to become literate in the content area of the course (The Modern American Marketplace) and to become literate in rhetorical analysis in order to understand the different styles of writing required in the academy. In this part of the course you will be asked to write a series of short COMMENTARY/RESPONSE PAPERS and take a MIDTERM EXAM to show your content knowledge; and you will complete a RHETORICAL ANALYSIS ESSAY to show your understanding of academic writing styles.

In the second half of the course you will propose, design, research and write a substantial research project. The topic of your project will be developed from the writing and reading you have done in the first part of the course. The genre and form of the project will also come from the reading writing we do in the first half of the class. You will choose one of the following kinds of academic writing:

(1) PUBLIC POLICY CASE STUDY (2) PRIMARY RESEARCH REPORT (3) ECONOMIC THEORY APPLICATION ESSAY (4) LITERARY ANALYSIS ESSAY (5) HISTORY RESEARCH PROJECT (6) MARKETING ANALYSIS AND PROPOSAL

In the final week of the course, you will be asked to write a 250 word MARKETPLACE MISSION STATEMENT, which declares your personal stance in the marketplace as a consumer and laborer.

It is worth stressing that there are weekly writing assignments in this course, not just the major assignments listed in capital letters above. In addition, throughout the course, there will be plenty of group work, peer editing and use of the Blackboard course website. There are also two classroom presentations.

Commitment and Collaboration

This course is designed as a writing workshop. Writing is often presented as a solo struggle: the lonely writer in the confines of a dreary room doing battle with him/herself using pen and paper or keyboard and screen. In this workshop we will dispel

this myth by creating a community where researchers and writers work together to create and improve the processes and final products of writing. Our writing workshop is a physical space, like a laboratory, where writers come to do the work of writing. It is a meeting place, a working community, where writers meet other writers to share their work, sound off about their ideas, and gain strength and support for whatever writing project is at hand. In our workshop, the writing we will do is intensive: we will write every day in class and between every class; we will write to learn and understand, not just to record already conceived ideas; we will read each other's writing; we will comment on each other's writing in small groups or one-on-one; we will discuss the difficulties of writing and how to get past them, and, of course, the enjoyment of writing and how to make it even more rewarding.

Since your fellow writers will be depending on you, this class requires a commitment. Everyone in the room is a good writer and a good reader; therefore, we all have an important contribution to make to each other. For this to work—for a good writing community to develop—you must commit to the class from the first day and throughout the term. You have to be conscientious about completing assignments, doing the reading and writing thoroughly and preparing for class consistently. Most importantly, you must read and respond to the work of your fellow writers respectfully, thoughtfully and constructively. Your participation and your skill at helping others with their writing is a key component of how you will be graded in the course (see Evaluation section below).

Requirements

Participation. This includes class discussions, how effectively you work in groups and the effort and skill you display in reading and responding to the work of others. Attendance and punctuality are also included here; to participate, you have to be in class.

Blackboard Web Site. The blackboard site, where you are reading this syllabus, will be a main feature of the course. We will use the site in three general ways: as a communication tool to share information about the course projects and about writing and research in general; as a conversational tool to discuss the ideas of the course; and as a way to share and respond to each other's writing. You should start using the site right now, by taking the time to move around and check out the different features, and then finding and contributing to the first open forum on the discussion board ("Course Expectations").

Writing Assignments. For many of the early classes you will be asked to bring a piece of writing, ranging from a marketplace observation, to a reaction to a text we have read to a close reading of a scene from a movie. All of these assignments are listed in the course schedule. For the research project, you will be asked to write preliminary assignments such as a proposal and annotated bibliography, as well as two drafts. Often, how much you are able to achieve in a particular class will depend on the quality of the writing you bring to class.

Conference. You are required to prepare for and attend a writing conference with me. Details will be given in a separate handout.

Midterm Exam. In the middle of the semester, you will be asked to take a single-class period midterm exam where you will demonstrate some of the reading and writing strategies we have been working on in class, along with your knowledge of the course content (the American Marketplace).

Rhetorical Analysis Essay. In the middle of the semester, you will complete an essay that analyzes two research project genres (six are listed above) for their similarities and differences in form, style and rhetorical moves.

Research Project. As described above, the research project is the major assignment for the second half of the course. In addition to handing in a full version of the research project, you will present a mini-version to your classmates in the form of a technology-supported oral presentation.

Mission Statement. The course will finish with a 250-word personal mission statement where you declare your own code of conduct within the marketplace.

Texts

Available in the College Bookstore or on line.

Harford, Tim. *The Undercover Economist*. NYC; Random House 2007.
ISBN: 978-0-345-49401-6

Miller, Arthur. *Death of a Salesman*. New York: Penguin, 1976.
ISBN: 0-14-048134-6

Quinonez, Ernesto. *Bodega Dreams*. New York: Vintage, 2000.
ISBN: 0-375-70589-9

Rhetoric, Research and Strategies, a handbook published specifically for John Jay College students. It is available at the bookstore. ISBN: 0-536-44733-0

Evaluation

Your work in the course is evaluated in two ways:

A PERFORMANCE GRADE for effort and participation is accumulated over the semester through your daily work in the course. This equals 50 percent of your Course Grade.

A PROFICIENCY GRADE for the quality and talent displayed in your finished pieces of writing (including the midterm exam). This equals 50 percent of your course grade.

For a list of evaluative criteria for each category, please see course documents on the web site.

Performance Grading Scale (based on 1000 points) is as follows.

Participation (300 pts.)

Includes responding to peers, discussion board activity, group work, class discussion and attendance.

Group in-class presentation on *The Undercover Economist* (100 pts)

Writing Assignments (200 pts)

Research Project Drafts (200 pts)

Instructor Conference (100 pts)

Marketplace Mission Statement (100 pts)

A = 950 pts	B+ = 870	C+ = 770	D = 650
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A- = 900	B = 835	C = 735	F = less than 650
	B- = 800	C- = 700	

Proficiency Grading Scale is A-F. The percent of the proficiency grade for each assignment is listed in parentheses.

Midterm Exam (20 percent)

Rhetorical Analysis Essay (20 percent)

Oral Presentation (20 percent)

Research Project (40 percent)

Your course grade will be an average of your performance and proficiency grades. Thus, an A for performance and a C for proficiency results in a B grade for the course. When there are two gradient slots between the two grades, the higher grade will be achieved. Thus a B on performance and a C on proficiency results in a B- for the course.

Please keep in mind that professors do not give grades, students earn grades.

Notes

Attendance and Preparation for class. Since we meet only twice per week, every moment of class time is precious. Classes are work sessions, where concrete tasks are completed to help you with your written work. In addition, on some days, your fellow writers will be depending on you to show up. Therefore, regular attendance is essential. Always discuss absences with me, preferably before you miss the class but otherwise afterwards. More than four absences will affect your participation grade in the course. Two “lates” or “leave earlies” equals one absence. Excessive absences may result in withdrawal from the course.

Handing In Writing Assignments. Weekly writing assignments are due during class time. If you do not attend class, you may hand in the assignment to my mailbox in the English Department before 5 p.m. that day. No weekly writing assignments will be accepted after that, simply move on to the next assignment. For the larger writing assignments evaluated for proficiency (Midterm Exam, Rhetorical Analysis Essay, Oral Presentation, Final Project) a letter grade will be deducted for each class day that the assignment is late.

Academic Ethics. We will be incorporating outside texts into the writing we do in a variety of ways. In addition, we will also be sharing our writing with each other, and I will be encouraging you to use the information and ideas of others in your own pieces of writing. However, all writers need to clearly identify which parts of a piece of writing are their own, and which parts come from other texts or other writers. How to use sources well, while giving proper credit to the authors of the texts you use will be a major component of the class. When you use the ideas of others you are glorifying them, and so they deserve to be credited for what they have offered to you. It goes without saying that any deliberate attempt to present the work of others as your own is dishonest, devaluing and insulting to the owner of the text and to the reader, and it will result in serious consequences up to and including receiving a failing grade for the course, and perhaps further action from the school, or the university. Please see the statement on Plagiarism under course documents for further information.

Outside-the-Classroom Help. John Jay students have access to a well-run and very helpful writing center where they can bring written work from all of their courses. Go to the Writing Center web site for all the information, including the ability to sign up for on line, real time writing support sessions. <http://web.jjay.cuny.edu/~writing>. Please understand that tutoring in writing is not just for students who are struggling with a writing course. Good writers understand that writing should not be a lonely endeavor. All writers can benefit from attentive, close reading of written work, and/or the

eyes and ears of a caring professional editor/coach/supporter. So, please take advantage of the writing center, a service you pay for, to get considerate, detailed input on your writing in all of your courses. If you do make an appointment to see a writing consultant, understand that going to a consultant with a completed piece of writing that needs to be “fixed up” is both not what writing consultants do, nor is it very helpful for learning about your writing. Instead, it is better to go while you are still in the drafting stage of the assignment, so the consultant can help you get where you want to go. Or, if you have a completed draft, ask the consultant to help you in a particular area (i.e. organization, use of sources, sentence structure). If you do make an appointment for this course, please have the consultant/tutor sign the top of your work with the date and time of the appointment and I will give you credit for taking this extra step as I calculate your performance grade for the course.

Computer Issues. All writing done between classes should be typed; and all major assignments/revisions must be handed in typed. Make sure that you have access to a computer that is reliable, including printing. You should always have back-up computer access as well. Computer glitches as excuses are not acceptable. Please talk to me early in the semester if you think you do not have “quality” access to a computer or printer.

Work Load. The work in this course starts early and remains steady throughout the semester. Be careful not to fall behind, as it is difficult to catch up. Though the work is plentiful, because it is consistent right from the start of the class, you can finish the overwhelming majority of the coursework well before the end of the semester. Take advantage of this opportunity to finish this course early, so you can focus on your others in May.

Final Thought. If this class sounds work-heavy, that’s because it is. I take writing seriously, and I demand the same from the writers in the class. On the other hand, writing should be something we enjoy: the more you enjoy the class, the better you will write. It is crucial to realize that working hard and enjoyment are not necessarily oppositional terms. Writing is challenging and difficult, but also rewarding and enjoyable.

SHOW ME THE MONEY

Schedule Spring 2008

- ❖ All assignments are due in class on the date listed. If you miss class you may drop off the assignment to my mailbox in the English Dept. office in North Hall on that class day. Class assignments are not accepted after 5 p.m. on the class day they are due. More substantial assignments, such as drafts of the research project will lose one letter grade for each class that they are late.
- ❖ At the top of every piece of writing, please list the following items in the left-hand corner of the page. (example on right).

Your name	Julio Montoban
Course and Section	English 201 Section 03
Two or three word title of each assignment	Yali's Question Response
Date	October 15, 2007

- ❖ For drafts of essays, please bring the number of copies indicated.
- ❖ All assignments must be typed, Use 10 or 12 point Times, Times New Roman or Courier font with 1-inch margins all around. You must staple multiple pages.
- ❖ For assigned readings, please bring a copy of the reading to class.

Week 1

Monday Jan 28:

Names; Course Introduction; Technology Introduction; Listening to a text

Wednesday Jan 30:

Read Jared Diamond's "Yali's Question" and write a one page response.

Week 2

Monday Feb 4:

Read Show Me the Money Group Packet and write a one page response.

Wednesday Feb 6:

One-page Observation of a Marketplace in action

Contribute to Discussion Board #1

Undercover Economist Presentation #1

Week 3

Monday Feb 11:

One-page analysis of a commercial or print ad.

Undercover Economist Presentation #2

Tuesday Feb 12 Lincoln's Birthday, College Closed (No office Hours)

Wednesday Feb 13:

Read *Death of a Salesman* and do a one paragraph summary and a one-page response.

Undercover Economist Presentation #3

Friday Feb 15: Last Day to Drop a Course

Week 4

Monday February 18: Washington's Birthday, College Closed. No Class.

Wednesday February 20:

Read *Bodega Dreams* and do a close reading of one scene.

Undercover Economist Presentation #4

Week 5

Monday March 3:

Watch *In Pursuit of Happyness* or *Blood Diamond* and do a one paragraph summary and a close reading of one scene.

Undercover Economist Presentation #5

Wednesday March 5:

Prepare Group Reading (Piacente; Evan and Freeman; Milton Friedman; Thomas L. Friedman). Write a paraphrase paragraph.

Undercover Economist Presentation #6

Week 6

Monday March 10: Prepare Group Theory Reading (Marx, Smith, Rousseau, Darwin). Write a quote paragraph.

Wednesday March 12:

Midterm Exam: Show Me the Money Terminology and Essay Exam

Week 7:

Monday March 17:

Prepare Model 1

Prepare Model 2

Wednesday March 19:

Library Session 1

One Paragraph Project idea

Week 8

Monday March 24 No Classes

Wednesday March 26: Classes Follow a Monday Schedule

Project Proposal Due

Week 9

Monday March 31:

Prepare Model #3

Prepare Model #4

Wednesday April 2

Annotated Bibliography Due (three sources)

Bring one source to class

Week 10

Monday April 7

Prepare Model 5 and 6

Tuesday April 8: Last day to withdraw from the class without academic penalty

Wednesday April 9

Rhetorical Analysis Essay Due

Revised Proposal Due (including choice of project methodology)

Week 11

Monday April 14:

Library Session 2

Wednesday April 16

Annotated Bibliography (version 2 due)

Week 12

Monday April 21: No Classes Spring Recess

Wednesday April 23: No Classes Spring Recess

Week 13

Monday April 28: Prospective Draft of Research Project Due

Wednesday April 30: Full First Draft of Research Project Due

Presentations 1-5

Week 14

Monday May 5: Bring Your Current Draft and three questions you have about it.

Presentations 6-10

Wednesday May 7: Final Draft of Research Project Due

Presentations 11-15

Week 15

Monday May 12: Mission Statement Draft Due

Presentations 16-20

Wednesday May 14: Last Day of Classes

Mission Statement Due

Presentations 20-30

Week 16

Monday May 19: Revision Conferences

Wednesday May 21: Revision Conferences

Friday May 23: Revisions Due

Wednesday May 28: Final Grades due to the registrar. Check on line for your course grade.