Fall 2021

English 101
Exploration and Authorship:
An Inquiry-based Writing Course

Prerequisite: Placement Exam or Equivalent

Instructor: Irene Chrysafi
Contact: ichrysafi@jjay.cuny.edu
Office Hours: M/W 10:45 – 11:45 am
Office Location: Blackboard Collaborate

Course Website: https://johnjay.digication.com/professor-chrysafis-english-101-eportfolio/home-1

Section FY22, (40404), Mondays & Wednesdays, 8:00 am – 9:15 am, Online Mixed-Synchronous
Section FY20, (41594), Mondays & Wednesdays, 9:25 am – 10:40 am, Online Mixed-Synchronous

Course Description:

This course introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for exploring ideas, and rhetorical strategies for completing investigative writing. Students prepare a sequence of prescribed assignments that culminate in a final research paper. These assignments provide small manageable tasks that explore the process of the normally overwhelming research paper. The course grade is based on the quality of revised writing in a final portfolio.

Course Theme:

This course will focus on the theme of "the human experience," which we will explore through short essays, creative non-fiction, research projects, and other modes of literacy. The theme is broad and open to interpretation by design and students will be encouraged to think about what the human experience really means at different stages throughout the semester. How does writing, and essay writing, reveal truths about the human experience? To what extent are humans similar and different in their experiences, and what contributes to these resemblances and/or disparities? What roles do inquiry, research, and writing play in our understanding of these dynamics? Through assigned readings, class discussions, and formal writing assignments culminating in a final inquiry-based research paper, students will have the opportunity to yield new inquiries and insights into diverse facets of the human experience.

Learning Objectives:

- *Invention & Inquiry:* Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful, complex and logical way.
- *Awareness & Reflection:* Students learn to identify concepts and issues in their own writing and analytically talk and write about them.
- *Writing Process:* Students learn methods of composing, drafting, revising, editing and proofreading.
- *Rhetoric & Style*: Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.
- *Claims & 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.
- *Sentence Fluency:* Students learn to write clear, complete and correct sentences and use a variety of complex and compound sentence types.
- *Conventions:* Students learn to control language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.

Course Goals:

- To gain the skills necessary for inquiry-based research and to learn forms/conventions of academic writing.
- To engage in discussions and exercises which promote critical thinking about complex questions and ideas.
- To write and revise a sequence of writing assignments which contribute to the invention, organization, and research of an inquiry-based paper.
- To learn techniques for inventing, arranging, researching, editing, and proofreading texts.
- To identify rhetorical strategies that help clarify and execute ideas in writing, and to apply these strategies.
- To understand that writing is an on-going process and that writing practices can be improved through self-assessing, proofreading, revision, and constructive peer-reviews.
- To acquire awareness of audience, readers' expectations, and qualities necessary to convey ideas clearly, through the practice of peer-evaluation.
- To use information technology to complete research and integrate secondary sources into a final paper.
- To learn proper formatting and presentation of an academic paper in APA style.

Required Texts:

- All required texts are available in Blackboard under the folder "Course Texts."

Course Requirements:

- Our course mode is **Online Mixed-Synchronous**, which means that we will meet synchronously (virtually in real-time) as a whole group for a portion of class time (always on Wednesdays). Mondays will always be asynchronous (you will complete work independently). We will work together to build a supportive online learning community. Your participation is required in Blackboard every week.
  In addition to hosting all of the course material/assignments, Blackboard will be used for:
    - Announcements/reminders about guidelines and due dates
    - Submitting assignments and receiving grades
    - Discussion Posts (using the Discussion tool)
    - Peer-Reviews (using the Groups tool)

- Writing & Peer-Review:

The focus of this class is inquiry and writing; therefore, every week will entail some form of writing that is either exploratory, analytical, and/or reflective. **Peer-Reviews always take place during our designated class time in Blackboard. Peer-Reviews are always scheduled on Wednesdays.**

- English 101 ePortfolio:

The ePortfolio is a digital collection of all English 101 assignments. **It is required that students create ePortfolios using John Jay's Digication platform.** Students may not pass the course without an ePortfolio. More details will be provided when it is time to design your ePortfolios. For technical support at any time, please visit their website which offers helpful video tutorials: https://johnjay.digication.com/student-support/home.

- Blackboard Discussion Board:

The Discussion Board on Blackboard will be used occasionally throughout the term, especially in the first couple of weeks as we familiarize ourselves with the platform and adjust to completing academic work online. Since our course is entirely online, it is imperative that you respect the protocols outlined in the next section.

Netiquette Expectations:

To maintain a positive and productive online environment for our class, we all need to follow the netiquette guidelines summarized below.

All participants are expected to:

- Respect the instructor and all other students in the class
- Respect the privacy of other students
- Express differences of opinion in a well-mannered and rational way
- Maintain an environment of constructive criticism when commenting on the work of other students
- Avoid bringing up irrelevant topics when involved in peer or group discussions

Participants should **not**:

- Disrespect the instructor or any other student in the class
- Use inappropriate or offensive language
- Send messages or comments that are threatening, harassing, or offensive
- Convey a hostile or confrontational tone when communicating or working collaboratively
- USE ALL UPPERCASE (THIS IS THE EQUIVALENT OF SHOUTING)

Discussion Post Expectations:

- Posts and responses should be thorough and thoughtful. Simply writing "I agree" or "good idea" will not be considered adequate, and credit will not be given. Always make an effort to support statements with examples, experiences, or references.
- Each post and response should be approximately one or two paragraphs. Keep in mind that fellow learners will be reading and responding to you.

- Proofread, proofread, proofread! Make sure to review your writing for clarity before submitting your posts. Contributions should always be written in complete sentences and be free of grammatical, spelling, and punctuation errors.
- Discussion occurs when there is dialogue; therefore, students are expected to build upon the posts and responses of other learners to create discussion threads. Periodically, you should revisit the discussion forum and respond to what other learners have posted to your initial responses.
- When relevant, feel free to contribute any prior knowledge, work/personal experiences, references, web sites, resources, etc. If using information that is not your own, be sure to provide credit.

Q&A Forum:

- There is a Q&A forum located on our discussion board where students can post any questions at any time. Questions may be about anything related to the course – the syllabus, specific assignments, Blackboard issues, etc. If you know the answer to another student's question, please respond and offer help. This is one way that we can all work together to build a supportive online learning community.

- Please post general course questions on the Q&A forum before sending me an email. I will make every effort to answer your inquiries within 24 hours.

Important Policies:

- Submitting Assignments:

All assignments must be submitted either through Blackboard and/or ePortfolio. In order to maintain a consistent deadline schedule, assignments are always due by 11:59 pm on Mondays and Wednesdays, with the exception of peer-review days. On peer-review days, assignments are due at the start of class time. This is because we will complete the peer-reviews during class time. Assignments due are highlighted in red on the calendar. The calendar specifies where assignments must be uploaded by each deadline. Assignments will not be accepted via email or any other platform other than Blackboard and ePortfolio.

- Class Participation and Engagement:

Writing is a craft, best learned through constant practice. That is why your consistent online presence in class is crucial to your success in this course. **The Class Participation grade (20%) is based on Discussion Posts, Peer-Reviews, F2F sessions, and Writing Center attendance. If you do not regularly and meaningfully participate in these activities, your grade for this category will be adversely affected.**

- Late Assignments:

For each day that an assignment is late, the grade will automatically drop one full letter grade (for example, A → B). Extensions may be granted under special circumstances, if students request one at least 48 hours in advance.

- APA Format:

All formal writing must adhere to APA format. Basic guidelines include Times New Roman, size 12 font, double-spaced lines, one-inch margins on all sides, and a proper heading. If an assignment does not meet APA requirements, the grade will automatically drop one full letter grade (for example, A → B). For reference, please visit Purdue OWL:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Major Assignments: *More detailed guidelines will be provided on Blackboard.

1. **Creative Nonfiction Essay:** This essay will describe a true event or circumstance that is relevant to your own "human experience." You will use elements of descriptive writing and rhetorical strategies to illustrate the relevance of your experience as you bring it to life on paper. The essay should be written in first-person and describe a true and transformative event.

2. **Research Proposal:** The proposal pitches an investigative question that can be explored further and developed into what will ultimately be your final inquiry-based research essay. The proposal may stem from your creative nonfiction essay, but it does not have to. This proposal will present a specific question/topic, analyze the purpose of this investigation, consider the methods of exploring the subject, and identify resources that may be useful for your exploration. Perhaps the most critical factor in your proposal is that it reflects a question/topic that truly matters to you.

3. **Scholarly Article Presentation:** For this assignment, you will select one scholarly article that is relevant to the research topic you are pursuing. Your task is to become an expert on this article through close-examination, annotation, and analysis. This will culminate in a 5-minute presentation where you will orally present this information in a clear, organized, and relevant manner to the class, using a visual aid that you create.

4. **Annotated Bibliography:** The annotated bibliography requires you to locate three scholarly sources that will inform your investigation and ultimately offer textual support for your inquiry-based essay. In writing the annotated bibliography, you learn to summarize, paraphrase, elicit and utilize direct quotes, and cite properly, skills that must be mastered in a college-level writing course. The goal is ultimately for these sources to offer textual support in your inquiry-based essay.

5. **Formal Outline:** The formal outline gives you the opportunity to plan out the content of your inquiry-based essay, as well as possible organizations for how to construct the first draft. You should experiment with how you arrange and order your ideas and resources in the outline. You will revise the outline as your essay progresses so that it reflects the updated information and structure of your developing paper.

6. **First Draft of Research Essay:** The first draft of the inquiry-based research essay allows you to make an initial exploration of your research question using secondary sources, textual support, and analysis. Upon completion of your first draft, you will establish what needs to be accomplished to reach a complete, insightful, polished, and well-supported final draft. Basic requirements: at least 3 pages in length, includes at least 3 sources, and follows APA guidelines.

7. **Final Research Essay:** The final draft of your inquiry-based research essay will be a more informed, analytical, and critical approach to the subject you are investigating. Your final draft should be insightful, polished, well supported, and clearly reflective of what you discovered about your subject by the end this inquiry project. Basic requirements: 5-6 pages in length, includes at least 5 sources (3 of which are scholarly/peer-reviewed journals), and follows APA guidelines.

8. **Reflective Cover Letter:** You will compose a cover letter reflecting on the processes that you undertook to create the contents of your inquiry-based portfolio. Your letter should address the strengths and skills gained while completing the pieces in this collection, as well as the challenges that you still face as a writer. You may also wish to discuss what you believe was the most rewarding and/or difficult part of this inquiry journey. Please address to your letter to your future English 201 Professor.

Grading Policy:

Class Participation & Engagement: 20%

- Discussion Posts & Peer-Reviews: **10%**
- F2F Attendance & Writing Center: **10%**

English 101 ePortfolio: 80%

- Creative Nonfiction Essay: **10%**
- Research Proposal: **5%**
- Scholarly Article Presentation: **10%**
- Annotated Bibliography: **10%**
- Formal Outline: **5%**
- First Draft of Research Essay: **10%**
- Final Research Essay: **20%**
- Reflective Cover Letter: **10%**

A	4.0	93.0	–	100.0	Excellent
A-	3.7	90.0	–	92.9	Excellent
B+	3.3	87.1	–	89.9	Very Good
B	3.0	83.0	–	87.0	Very Good
B-	2.7	80.0	–	82.9	Very Good
C+	2.3	77.1	–	79.9	Satisfactory
C	2.0	73.0	–	77.0	Satisfactory
C-	1.7	70.0	–	72.9	Poor
D+	1.3	67.1	–	69.9	Poor
D	1.0	63.0	–	67.0	Very Poor
D-	0.7	60.0	–	62.9	Very Poor
F	0.0	00.0	–	59.9	Failure

The Writing Center:

Writing is a process, and this course will reflect that. The Writing Center, located in room 1.68 in the New Building, is a service that provides free tutoring in writing 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, and not only do I encourage students to take advantage of it, but you are required to complete FOUR tutoring sessions for this class.

Students may visit the Writing Center at any stage throughout the semester, with help for any English 101 assignment. Proof of Writing Center visits must be submitted to me prior to the last day of classes. Simply forward (or screen shot) the confirmation email of your session in order to receive credit.

Please refer to the Writing Center website for more information on how to reserve an appointment: http://www.jjay.cuny.edu/writing-center.

English 101 JumpStart Series:

JumpStart English 101 is a four-workshop based initiative that targets the curricular needs of English 101 students. The initiative aims to strengthen students' understanding of that curriculum and the skills needed to succeed in the course. JumpStart students must attend all four workshops to obtain maximum benefit.

***If students are referred to JumpStart, participation in all four workshops is mandatory.** If students do not complete all four workshops, they may not receive higher than a C for the "class participation and attendance" category. The JumpStart Workshops fulfill the Writing Center requirement for this course.

***If students are not referred to JumpStart, they are still required to visit the Writing Center four times during the semester.** Tutoring slips documenting attendance must be given to me prior to the last day of classes. If proof of attendance is not provided, students may not receive higher than a C for the "class participation and attendance" category.

Academic Integrity:

Plagiarism and cheating are violations of CUNY's policy on academic integrity:

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. *Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.*

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
(http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)

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

Accessibility Services:

If you think you may need to request accommodations and academic adjustments, please notify me as soon as possible. Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see http://www.jjay.cuny.edu/accessibility, and contact JJay's Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay's Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student's eligibility. "Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor." Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3.
(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

***Your efforts, experiences, ideas, and questions are fundamental for making our time together meaningful and thought provoking. I look forward to a productive and rewarding semester!**

***Please see the daily schedule and due dates on the following pages.**

DAILY SCHEDULE & DUE DATES

**Please note that the schedule is subject to change at the instructor's discretion at any time.*

- **Assignments are always due on Mondays & Wednesdays. Assignments due are highlighted in red.**
- **Peer-Reviews always take place during class time on Wednesdays. Peer-Reviews are highlighted in blue.**
- **We will meet live F2F (face-to-face) on Wednesdays only. F2F days are highlighted in purple.**
- **Mondays are asynchronous (work is completed independently). Asynchronous days are highlighted in green.**

DATE:	ASSIGNMENTS DUE:
Wednesday 8/25 **F2F in Blackboard Collaborative**	♦ Introductions ♦ Review syllabus ♦ **Due: Discussion Post (due by 11:59 pm on BB)**
Monday 8/30 **Asynchronous**	♦ Read: "The Joy of Reading and Writing: Superman and Me" by Sherman Alexie ♦ **Due: Discussion Post (due by 11:59 pm on BB)**
Wednesday 9/1 **F2F in Blackboard Collaborative**	♦ Discuss reading: "Just Walk on By: Black Men and Public Space" by Brent Staples ♦ Review guidelines for the Creative Nonfiction Essay *Schedule mandatory Writing Center tutoring appointment for support with writing/editing your Creative Nonfiction Essay (this must be completed between 9/2 and 9/19)
Monday 9/6 **Asynchronous**	**COLLEGE CLOSED – LABOR DAY** ♦ Work on Creative Nonfiction Essay
Wednesday 9/8 **Asynchronous**	**NO CLASSES SCHEDULED** ♦ Work on Creative Nonfiction Essay
Monday 9/13 **Asynchronous**	♦ Read: "The Myth of the Latin Woman: I Just Met a Girl Named Maria" by Judith Cofer ♦ **Due: Discussion Post (due by 11:59 pm on BB)**
Wednesday 9/15 **Asynchronous**	**NO CLASSES SCHEDULED** ♦ Work on Creative Nonfiction Essay
Monday 9/20 **Asynchronous**	♦ **Due: Creative Nonfiction Essay (due by 11:59 pm on BB)**
Wednesday 9/22 **F2F in Zoom Details TBA**	✶ **Workshop: ePortfolio Session** **PLEASE DO NOT MISS THIS SESSION! An ePortfolio specialist will facilitate a whole-class workshop to help create/set up our English 101 ePortfolios.**

Monday 9/27 **Asynchronous**	♦ Customize your ePortfolio ♦ Complete your "welcome" page
Wednesday 9/29 **F2F in Blackboard Collaborative**	♦ Review guidelines for the Research Proposal ♦ What are the qualities of a strong research question? ♦ Brainstorm/draft possible questions
Monday 10/4 **Asynchronous**	♦ Work on Research Proposal
Wednesday 10/6 **F2F in Blackboard Collaborative**	♦ **Due: DRAFT of Research Proposal** (due at the start of class time) ♦ **Peer-Review in BB Groups** (peer-review must be completed by the end of class time)
Monday 10/11 **Asynchronous**	**NO CLASSES SCHEDULED** ♦ **Due: FINAL Research Proposal (due by 11:59 pm – upload to BB & ePortfolio)**
Wednesday 10/13 **F2F in Blackboard Collaborative**	♦ Review guidelines for the Scholarly Article Presentation ♦ What are the components of a scholarly article? ♦ Examine, analyze, and interpret scholarly source
Monday 10/18 **Asynchronous**	♦ Find one scholarly article that is relevant to your research topic ♦ Examine, analyze, and interpret your selected article ♦ Work on Scholarly Article Presentation
Wednesday 10/20 **F2F in Blackboard Collaborative**	♦ **Due: Presentations – Day 1 (due at the start of class time)** *Be prepared to share your screen (visual component required)
Monday 10/25 **Asynchronous**	♦ Work on Scholarly Article Presentation
Wednesday 10/27 **F2F in Blackboard Collaborative**	♦ **Due: Presentations – Day 2 (due at the start of class time)** *Be prepared to share your screen (visual component required)
Monday 11/1 **Asynchronous**	♦ Continue conducting research and gathering scholarly sources about your topic (Three scholarly sources required for the Annotated Bibliography)
Wednesday 11/3 **F2F in Blackboard Collaborative**	♦ Review guidelines for the Annotated Bibliography ♦ What is the purpose of an annotated bibliography and how do we generate one? ♦ Examine sample bibliographies

Monday 11/8 **Asynchronous**	♦ Work on Annotated Bibliography
Wednesday 11/10 **F2F in Blackboard Collaborative**	♦ **Due: DRAFT of Annotated Bibliography** (due at the start of class time) ♦ **Peer-Review in BB Groups** (peer-review must be completed by the end of class time)
Monday 11/15 **Asynchronous**	♦ **Due: FINAL Annotated Bibliography (due by 11:59 pm – upload to BB & ePortfolio)**
Wednesday 11/17 **F2F in Blackboard Collaborative**	♦ Review guidelines for the Formal Outline ♦ What is the purpose of an outline and how do we generate one that will lead to a strong research essay? ♦ Examine sample outlines
Monday 11/22 **Asynchronous**	♦ **Due: FINAL Formal Outline (due by 11:59 pm – upload to BB & ePortfolio)**
Wednesday 11/24 **F2F in Blackboard Collaborative**	♦ Review guidelines for First Draft of Research Essay ♦ What are the qualities of a strong research essay? ♦ Examine sample essays and identify strong and weak elements.
Monday 11/29 **Asynchronous**	♦ Work on Research Essay
Wednesday 12/1 **F2F in Blackboard Collaborative**	♦ **Due: DRAFT of Research Essay** (due at the start of class time) ♦ **Peer-Review in BB Groups** (peer-review must be completed by the end of class time)
Monday 12/6 **Asynchronous**	♦ Work on Research Essay
Wednesday 12/8 **F2F in Blackboard Collaborative**	♦ **Due: FINAL Research Essay (due by 11:59 pm – upload to BB & ePortfolio)** ♦ Review guidelines for the Reflective Cover Letter ♦ Reminders about the Final English 101 ePortfolio
Monday 12/13 **Asynchronous**	♦ **Due: FINAL Reflective Cover Letter (due by 11:59 pm – upload to BB & ePortfolio)** ♦ Work on finalizing ePortfolios
Wednesday 12/15 **Asynchronous**	♦ **Due: FINAL ePortfolio (due by 11:59 pm)**

Continued next page →

Wednesday 12/15 **Asynchronous** *** Please note that no work will be accepted after this date. No exceptions and no extensions. ***	Make sure all pages are uploaded and PUBLISHED: • Welcome Page • Reflective Cover Letter • Creative Nonfiction Essay • Research Proposal • Scholarly Article Presentation • Annotated Bibliography • Formal Outline • 1st Draft of Research Essay • Final Draft of Research Essay