English Composition II (ENG 201, Sections 7 and 11)

John Jay College of Criminal Justice, Spring 2022

524 West 59th Street, New York NY 10019

**Instructor**: Olivia Wood (she/her/hers) **CUNYFirst Codes:**

**Class Time and Place:**  Section 7: 32313

Section 7: MW 8:00-9:15, 104W Section 11: 32322

Section 11: MW 9:25-10:40, 104W **Office Hours:** Fridays 11-12, on Zoom

**Email:** owood@jjay.cuny.edu **Prerequisites:** ENG 101

**Coronavirus Statement**

Please prioritize your physical/emotional health, your ability to care for your loved ones, and your financial/safety needs. If life circumstances make it difficult for you to complete activities for this course, **please email me** so we can figure out a plan.

**Course Description**

This composition course introduces students to the rhetorical characteristics of cross-disciplinary writing styles.  Instructors choose a single theme and provide students with reading and writing assignments which address the differing literacy conventions and processes of diverse fields.  Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines.

**Course Objectives (Official)**

* **Invention and Inquiry:**Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful, complex and logical way.
* **Awareness and Reflection:**Students learn to identify concepts and issues in their own writing and analytically talk and write about them.
* **Writing Process:**Students learn methods of composing, drafting, revising, editing and proofreading.
* **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.
* **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.

**Grading**

We will have 3 units this semester, each focusing on a different genre/style of writing, as well as some additional short assignments at the beginning and end of the semester. You have two options for how I will grade you in this course. After each unit, you can **choose to switch** to the other option for the next unit if you wish.

**Option One: Structure and Accountability**

Some people like to have regular, weekly assignments and participation requirements to keep them engaged in the course and prevent them from procrastinating. If this sounds like you, you can choose a grading option based around **regular participation and completion-based assignments**.

**Option Two: Autonomy and Flexibility**

Other people like to have as much flexibility and as few assignments as possible. If this sounds like you, you can instead choose to **only be graded on the unit projects and a select few smaller assignments**. In this option, you are not required to come to do the participation/completion-based activities.

**In Either Case, Units Will Be Weighted as Follows:**

Unit 1 (Humanities Criticism Inside and Outside the University): 25%

Unit 2 (Science Communication): 25%

Unit 3 (Social Science, Bias, and Perspective): 25%

Portfolio: 25%

**Late Work Policy**

For most assignments, I will not deduct points for lateness. The exception is peer review drafts and feedback, because turning those in on time impacts others. You are permitted **UNLIMITED** revisions of your assignments up until the end of the semester. You do **NOT** need to ask me for permission to have an extension (the answer is yes).



**Technology**

Most of our class activities will take place on Blackboard, and we will use Zoom if we need to meet online. You are welcome to use your phone, tablet, or computer during class.

**Plagiarism**

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

* Copying another person's actual words without attributing the words to their source
* Presenting another person's ideas in your own words without acknowledging the source
* Using information that is not common knowledge without acknowledging the sources
* Failing to acknowledge collaborators on assignments

Full overview of John Jay’s academic integrity policy: <https://www.jjay.cuny.edu/academic-integrity-0> To be clear: Unless I explicitly ask you to find examples of other people’s writing, you should be the author of everything you submit for this class.

**Resources**

Accessibility:

The Office of Accessibility Services can be reached at accessibilityservices@jjay.cuny.edu. Students seeking accommodations can contact the office or fill out this form online: <https://doitapps2.jjay.cuny.edu/accessibility/>. For more information, please visit: <http://www.jjay.cuny.edu/accessibility>. **Or you can just email me with your accessibility needs**.

Mental Health:

Please treat your mental/emotional health with the same seriousness you would your physical health. Rhetoric and writing are important, but **being healthy/well is more important.**

John Jay’s Wellness Center offers **FREE** confidential counseling and psychiatry to all students, available in **English** **and Spanish**. The Counseling Center’s email is counseling@jjay.cuny.edu.

For immediate after-hours assistance in crisis, you can call the National Hope Line at 1-800-784-2433 or the LIFENET network at 1-800-543-3638 (available in multiple languages). If you are unable to use the phone or if you have phone anxiety, you can speak with a crisis counselor via texting at the Crisis Text Line (<https://www.crisistextline.org/>) by texting HOME to 741741. Students may also call The Trevor Project hotline at 1-866-488-7386 for LGBTQ-specific support.

Academic and Other Support: For a full list, visit <https://www.jjay.cuny.edu/student-resources>

* Single Stop, Emergency Funding, and Food Bank: <http://www.jjay.cuny.edu/wellness-resources>
* Immigrant Student Success Center (includes resources for undocumented students): http://www.jjay.cuny.edu/immigrant-student-center
* Urban Male Initiative: <http://www.jjay.cuny.edu/urban-male-initiative>
* Women’s Center for Gender Justice (NOT JUST FOR WOMEN): <http://www.jjay.cuny.edu/womenscenter/genderjustice>

**The Writing Center**

The Writing Center offers online consultations for anyone who wants to talk about their writing with someone! Writing centers are **not** just for people who are "bad" at writing. They're for anyone who wants an outside opinion on their paper.

**Course Calendar**

Assignments in **Bold** must be completed by EVERYONE, regardless of the grading option you chose.

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| **Day** | **Topic** | **“Readings” Due** | **Assignments Due** |
| Monday (1/31) | Introductions to each other and the course | Read the syllabus and course calendarRead the Unit 1 Overview | **Beginning of semester survey****Choose a grading plan**Completed in class: Syntax & Word Choice Activity |
| Wednesday (2/2) | What’s a Genre? | [List of Some Everyday Genres](http://multigenre.colostate.edu/genrelist.html)[“What is Genre Theory?”](https://canlitguides.ca/canlit-guides-editorial-team/close-reading-prose/what-is-genre-theory/) |  |
| Monday (2/7) | Humanities Criticism—Process  | [Annotating Video 1](https://www.youtube.com/watch?v=xwt4frAs-eI)[Annotating Video 2](https://www.youtube.com/watch?v=Upn2YMBrwOw)[Close Reading Video](https://www.youtube.com/watch?v=363F43gslaw) | **Yourself as Reader, Writer, and Researcher**Genre logCompleted in class:Close Reading Practice |
| Wednesday (2/9) | Humanities Criticism— Traditional Genres | [Review of *The Matrix: Resurrections*](https://www.vox.com/culture/22847558/the-matrix-resurrections-4-spoilers-review-neo-therapy-mental-health-trauma)[Review of *Don’t Look Up*](https://www.leftvoice.org/against-subtlety-dont-look-up-is-the-movie-for-our-moment/)[Choose a recap from the AV Club](https://www.avclub.com/tv/reviews)Sideways, “[How Pixar Uses Music to Make You Cry”](https://www.youtube.com/watch?v=i8HePfa7WYs) | Annotations |
| Monday (2/14) | Watching *Don’t Look Up* |  |  |
| Wednesday (2/16) | Watching *Don’t Look Up* |  |  |
| Monday (2/21) | **NO SCHOOL** |  |  |
| Wednesday (2/23) | Watching *Don’t Look Up* |  | After Class: Annotations |
| Monday (2/28) | Humanities Criticism—Non-Traditional Genres | Shrek and Hercules Twitter ThreadsWillems, [“How Greta Gerwig Revolutionized Little Women”](https://www.youtube.com/watch?v=xeS1adR-lfI&list=PLjKiJCq7WXD49XdeQ9h9hqAiX_vhaba1C&index=9)TikTok on Werewolves in Harry PotterIn Class:Lutece, [“The Matrix as a Transgender Narrative”](https://www.youtube.com/watch?v=_WyO6vVgL-M) | **Review of a Piece of Media (1-2 pages)**Annotations |
| Wednesday (3/2) | Humanities Criticism—Non-Traditional and Academic Genres | Shrek ParagraphsLammott, “Shitty First Drafts” (PDF) | **Create your own piece of humanities criticism in a non-traditional genre** |
| Monday (3/7) | Humanities Criticism—Academic Genres | Read one of the articles posted to BB and skim the other two |  |
| Wednesday (3/9) | Sharing Projects + Discussing Movie + Previewing Unit 2 |  | **Academic Criticism Due****Unit 1 Reflection** |
| Monday (3/14) | Transitioning from Movies to Real Life | [“I’m a Climate Scientist. *Don’t Look Up* Captures the Madness I See Every Day.”](https://www.theguardian.com/commentisfree/2021/dec/29/climate-scientist-dont-look-up-madness)[“Watching *Don’t Look Up* Made Me See My Whole Life of Campaigning Flash Before Me”](https://www.theguardian.com/commentisfree/2022/jan/04/dont-look-up-life-of-campaigning)Video: [“Climate Change Activist Breaks Down in Tears During Heated Insulate Britain Debate”](https://www.youtube.com/watch?v=gJnxj6kiAKU) |  |
| Wednesday (3/16) | Intro to the Experimental Article | Read/Watch Digital Lecture[Imaginary Scientific Paper](https://www.scq.ubc.ca/wp-content/uploads/2015/11/harrypotterpaper3.pdf)Real Scientific Paper (I will choose a recent one as we get closer to this week) | AnnotationsVote on topics for next week’s readings |
| Monday (3/21) | Science & Bias Day 1 | Choose One Set of Readings From Options on Blackboard |  |
| Wednesday (3/23) | Science & Bias Day 2 | “The Academic Industrial Complex” (PDF)Choose 2 more chapters from the options on Blackboard based on your interests |  |
| Monday (3/28) | What Does “Research” Entail? | Read Unit 2 Project Instructions |  |
| Wednesday (3/30) | Research Day |  | Part 1 of Unit Project Due |
| Monday (4/4) | Science Communication: Climate Change | Readings TBD | Analysis of Your Science Communication Situation |
| Wednesday (4/6) | Science Communication: Covid-19 | [“Covid-19 and the New Merchants of Doubt”](https://blogs.bmj.com/bmj/2021/09/13/covid-19-and-the-new-merchants-of-doubt/)Other Readings TBD |  |
| Monday (4/11) | Writing Workshop |  | Draft of Part 2 of Unit Project Due |
| Wednesday (4/13) | Science Communication – Sharing |  | **Complete Unit Project Due****Unit 2 Reflection Due** |
| Monday (4/18) | **SPRING BREAK** |  |  |
| Wednesday (4/20) | **SPRING BREAK** |  |  |
| Monday (4/25) | Social Science Writing—What Is It? | Read Unit 3 Project InstructionsReadings TBD |  |
| Wednesday (4/27) | Observing Like a Social Scientist | Choose and **strategically skim** 4 readings from list provided on Blackboard | Annotations |
| Monday (5/2) | Social Science Writing—Bias and Perspective | [“Body Ritual Among the Nacirema”](https://www.sfu.ca/~palys/Miner-1956-BodyRitualAmongTheNacirema.pdf)[“The Nacirema Revisited”](https://scholar.smu.edu/cgi/viewcontent.cgi?article=1011&context=smulr) | Practice Mini-Ethnography 1 |
| Wednesday (5/4) | Social Science Writing—Work Day |  | **Field Notes Due**Practice Mini-Ethnography 2 |
| Monday (5/9) | Social Science Writing—Work Day |  |  |
| Wednesday (5/11) | Social Science Writing— Writing Workshop |  | Mini-Ethnography First Draft Due |
| Monday (5/16) | Sharing! |  | **Mini-Ethnography Final Draft Due****Social Science Unit Reflection** |
| **“Finals” Week** |  | John Jay has yet to announce the finals schedule for Spring, but your portfolio will be due on the day set aside for our “Final.” There is no actual final exam. | **Portfolio Due**All Late Work Due |