

English 280: College Composition II

Reading and Composing Culture

Session: Spring 2015

Room: SI 325

Instructor: Dr. Rahman

Section 014: MWF 10:00-10:50 am

Section 019: MWF 11:00-11:50 pm

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Office: Simpkins 224

Office hours: MF 9-10 am, W 8-10 am.

Course Objectives

This course reinforces the centrality of writing as a way of discovering and clarifying ideas, making informed judgments, and arguing toward conclusions. In order to do so, you will actively investigate the world around you, question assumptions, and compose texts that speak to our wider culture. In addition, you will participate in developing the shared knowledge of the classroom research community as you explore a significant topic of academic interest.

Prerequisites

There are two prerequisites for English 280:

- 1) Completion of English 180 (or a first semester writing course accepted for transfer) with a grade of C or better. If you did not earn C or better in 180, you must repeat the course before taking 280.
- 2) Completion of a minimum of 24 hours of college credit.

Note: If you were force-enrolled in this course, you will need the permission of the instructor and the Director of Writing in order to drop. If you wish to drop this course you will need to speak with me first, and I will forward your request to the Director for consideration (permission is not granted automatically). Because you need permission to drop, you should begin the drop process early.

Texts

Catherine G. Latterell, *Remix*

Bruce Ballenger, *The Curious Researcher*

Serial Season One, serialpodcast.org

Methods of Teaching and Learning

Our class will function primarily on the basis of discussion rather than lectures. While I may at times lecture, this is not a lecture class. This means that it will be very important for you to come to class prepared by having read or listened to the material carefully. The success and quality of this course is in your hands. I will expect you to raise questions, make comments, agree and disagree with each other in a respectful manner. Our discussions will help you think more deeply about the texts and eventually write better papers.

- Take reading/listening notes to help you understand and engage the material.
- Consider not only the texts but also the larger issues they raise.
- Interrogate the assumptions made by the texts.
- **Bring 2-3 critical comments/ discussion questions to class every class meeting.**
*(Though I will not regularly collect these, I will spot check depending on class discussion.)
- Good discussion questions should be open-ended, have multiple answers, and provoke discussion that helps us understand not only the work in question but also how the work shapes our understanding of the topic at hand. Avoid questions that can be answered with yes, no, or some other simple sentence.

Required Work

This course will require regular attendance and active engagement with the issues under discussion and writing (10% of your final grade). The major writing requirement of this course will be 3 formal essays of varying lengths (60% of your grade). The rough drafts of Essays 1 and 2 will be peer reviewed **in class** (10% of your final grade) while I will review the rough draft of your third essay **in my office**. I also expect you to hand in your rough draft and your peer's comments along with your papers so that I can track your improvement as well as your peer's editing. **I will not accept the three formal essays without a rough draft and comments. As a result, you must attend all peer review classes as well as your individual conference with me.** Your final copy of each of the three formal papers should be examples of good writing.

Your class participation grade will comprise not only in-class discussion but also the quality of the editing that you perform for your peers. In addition, you will be required to submit 4 short responses (each worth 5% of your final grade). In each response, you will discuss your response to the ideas presented in our required texts. These responses will help you think about our culture critically and provide an informal place for you to rehearse your ideas for the more formal essays.

Breakdown of grades:	Essay #1: Analysis	3 pages or 750 words	10%
	Essay #2: Research	5 pages or 1250 words	20%
	Essay #3: Position	5 pages or 1250 words	30%
	4 Short Responses	2 pages each	20%
	Class Participation	Peer review	10%
		Discussion	10%

Grading Scale

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- U = 60-72%
- F = 59% and below

Class Policies

- Please contact me as soon as possible if you need any kind of special learning accommodations.
- Attendance and active participation are required. If you are absent more than twice or if you do not take part in class discussion in a way that shows me that you have done the reading, your class participation grade will suffer.
- Under-prepared students may be asked to leave class. Reading and bringing course texts is part of preparation.
- Ethical and professional conduct is required. I expect academic honesty and collegiality in class.
- Feedback from you regarding the course is welcome at any time. Contact me, put a note in my mailbox, or speak to Prof. Mark Mossmann, chair of English and Journalism.
- Keep all graded assignments. Keep track of grades.
- Late work is not accepted unless you have **prior** permission from me.

WIU Policies

- **ADA:** In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 309-298-2512 for additional services.
- **Academic Integrity Policy:** Scholastic dishonesty of any kind will result in an F in the course and will be reported to CAGAS. It is your responsibility to understand what constitutes scholastic dishonesty. I will also be happy to answer any questions you may have. You should also consult the University policy at <http://www.wiu.edu/policies/acintegrity.php>
- **Student Rights and Responsibilities:** <http://www.wiu.edu/provost/students.php>
- **Disruptive Student in Class Procedure:** <http://www.wiu.edu/policies/disrupst.php>

Grading Criteria for Response Papers

Response papers are relatively short (two pages in length). Do not summarize. Pretend that you have to write a formal paper and try to come up with some possible ideas. Think about what we've talked about in class. You will get a mark out of 5 for each response.

A 2 response paper is unacceptable because it doesn't show me that you have read or listened to the material by making direct reference to it using quotations. Another reason for a 2 is that you have written less than the required 2 pages. If your response is not in multiple paragraphs, you will get a 2. If your response contains too many mechanical errors, you will get a 2. There will be no rewrites for response papers.

A **4** response paper will show that you have read or listened to all the material and have an opinion about it which you are able to back up from the text. However, a 4 paper might still appear to be lacking in some way. Perhaps you don't fully understand the text you are discussing or maybe your claims about it are quite simplistic.

A **5** response paper will show evidence that you have not only read the material but you are thinking about it in a nuanced, subtle, and complex way. This paper will contain ideas and arguments that could be extended to a more formal paper.

Grading Criteria for Formal Papers

The final copy of your formal papers should be well-structured around a thesis, provide textual evidence for the argument and be written in standard English relatively free of mechanical errors.

An **A** paper is a tightly structured, well-written, nuanced argument which provides plenty of textual evidence to back up its claims. The first paragraph contains a clearly-articulated thesis with a roadmap briefly stating the points which will be elaborated later.

A **B** paper might provide a thesis in the first paragraph but the paper itself may not be as well-organized around that thesis. For instance, sometimes these papers do not clarify how each paragraph relates to the thesis. As a result, these papers may contain material that seems irrelevant. B papers are thus not as convincing as A papers.

A **C** paper might provide an argument that only reveals itself at the end of the paper. This kind of paper usually lacks a thesis in the first paragraph because the writer has not rewritten the introductory paragraph to match the final version of the paper.

A **U** paper is unacceptable. One reason for this might be that there is no thesis let alone an argument. Random thoughts are not a paper. Another reason might be that the thesis is completely negated by the paper itself. Or, sometimes too many mechanical errors will make it impossible for the paper to argue a thesis because the reader can't follow the writer's thoughts.

The U paper and the University Writing Center

The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Simpkins Hall 025 and Malpass Library 3rd floor. Call for an appointment (298-2815) and be sure to bring a copy of your assignment.

If you earn a U on either the first or second formal paper, **you must meet with me** to discuss how to improve. I will recommend but not require that you go to the writing center for help in rewriting the paper which will be due in a week. This will help you bring your grade up to a C. If you do not meet with me and rewrite within a week, you will receive the original F for that paper.

Tentative Schedule

Week 1: Investigating Cultural Assumptions

21 January 2015: Introductions

23 January 2015: *Remix* pages xxix-lxi

Week 2: Identity or, who do you think you are?

26 January 2015: *Remix* pages 3-13

Open registration ends (technically at 11:59 PM, but if students need permission to enroll or drop, they should seek permission before 4:30 that day)

28 January 2015: Anzaldúa, "How to Tame a Wild Tongue" *Remix* pages 77-83

30 January 2015: Dumas, "The 'F Word'" *Remix* pages 84-89 **Response #1 Due**

Week 3: Community or, are these your people?

2 February 2015: *Remix* pages 94-104

Last day of restricted schedule changes (technically at 11:59 pm, but students need permission to enroll [and sometimes to drop], so they should seek permission before 4:30 that day)

4 February 2015: Udovitch, "A Secret Society" *Remix* pages 149-157

6 February 2015: **Peer review; Essay #1 Rough Draft Due**

Week 4: The Curious Researcher

9 February 2015: McGruder, *Remix* pages 178-183; 194-195; *Curious* pages 23-37 **Essay #1 Due**

11 February 2015: *Curious* pages 37-49 **Research Proposal Due (See *Curious* pages 45-46)**

13 February 2015: **no class**

Week 5: Finding Sources

16 February 2015: *Curious* pages 51-67

18 February 2015: *Curious* pages 67-83

20 February 2015: *Curious* pages 84-100 **Working Bibliography Due (See *Curious* page 74)**

Week 6: Note-taking

23 February 2015: *Curious* pages 101-113 **Response #2 Due**

25 February 2015: *Curious* pages 113-126

27 February 2015: *Curious* pages 126-141

One-page summary of peer-reviewed article to be used in research due

Week 7: Writing the Draft

2 March 2015: *Curious* pages 143-157

4 March 2015: *Curious* pages 157-170

6 March 2015: *Curious* pages 170-184 **"Dialogue with Dave" Due (See *Curious* pages 144-147)**

Week 8: Revising the Draft

9 March 2015: *Curious* pages 185-201

11 March 2015: **Peer review; bring typed draft of complete research paper**

13 March 2015: *Curious* pages 202-220

16-20 March 2015: Spring Break; no classes

Week 9: Entertainment or, why are we so bored?

23 March 2015: *Remix* pages 419-429 **Essay #2 Due**

25 March 2015: Traister, "Hit Her, Baby, One More Time" *Remix* pages 431-438

27 March 2015: Roiphe, "Profiles Encouraged" *Remix* pages 439-445

Week 10: Celebrity culture

30 March 2015: Havrilesky, "Stalking Celebrities" *Remix* pages 446-450

1 April 2015: Sterritt, "Face of an Angel" *Remix* pages 451-454

3 April 2015: Jackson, "In Character" *Remix* pages 455-458

Week 11: Nature or, what's so natural about nature?

6 April 2015: *Remix* pages 514-524; **Response #3 Due**

Last day to drop a course AND last day for a total university withdrawal

8 April 2015: Schlosser, "Why McDonald's Fries Taste So Good" *Remix* pages 526-538

10 April 2015: Pollan, "In Defense of Food" *Remix* pages 539-550

Week 12: Position Paper

13 April 2015: Gore, "An Inconvenient Truth" *Remix* pages 551-559

15 April 2015: Weisman and Hubbard *Remix* pages 560-576

17 April 2015: Rosen, "You – Only Better" *Remix* pages 612-619

Week 13: Individual Conferences

20, 22, 24 April 2015: **bring rough draft of position paper to my office**

Week 14: Serial Season One (serialpodcast.org)

27 April 2015: Episodes 1 and 2 **Essay #3 Due**

29 April 2015: Episodes 3 and 4

1 May 2015: Episodes 5 and 6

Week 15: Wrap-up and concluding discussion

4 May 2015: Episodes 7 and 8

6 May 2015: Episodes 9 and 10

8 May 2015: Episodes 11 and 12 **Response #4 Due**