General Honors 101, Section 092
Myths and Realities of Social Class
Spring 2019, MWF, 11:00-11:50 a.m., 020 Simpkins Hall
Professor: Dr. Timothy Helwig
Office: 010 Simpkins Hall
Office Phone: 298-1213
Office Hours: M & W, 1:00-2:00; F, 12:00-2:00; and by appt.
Email: TW-Helwig@wiu.edu

For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us.—John Winthrop

We have no princes, for whom we toil, starve, and bleed; we are the most perfect society now existing in the world.—J. Hector St. John de Crèvecoeur

Not only does democracy make every man forget his ancestors, but it hides his descendants and separates his contemporaries from him; it throws him back forever upon himself alone, and threatens in the end to confine him entirely within the solitude of his own heart.—Alexis de Tocqueville

So we beat on, boats against the current, borne back ceaselessly into the past.—F. Scott Fitzgerald

Course Objectives

First, American exceptionalism posits that America is predominantly a middle-class society; that America is a land of limitless opportunity for everyone; and that America is a nation of self-made men and women. While these cultural beliefs inspire us to work hard and achieve our individual goals, they can obscure how class status shapes our opportunities, our experience, and the way we view others. Insisting that “class matters” in our everyday lives, this course studies how class identities are represented and constructed in a series of contemporary essays, classic stories by American writers like F. Scott Fitzgerald, Edgar Allan Poe, and Raymond Carver, and American television shows.

Second, GH 101 is a writing course based on the assumption that writing is a skill and that any skill can be improved through guided practice. GH 101 is designed to give you that guidance and practice so that you can improve the ability you already have and become a better, more confident writer. GH 101 will help you prepare for the kinds of writing you will be asked to do throughout your college career: the identification, construction, and investigation of an issue, crafted with the best possible means of support and expression, given your audience and purpose. In addition, you will learn skills for conducting productive research and incorporating secondary sources effectively into your argumentative prose.
Required Texts


NOTE: Additional texts are available as PDFs on our Western Online course site and are listed as (WO) on our reading schedule.

Course Policies

1a. Attendance and Class Participation. Although I will provide background and context for our reading at the start of each class period, the course will rely upon your active participation, including your own analysis and exploration of our texts. Because our class discussions depend upon everyone's contributions, it is essential that you maintain regular attendance and that you come prepared to discuss the reading material each day. Each student is allowed *five* absences total in this skills course. I do not expect or require students to explain nor document these absences, and I do not distinguish between excused and unexcused absences. Students who have six absences will receive an automatic 0% for their class participation grade (5% of your final course grade). Students who have seven or more total absences will receive an automatic F for the course. Finally, chronic tardiness will negatively affect your class participation grade, so please arrive promptly to class.

1b. Laptop and Cellphone Policy. Unless you have a documented disability that permits the use of a laptop for note taking, you are not permitted to use a laptop during class. Cellphones, which can play a valuable role in an emergency, should be set to vibrate at the beginning of class. Please do not use your cellphone during class; in the event of a personal emergency, excuse yourself from the classroom to use your cellphone.

2a. Paper Assignments. Over the course of the semester, you will write three papers in response to specific prompts. Paper One, a rhetorical analysis paper, is worth 20% of your final grade; Paper Two, a research proposal and an annotated bibliography on an approved research topic, is worth 15% of your final grade; and Paper Three, a researched final argument paper directed at a specifically defined audience, is worth 20% of your final grade. With each paper assignment, I will distribute a format sheet to follow, which will detail the guidelines for that particular paper. Deviation from the guidelines will lower your paper grade. Unless you make arrangements with me at least 48 hours in advance, late papers will be marked down one full letter grade for each class period they are late; papers more than three class periods late will receive an automatic “0.” Please note that students earning English 280 credit will write longer versions of Papers Two and Three than students earning English 180 credit.

2b. Electronic Submission. Papers will be submitted electronically on Western Online, and the three paper assignment sheets will review how to submit your paper. If you are unsure about how to submit your paper, please speak with me well before the due date. Because you
will submit papers electronically, you should save your work in several formats (on a hard drive, on a flash drive, by emailing the paper to yourself). Technology problems are not an excuse for submitting a paper late. You will submit your essays as Word files (.doc or .docx); essays submitted in any other format and corrupted files will be returned and considered late until resubmitted as a Word file.

2c. Peer Review. You will participate in seven peer review workshops, each one worth 1% of your final course grade. Drafts will be spot-checked at the beginning of each peer review. If you do not have a complete draft, you will be asked to leave, earning a 0% on that peer review workshop, incurring an absence, and losing one full letter grade on your paper. Your peer review worksheets will be graded on a scale from 1-10 (see “Grading Criteria and Rubrics” on Western Online). Drafts and draft worksheets will be turned in at the beginning of the class period on the day the paper is due on Western Online. If you are absent, peer reviews can be completed to reduce the full letter grade penalty on your paper, but you must make arrangements with me at least 48 hours in advance of the paper’s due date.

2d. Research Project Student Conferences. Before Paper Two is due, you will attend a conference with me to help you conduct quality research on your approved topic. You must bring a completed conference worksheet with you to the conference, which will be graded on a scale from 1-10 and is worth 1% of your final grade in the course. Failure to attend or to come prepared to your scheduled conference will count as an absence, and you will have to reschedule and attend a conference before I will accept Paper Two.

2e. Invention Worksheets. You will complete and bring to class an Invention Worksheet in preparation for writing Paper #1 and Paper #3 this semester. Each Invention Worksheet will be graded on a scale from 1-10 and is worth 1% of your final grade in the course.

3. Academic Integrity. Academic integrity is an important part of our intellectual community at Western Illinois University; therefore, acts of plagiarism and cheating will result in failure for the course and referral for academic discipline. Please review the university’s Student Academic Integrity Policy online at http://www.wiu.edu/policies/acintegrity.php.

4. Western Online Discussion Posts. Five times this semester, you will be asked to complete a short writing assignment related to that week’s lesson and to post your response to Western Online prior to class. Each assignment is worth 4% of your final course grade and must be submitted on time to receive credit.

5. Reading Quizzes, which cannot be made up due to an absence or tardiness, may occur at the start of any class and comprise 5% of your final course grade. Each quiz will consist of three questions about the day’s reading assignment. At the end of the semester, I will drop your lowest quiz score.

6. Final Self-Reflection Essay. In lieu of a final exam, you will write a final self-reflection essay on the last day of class. The in-class final self-reflection essay, which cannot be made up due to absence, is worth 5% of your final grade in the course.
7. **Office Hours and Email.** Over the course of the semester, you are invited to visit me during my office hours. They are available to you without setting up an appointment, although you are encouraged to set up an appointment. The best way to keep in touch with me during the semester is by email: I will respond to email inquiries within 48 hours. Over email you may make appointments to meet with me, and you may ask questions regarding the assignments.

8. Please note that to receive credit for either English 180 or English 280, you must earn at least a grade of **73%** in GH 101. Additionally, you must complete the three paper assignments no later than May 6, 2019 in order to pass this class.

9. **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 University 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 on the 3rd Floor of Malpass Library and in satellite centers in Simpkins, Bayliss, and Tanner. Call 309-298-2815 for an appointment and be sure to bring along a copy of your assignment sheet.

10. **Disability Support Services:** In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu, or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

11. University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you or someone you know has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: [http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php](http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php). If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: [http://www.wiu.edu/vpas/policies/titleIX.php](http://www.wiu.edu/vpas/policies/titleIX.php).

12. Please review your **Student Rights and Responsibilities** online at [www.wiu.edu/provost/students](http://www.wiu.edu/provost/students), and see me if you have any questions.

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<tr>
<th>Breakdown of Final Grade</th>
<th>+/- Grading Scale</th>
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<tr>
<td>20% Paper #1: Rhetorical Analysis Paper</td>
<td>A......93-100 C......73-77</td>
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<tr>
<td>15% Paper #2: Proposal &amp; Annotated Bibliography</td>
<td>A-......90-92 C-......70-72</td>
</tr>
<tr>
<td>20% Paper #3: Final Argument Paper</td>
<td>B+......88-89 D+......68-69</td>
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<tr>
<td>20% Western Online Discussion Posts</td>
<td>B......83-87 D......63-67</td>
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<tr>
<td>10% Peer Reviews, Inventions, &amp; Research Conference</td>
<td>B-......80-82 D-......60-62</td>
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<tr>
<td>5% Class Participation</td>
<td>C+......78-79 F......0-59</td>
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<tr>
<td>5% Reading Quizzes</td>
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<td>5% Final Self-Reflection Essay</td>
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**Schedule of Readings and Assignments**

Please note that the assignments are subject to change based upon the needs of our class, and that you are responsible for keeping apprised of announced changes in the schedule.

**WEEK ONE**

1/14  In Class: Course Introduction

1/16  In Class: J. Hector St. John de Crèvecoeur and the Myth of American Exceptionalism

   Due: **Student Questionnaire in class.** Read J. Hector St. John de Crèvecoeur, excerpt from *Letters from an American Farmer* (WO); read Nancy Isenberg, preface to *White Trash* (WO).

1/18  Social Class Literature and the American Dream

   Due: Read F. Scott Fitzgerald, “Winter Dreams” (WO).

**WEEK TWO**

1/21  **Dr. Martin Luther King Day—No Classes.**

1/23  In Class: American Cultural Mythologies


1/25  In Class: The Myth of Individual Opportunity


**WEEK THREE**

1/28  In Class: Rhetorical Analysis Paper Assignment; Three Rhetorical Appeals
Due: Read “Three Rhetorical Appeals: Ethos, Pathos, Logos” (WO); read J.D. Vance, preface to *Hillbilly Elegy* (WO).

1/30  In Class: Four Common Topics; Practice Rhetorical Analysis

Due: Read “Learning Power,” pp. 100-104 in *Rereading America*; read Andrew Delbanco, “College at Risk” (WO); read “Four Common Topics” (WO).

*Also, review and rank (#1-4) on a piece of paper the following four essays in *Rereading America* for your Rhetorical Analysis Paper: Sarah Boxer, “Why Are All the Cartoon Mothers Dead?” (p. 86); John Taylor Gatto, “Against School” (p. 114); William Deresiewicz, “Don’t Send Your Kids to the Ivy League” (p. 200); Henrick Karoliszyn, “Precognitive Police” (p. 336).

2/1  In Class: Practice Rhetorical Analysis; Writing About Texts

Due: *Western Online Discussion Post #2 (Rhetorical Analysis Practice)*. Read Adam Davidson, “Making It in America” (WO); read “Writing About Texts” (WO).

**WEEK FOUR**

2/4  In Class: Small Group Work on Audience Analysis for Rhetorical Analysis Paper

Due: *Send your Group’s Audience Analysis to me via email by 11:59 p.m. on February 4 for approval*. Read Jonathan Kozol, “Still Separate, Still Unequal,” pp. 171-186 in *Rereading America*; read “Inferring Audience” (WO).

2/6  In Class: Small Group Work for Rhetorical Analysis Paper; Organizing the Rhetorical Analysis Paper

Due: Bring your completed Invention Worksheet for the Rhetorical Analysis Paper to class for small group work.

2/8  In Class: Peer Review #1 for Rhetorical Analysis Paper; Review Sample Paper; Quoting, Paraphrasing, and Summarizing Sources

Due: A typed draft of your introduction and first body paragraph of your Rhetorical Analysis Paper for Peer Review; read Sample Paper (WO); read “OWL Quoting, Paraphrasing, and Summarizing” (WO). Please bring *A Pocket Style Manual* with you to class.

**WEEK FIVE**

2/11  In Class: Social Class Literature and Class Vengeance
Due: Read Edgar Allan Poe, “The Masque of the Red Death” (WO) and “Hop-Frog; or, The Eight Chained Ourang-Outangs” (WO).

2/13 In Class: Peer Review #2 for Rhetorical Analysis Paper

Due: A complete, typed draft of your Rhetorical Analysis Paper for Peer Review.

2/15 **Class canceled for Writing Program Assessment: continue revising your Rhetorical Analysis Paper.**

**WEEK SIX**

2/18 In Class: The Class Accents of Television. Film: *Class Dismissed*

Due: **Rhetorical Analysis Paper on Western Online (submit in class your invention worksheet and drafting materials in a folder).**

2/20 In Class: Analyzing Television Shows

Due: Read Richard Butsch, “A Half Century of Class and Gender in American TV Domestic Sitcoms” (WO).

2/22 In Class: Analyzing Television Shows

Due: Read Gregory Mantsios, “Media Magic: Making Class Invisible” (WO).

**WEEK SEVEN**

2/25 In Class: Research Proposal & Annotated Bibliography Assignment; Selecting a Research Topic

Due: Rebecca Solnit, “The Longest War,” pp. 522-531 in *Rereading America*.

2/27 In Class: Social Class Literature, Race, and Gender

Due: Read Richard Wright, “The Man Who Was Almost a Man” (WO), and Bobbie Ann Mason, “Shiloh” (WO).

3/1 Library Day #1: Meet in Library Computer Classroom, 2nd Floor, Malpass Library: Using online databases to locate sources for your final research project

Due: **Western Online Discussion Post #3 (TV Show Class Analysis).** Review “Research,” pp. 89-105 in *A Pocket Style Manual.*
WEEK EIGHT

3/4 In Class: Points of Conflict
   Due: Read Naomi Gerstel and Natalia Sarkisian, “The Color of Family Ties,” pp. 45-52 in Rereading America; read “Points of Conflict” (WO).

3/6 In Class: Practicing Points of Conflict

3/8 Research Day #2: Meet in 309 Simpkins Hall Computer Lab: Using online databases to locate sources for your final research project

SPRING BREAK: MARCH 11-15—NO CLASSES

WEEK NINE

3/18 In Class: Writing Annotations; Analyzing Movies
   Due: Read “Writing Annotations” (WO); read Howard Hampton, “Leveling the Playing Field: Class and Other American Movie Taboos” (WO).

3/20 Class canceled for Individual Conferences on Research Projects. Bring your completed Conference Worksheet to your scheduled conference.

3/22 Class canceled for Individual Conferences on Research Projects. Bring your completed Conference Worksheet to your scheduled conference.

WEEK TEN


3/27 In Class: Evaluating arguments in your sources; Citing sources in your Annotated Bibliography
3/29  Class canceled.

WEEK ELEVEN

4/1  In Class: Practice Writing Annotations

Due: Read Alfred Blumstein’s “Violence by Young People: Why the Deadly Nexus?”, pp. 2-9 (WO). Western Online Discussion Post #5 (a 200-250 word annotation of Blumstein’s article).

4/3  In Class: Social Class Literature and Middle-Class Suburbia

Due: Read John Cheever, “The Swimmer” (WO).

4/5  In Class: Peer Review #1 for Annotated Bibliography; Review Sample Papers

Due: A typed draft of one complete entry of your Annotated Bibliography for Peer Review; read Sample Papers (WO).

WEEK TWELVE

4/8  In Class: Social Class Literature and the Working Class

Due: Read Raymond Carver, “Cathedral” (WO).

4/10 In Class: Peer Review #2 for Research Proposal & Annotated Bibliography

Due: A complete, typed draft of your Research Proposal & Annotated Bibliography for Peer Review.

4/12 In Class: Final Argument Paper Assignment; Exigence; Audience for Final Argument Paper

Due: Research Proposal & Annotated Bibliography on Western Online (submit in class your conference worksheet, drafting materials, and copies of your sources in a folder). Read “Exigence” (WO) and “Audience Analysis” (WO).

WEEK THIRTEEN

4/15 In Class: Parts of a Full Argument

Due: Read Deborah Tannen, “The Roots of Debate in Education and the Hope of Dialogue” (WO); read “Parts of a Full Argument” (WO).
4/17 In Class: Further Lines of Argument and Refutation Strategies

Due: Read Michael Kimmel, “‘Bros Before Hos’: The Guy Code,” pp. 540-549 in *Rereading America*; read “Further Lines of Argument” (WO) and “Refutation Arguments” (WO).

4/19 In Class: Inventing arguments and organizing your Final Argument Paper

Due: Bring your completed Invention Worksheet for the Final Argument Paper to class for small group work.

**WEEK FOURTEEN**

4/22 In Class: Identifying Logical Fallacies

Due: Read Peggy Orenstein, “Just Between You, Me, and My 622 BFFs” (WO); read “Logical Fallacies” (WO).

4/24 In Class: Peer Review #1 for Final Argument Paper; Review Sample Papers

Due: A typed draft of your Audience Analysis for your Final Argument Paper for Peer Review; read Sample Papers (WO).

4/26 In Class: Drafting your Final Argument Paper; Review Sample Papers

Due: Read Sample Papers (WO).

**WEEK FIFTEEN**

4/29 In Class: Peer Review #2 for Final Argument Paper

Due: A typed draft of the first half of your Final Argument Paper for Peer Review.

5/1 In Class: Peer Review #3 for Final Argument Paper

Due: A complete, typed draft of your Final Argument Paper for Peer Review.

5/3 In Class: Final Self-Reflection Essay
5/5 Final Argument Paper Due by 11:59 p.m. on Western Online

5/6 Submit your Final Argument Paper invention worksheet, drafting materials, and copies of your Works Cited sources in a folder to the box outside my office door (010 Simpkins Hall) by 4:00 p.m.