

# Literacy and the Self

## ENG 101.xxx

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Office Hours: MW 9:30 – 11:30 a.m.

### Required Texts and Supplies

Aaron, Jane E. *The Little, Brown Compact Handbook with Exercises*. Custom ed. for the University of Southern Indiana Composition Program. Upper Saddle River, NJ: Pearson, 2007.

Hillyer, Audrey, Howard Jones, and Patrick Shaw, eds. *The Mercury Reader for USI English 101*. Upper Saddle River, NJ: Pearson, 2009.

Murray, Kim. *What Every Student Should Know about Using a Handbook*. Upper Saddle River, NJ: Pearson, 2008.

*mycomplab*: an online resource and writing environment. Access code included with *The Little, Brown Handbook*.

Reid, Stephen. *The Prentice Hall Guide for College Writers*. Custom ed. for the University of Southern Indiana Composition Program. Upper Saddle River, NJ: Pearson, 2008.

### Course Description

English 101 is a course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. Meets University Core Curriculum Goal A1: Composition/Speech. Prerequisites: ENG 100 or appropriate placement. Basic keyboarding skills required; see ASBE 121.

### University Core Curriculum Goals for English 101

#### A. *The Mind: Enhancement of Cognitive Abilities*

##### A1. The ability to communicate effectively:

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

### Course Goals and Outcomes

#### 1. Academic Literacy

Prepares students to:

- Read and comprehend academic discourse.
- Discover, develop, and articulate ideas through discussion and writing.
- Communicate effectively within various rhetorical contexts.
- Reflect on their reading and writing practices.

## 2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

## 3. Enhancement of Individual Development

Means that, through critical thinking, reading, and writing, students will:

- Discover, develop, revise, and express their ideas.
- Become members of academic discourse communities.
- Develop, refine and defend a personal ethos.
- Evaluate positions on issues from critical perspectives.

## Description of Required Coursework and Course Grade Breakdown

Each major writing assignment emphasizes at least one of the following: exposition, analysis, critique, argumentation, reflection. All formal writing assignments will be evaluated based on the Academic Discourse Conventions, the weights of which will vary from assignment to assignment. Individual assignments will address particular aspects of Academic Literacy and the Enhancement of Individual Development. Below is the breakdown of the course grade:

Art Mini-Observation	5%
Essay 1	10%
Essay 2	15%
Essay 3	20%
Essay 4	20%
Biweekly Assigned Writing	10%
Peer Review	10%
Participation	10%

## Attendance, Class Participation, and Late/Missed Assignments

A student may miss up to 4 class meetings, regardless of reason. Each absence after this limit will reduce the student's final grade by one-third letter grade (e.g. an A- will become a B+). Exceptional circumstances will be evaluated on a case-by-case basis. Please note two things: 1) that a scheduled meeting with me outside of class will be considered a class meeting, and 2) that excessive tardiness or leaving early will result in a similar grade reduction.

Because of the nature of the course, it is important for everyone to be in class and prepared for the day's assignment. Individual participation in the form of in-class writing, peer review, and class discussion is necessary for the success of the class as a whole. In other words, come to class and help each other learn.

Assignments are due at the beginning of class. I do not accept late assignments without good cause. Keep in mind that good cause is relative: you will find me much more flexible and understanding if you talk to me about any issues BEFORE the due date. Also, a late/missed assignment which is a part of a larger assignment (e.g. a first draft being turned in for peer review before the final draft is due) does not excuse one from meeting the following due dates on time.

The only exception to this rule is the biweekly assigned writing. The class will be divided into two groups and each week one group will be asked to submit a one page, double spaced essay by midnight on Sunday evening (technically Monday). Please drop this in the appropriate digital dropbox on Blackboard. Your

assignment is to write on any reading we have for the coming week. Analyze it, record your reaction/agreement/disgust, compare it to another reading...I don't care. Just write something that might spark discussion in the coming week. If there is not assigned reading for the coming week, either select something from the next week or write about your current writing process. Because of the time sensitive nature of these essays, I will not be able to accept late submissions...period.

## **Statement on Academic Dishonesty and Plagiarism**

All work submitted for this course must be your own and written exclusively for this course/assignment. If you have any questions regarding this policy, please see me. According to the University of Southern Indiana Bulletin, "The University considers plagiarism a form of academic dishonesty and proof of plagiarism may subject a student or student organization to disciplinary action as outlined in the University of Southern Indiana Code of Conduct." Penalties for plagiarism range from failure on an individual assignment to dismissal from the university, depending on the severity of the infraction.

## **Policy on Student-Teacher Communication**

Your instructor is your first point of contact for questions or concerns about your work in this class. You should make an appointment with your instructor to discuss lessons or assignments you don't understand, to address concerns you have about course policies or your grades, and, of course, to seek help with your writing.

## **Policy on Cell Phones and Other Electronic Devices**

Turn it off and leave it in your bag. Don't put it on your desk or on your lap or anywhere else. If I hear it (this includes vibrating) or see you using it, I will ask you to leave and you will be marked absent for that class meeting. This policy includes laptop computers. There may be times when I want you to bring your laptops and/or other electronic devices: I will let you know. Repeated violations of this policy will be considered a violation of section 2.21.1 of the *Student Code of Conduct* and be reported to the Dean of Students.

## **The Writers' Room**

The Writers' Room (ED 1102) has peer writing consultants available to help all USI students with any writing project for any class. In one-to-one sessions, consultants help students become aware of effective writing processes and strategies while providing feedback at any stage of the writing process. Some areas a student might focus on during a session include brainstorming, revising, writing a thesis statement, organizing ideas, citing, or using language effectively and correctly. Appointments and more information about its free services are available by calling 461-5359.

## **Statement on Disability Support Services**

If any member of the class feels that he or she has a disability, please advise the instructor of desired accommodations by the end of the first week of class or as soon as you have written documentation. The instructor will work with you and the staff of Disability Support Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform and participate in class.

## Tentative Schedule of Reading and Writing Assignments

- Jan. 11 (M) Syllabus and Course Introduction  
Beginning Diagnostic Writing Sample  
*For next class:* Read *PHG* Chapter 1 and Orwell's "Why I Write" and Roberts' "How to Say Nothing in 500 Words" in *MR*
- Jan. 13 (W) *Discussion:* Writing Myths and Rituals  
*In class writing:* Defining Rituals  
*For next class:* Read Chapters 2 & 3 in *PHG* and Thomas' "Notes on Punctuation," Zinsser's "The Act of Writing," Mernissi's "Size 6: The Western Women's Harem," Staple's "Black Men and Public Space," and Bloom's "Music" in *MR*
- GROUP A**
- Jan. 18 (M) Martin Luther King, Jr. Day – NO CLASS
- Jan. 20 (W) *Discussion:* The Rhetorical Situation  
*In class writing:* Wong & Zoellner essays  
*Discussion:* Observing, Essay #1 Guidelines  
*For next class:* Read Mowat's "Observing Wolves" (p. 66) and Scudder's "Take This Fish and Look at It" (p. 60) in *PHG* and Schultz's "Do You Think Things Change as We Get Older?," Rosenblatt's "I am Writing Blindly," and Nafisi's "Mysterious Connections that Link Us Together" in *MR*
- GROUP B**
- Jan. 25 (M) *Discussion:* Observations and Writing, Mowat's and Scudder's essays  
*For next class:* Meet in McCutchan Art Gallery
- Jan. 27 (W) **Meet in McCutchan Art Gallery**  
Observing Artworks  
*For next class:* 1-2 page mini-observation on artwork
- GROUP A**
- Feb. 1 (M) *Discussion:* Small group analysis of artwork, mini-observations; peer review workshop  
*For next class:* Finalize Essay #1 for Peer Review
- Feb. 3 (W) Peer Review, Essay #1  
*For next class:* Read pages 101-108 in Chapter 4 and Carver's "Cathedral," Walker's "Beauty: When the Other Dancer Is the Self" p. 117 in *PHG* and Milosz's "American Ignorance of the War" in *MR*
- GROUP B**
- Feb. 8 (M) *Discussion:* Remembering, Carver's "Cathedral" and Walker and Milosz's essays  
*In class writing:* Object description
- Feb. 10 (W) **Essay #1 Due**  
*Discussion:* Describing Music; Essay #2 Guidelines  
*For next class:* Choose a subject for Essay #2; Read pages 151-158 of *PHG* Chapter 5, Alejandrez's "Cesar Chavez Saved My Life" p. 126 in *PHG* and Sedaris' "Me Talk Pretty One Day" in *MR*

**GROUP A**

- Feb. 15 (M) *Discussion:* Remembering, Alejandrez and Sedaris' essays  
*In class writing:* Clustering and Shaping (pages 131-134 in *PHG*)  
*For next class:* Read Atwood's "Letter to America" p. 168 in *PHG*
- Feb. 17 (W) *Discussion and Response:* Atwood's letter  
*For next class:* Read Baldwin's "The Discovery of What It Means to be an American" and Nilsen's "Sexism in Language" in *MR*

**GROUP B**

- Feb. 22 (M) *Discussion:* Baldwin's and Nilsen's essays  
*For next class:* Finalize Essay #2 for Peer Review
- Feb. 24 (W) Peer Review, Essay #2  
*For next class:* Read pages 343-353 of Chapter 8 in *PHG*, Shield's "The Case for Curling Up With a Book" in *MR*, Orman's "How to Take Control of Your Credit Cards" p. 355 in *PHG*, and Tannen's "Male and Female Students Use Language Differently" p. 361 in *PHG*

**GROUP A**

- Mar. 1 (M) *Discussion:* Chapter 8; Shield's essay, explaining relationships; Explanation of objects  
*In class writing:* mini-explanation of objects
- Mar. 3 (W) **Essay #2 Due**  
*Discussion:* Orman's essay, ways of explaining; Essay #3 Guidelines  
*In class writing:* Response and Discussion of Tannen's explanation

- Mar. 8 (M) Spring Break — NO CLASS  
Mar. 10 (W) Spring Break — NO CLASS

**GROUP B**

- Mar. 15 (M) *In class writing:* Purpose and Audience, Essay #3  
*In class writing:* Combining points of view, Essay #3  
*For next class:* Read pages 399-408 of *PHG* Chapter 9 and Alter's "Time to Think About Torture," Moore's "Idiot Nation," and McKibben's "The Christian Paradox: How a Faithful Nation Gets Jesus," *MR*
- Mar. 17 (W) Research Day, Essay #3

**GROUP A**

- Mar. 22 (M) *Discussion:* Why evaluations are important; objectivity and subjectivity  
*For next class:* Read X's "A Homemade Education," Pogue's "Take My Privacy," and Campos' "Modern Witch Hunts" in *MR*
- Mar. 24 (W) Peer Review, Essay #3  
Small group discussions, presentations of Essay #3 for feedback  
*For next class:* Bring in an advertisement

**GROUP B**

- Mar. 29 (M) *Discussion:* Evaluations, cont.  
Small group discussions on advertisements and evaluations  
*For next class:* Read pages 455-461 of *PHG* Chapter 10

Mar. 31 (W)     **Essay #3 Due**  
*Discussion:* Techniques for Problem Solving  
*In class writing:* #3 on pages 462 of *PHG*  
*For next class:* Read pages 509-516 of *PHG* Chapter 11 and Nadler’s “Low Class:  
How Progressive Education Hurts the Poor and Minorities” *MR*

**GROUP A**

Apr. 5 (M)     *Discussion:* Nadler Essay; Essay #4 Guidelines  
*For next class:* Read pages 516-526 of *PHG* Chapter 11

Apr. 7 (W)     *Discussion:* Arguments and Proposals; Methods for argument  
*For next class:* Read pages 481-486 of *PHG* Chapter 10

**GROUP B**

Apr. 12 (M)    *Discussion:* Choosing a topic; small group brainstorming

Apr. 14 (W)    Small group work

Apr. 19 (M)    Small group Conferencing

Apr. 21 (W)    Small group Conferencing  
*For next class:* Finalize Essay #4 for Peer Review

Apr. 23 (M)    Peer Review, Essay #4  
Small group work

Apr. 26 (W)    Final Diagnostic Writing Sample

May 7 (F)     FINAL EXAM 3:00—5:00 p.m.  
**Essay #4 Due**  
Small Group Presentations on Essay #4