

Exploring Disparate Identity through the Critical and Creative

**St. John's University
English Composition 1000c
Course Syllabus – Spring 2015**

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CRN: 10507 Section 512

Time: Monday & Thursday 3:25 – 4:50pm

Room: Marillac 119

Course Description

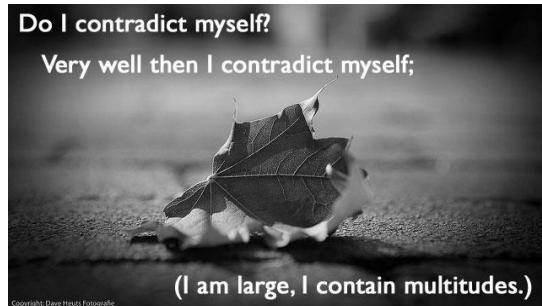


Photo: Dave Heuts; Quote: Walt Whitman, "Song of Myself"

The “self” is a complex form of identification that is made up of many disparate parts. Fortunately, the written word is one of the most powerful tools for expressing and uniting these fundamental facets of identity.

This course will provide an overview of the dynamic nature of identity through various types of texts and composition, both critical and creative. Throughout the semester, students will examine how others classify themselves through a diverse set of readings, and start to piece together the many divergent components that make-up the “identified self.” They will simultaneously explore their uniqueness in terms of these ideals, and attempt to further define their own identities through their writing.

This writing intensive course will cover the core forms of academic composition and the associated process in a collaborative environment— ideas will regularly be shared through peer-review and group discussion. These activities will help students sharpen their critical thinking skills and become better scholarly readers and writers. As a result, each student will leave a written legacy, which will showcase his/her reflective identity via a portfolio that is analytical and artistic in nature.

Course Structure

Although this may look like a classroom, it is actually so much more! This course is structured primarily as a Writing Workshop, and so we will spend a great deal of time writing together, reading together, collaborating, and discussing challenging topics together. Therefore, it is important that we view this group as a **team** rather than a set of students working independently.

The Encarta World English Dictionary defines a **team** as: “a number of people organized to function cooperatively as a group.” That’s exactly what we will be this semester, and in order to accomplish this goal, we should keep a few things in mind:

- We are all in this together! There is no right or wrong... just helpful people trying to make each other’s writing better, so that *we can shine* as a team.
- We support each other by listening and giving constructive feedback. We are not Negative Nancies, because we know people do their best in a positive environment!
- We enjoy each other’s company and strive to create a comfortable and challenging environment for each other, because we know that’s how we learn and expand.
- We utilize our teammates’ strengths to help ourselves become better writers. We take pride in learning from those around us, and we maintain humility at all times.
- We complete our work, come to class prepared and participate regularly because we don’t want to let our teammates down.
- We forge meaningful connections through Special Interest Groups (SIGs) within the team.

If we do all of these things, then we will succeed as a whole. **Welcome to the 1000c team!**

Learning Objectives

Upon successful completion of this course, students will be able to:

Recognize that writing is a mode of communication and a social activity, a matter of negotiating the expectations of different audiences and rhetorical conventions of different genres.

Know that writing is a recursive process. (Five stages of writing)

Make inferences, take mental risks, and develop complex ideas through abstract and critical thinking, reading, and writing.

Analyze and produce texts from a variety of contexts and media.

Use the basic elements of effective arguments (claims, defining terms, evidence, counter-arguments) and demonstrate how logical fallacies can undermine positions.

When conducting research, summarize complex readings and ideas gathered succinctly in order to show audiences that they understand the context of such source material and are working to place themselves in conversation with those other perspectives.

Understand the need to negotiate, analyze and problem-solve technological interfaces for a variety of disciplinary, rhetorical, and writing needs.

Expand and experiment with writing style through variation of rhythm, syntax, sentence length, punctuation, and vocabulary.

Instructional Materials

- No textbooks are required for this class. YAY!
- Notebook (Not required, but good for notes and thoughts)
- Folder or binder (for organizing assignment printouts and readings)

NOTE: Although all of the required readings will be available on Blackboard this semester, **you should print readings out and bring them to class on the assigned due dates.**

Course Requirements

Attendance: Attendance is extremely important in this course, because it is impossible to make up for missed participation. Our in-class discussions and workshops require that you are physically present in order to grow and learn. Therefore, you should make an effort to attend every class. Please keep in mind that university policy states that **any student who misses more than three classes will earn an F in the course.** It is advised that you withdraw if this occurs.

Tardiness: Tardiness is unacceptable because class discussions and participation will begin immediately. Therefore, **every three late arrivals during this course will constitute one absence.**

Mobile Device Policy: Cell phones, PDAs, and other mobile devices must be on silent during the class. Headphones cannot be worn during class. Laptop use is only permitted during specified times, as your attention should be focused on the class discussions.

Assignment Due Dates: All writing assignments must be submitted by the due date. Please note that absences are not an excuse for not completing an assignment. There may be an occasion when I will grant an individual an extension due to special circumstances, illness, etc., but that means it must be discussed with me ***ahead of time***, not after an assignment is due.

- You should exchange email addresses with at least one other student in this class so that you can get assignments/ class discussion information if necessary.
- **Please do not email me for a homework assignment or notes if you miss a class. It is a professional expectation in college that you will take care of these matters on your own and keep up with assignments throughout.**

Plagiarism: According to the SJU Library Information Literacy Tutorial, “plagiarism is incorporating someone else’s work into your own work without giving proper credit to the outside source.”

The University’s Liberal Arts Faculty Council has approved the following recommended procedure for handling plagiarism cases:

First Instance of Plagiarism

1. Student given an F for the assignment.
2. Note sent to student’s Dean with copy of plagiarized assignment and proof.
3. Student required to take the MITT (Multimedia Integrity Teaching Tool).
4. Student not permitted to complete another assignment until MITT is completed.

Second Instance of Plagiarism

1. Student given an F for the course.
2. Note sent to the student's Dean with copy of plagiarized assignment and proof. Dean is notified that this is the second instance of plagiarism in the same course and that the student received an F for the course.

Conferences: Each student will meet with me for three conferences during the semester. I will handout a signup sheet the week before conferences, and you will be expected to meet me at the time selected at my cubicle in the Writing Center. You will need to swipe your Storm Card at the reception desk to get in, and check out at that desk when you leave. Conferences are a chance for you to talk to me about any or all of the following:

- A specific assignment/ getting started
- How SIGs are going
- Midterm progress
- Current grade, explanation of a grade and/ or expectations
- Grammar or MLA standards
- Anything about writing! : The writing process, writers, writing likes/dislikes, etc.

Conferences are an important time for me to touch base with you one-on-one and get to know you better. This is an important part of the learning process, so **if you miss the scheduled conference appointment, it will count as an absence.**

SJU Writing Center: St. John's students are very lucky, because our Writing Center (WC) is one of the best around! It is located on the first floor of St. Augustine Hall, and it's an excellent resource for writers of all levels. **Students will be required to stop by at least once at the beginning of the semester for an appointment** (I will get into more detail about this during class), but I encourage you to go to the Writing Center throughout the semester. We will discuss the benefits of this as a necessary part of the writing process throughout the course.

Grading Scale

A	95 – 100	B-	80-82	D+	67 - 69
A-	90 – 94	C+	77 - 79	D	64 - 66
B+	87 – 89	C	73 - 76	D-	60 - 63
B	83 – 86	C-	70 – 72	F	59 and under

Assignment Overview

Assignment	Details	Percent
Writing Assignments	This is a writing intensive course, and so you will produce several types of formal writing that will constitute the bulk of your grade. You will write pieces that are analytical, comparative, creative, and research based. Because this class is structured as a workshop, <u>rough drafts</u> will be a regular part of our writing process. They will be brought to class for work-shopping in SIGs and they will be graded. Drafting and journaling together will produce an average of 3 -5 pages of writing per week.	60%
Online Journal Responses	Journal Responses are 500 word reflections (about one page single spaced/ two pages double spaced) on course readings submitted on Blackboard (Bb). The prompts are designed to help you think about the texts in an expansive manner and lead you toward writing assignment content.	10%
Final Portfolio	The final portfolio will showcase the most important aspects of your reflective identity. It will include a <i>Reflective Opening/ Intro</i> and revised versions of your <i>Creative “Self and Society” piece</i> , either an <i>Analytical or Comparative work</i> , your <i>Research Project</i> , and two of the <i>Journal Responses</i> you think best fit your project.	20%
Participation/ Teamwork	As a part of this team you will receive points for regular participation in SIG activities, WC appointments, responding to journal entries on Bb, and being mentally “present” in our class discussions. (Attendance is a big indicator of how you will do in this area.)	10%
	Total	100%

Course Outline

Unit 1: The Social Self – <i>What influences us?</i> (Analytical Essay)	
Th – 1/ 22	
Discussion Topics	Syllabus Review, Name Cards, Fill out Info Cards with SIG preferences, The Writing Process
Readings	Syllabus (In Class)
M – 1/ 26	No Class Snow Day
Th – 1/29	
Discussion Topics	Assign SIGS/ Set ground rules, How to use Blackboard, Unit 1 Overview and Writing Assignment/ The Writing Process (cont.)
Readings	“Mothers” by Anna Quindlen & “Salvation” by Langston Hughes (Due Monday)
Journal Response	SIG Identification/ Reading Response – Prompts on Blackboard (Due Monday)
M – 2/2	
Discussion Topics	“Mothers” by Anna Quindlen & “Salvation” by Langston Hughes/ Journals, How to workshop in a SIG, Writing Assignment Review/ Expectations
Journal Response	SIG Identification/ Reading Response Due
Writing Assignment	Rough Draft of Analytical Essay (Due Thursday)
Other	Respond thoughtfully to the journal entries of your fellow SIG members on Blackboard (Due Thursday)
Th – 2/5	
Discussion Topics	Individual discussions on rough drafts/ evaluation
Readings	“Graduation in Stamps” by Maya Angelou and “Shooting an Elephant” by George Orwell (Due Monday)
Journal Response	Reading Response – Prompts on Blackboard (Due Monday)
Writing Assignment	Rough Draft of Analytical Essay Due
Other	Workshop Rough Draft in SIG
M – 2/9	
Discussion Topics	Writing Center Breakdown, “Graduation in Stamps” by Maya Angelou and “Shooting an Elephant” by George Orwell
Journal Response	Reading Response Due
Writing Assignment	Revise and Edit Rough Draft; Final Draft Due Thursday
Th – 2/12	
Discussion Topics	MLA format review: Citations & Works Cited - using quotes and paraphrases to support your ideas, Lyric poetry intro
Readings	Song Analysis – Retro Fun! Read lyrics and watch videos for “Too Many People” by Pet Shop Boys, “Conditioning” by Howard Jones

	and “Roboto” by Styx (lyrics and YouTube links on Blackboard); MLA Handouts & Samples
Journal Response	Song Response – Prompts on Blackboard (Due Monday)
M – 2/16	PRESIDENT'S DAY NO CLASS
Th – 2/19	
Discussion Topics	Retro songs and their meanings; Final Portfolios – What we’re working toward;
Journal Response	Song Response Due
Writing Assignment	Final Analytical Essay Due!
Other	Don’t forget your conference with Prof. Nolan this week!
Unit 2: The Perceived Self – <i>What's in a name?</i> (Comparative Essay)	
M – 2/23	SPRING BREAK – NO CLASS
Th – 2/26	SPRING BREAK – NO CLASS
M – 3/2	
Discussion Topics	Unit 2 Overview and Writing Assignment; MLA Format Review: Citations & Works Cited (cont.)
Readings	“Hangin’ (Out) with the Homeboys” by Joseph B. Vasquez & “Rebecca” by Donald Barthelme (Due Thursday)
Journal Response	Reading Response – Prompts on Blackboard (Due Thursday)
Th – 3/5	
Discussion Topics	“Hangin’ (Out) with the Homeboys” by Joseph B. Vasquez & “Rebecca” by Donald Barthelme
Journal Response	Reading Response Due
Writing Assignment	Rough Draft of Comparative Essay (Due Monday)
Other	Sign Up for Conference
M – 3/19	
Discussion Topics	Individual discussions on rough drafts/ evaluation
Readings	“Battle Royal” from Ralph Ellison’s <i>Invisible Man</i> (Due Thursday)
Journal Response	Reading Response – Prompts on Blackboard (Due Thursday)
Writing Assignment	Rough Draft of Comparative Essay Due
Other	Workshop Rough Draft in SIG; Don’t forget your conference with Prof. Nolan this week!
Th – 3/12	
Discussion Topics	“Battle Royal” from Ralph Ellison’s <i>Invisible Man</i> and Journals
Journal Response	Reading Response Due
Writing Assignment	Revise and Edit Rough Draft; Final Draft Due Monday
Other	Don’t forget your conference with Prof. Nolan this week!
M – 3/16	
Discussion Topics	W.H. Auden’s “The Unknown Citizen” (In class), John Updike’s “Ex-Basketball Player”; “What’s in a name?” Digital Mini-Project w/ SIG

Readings	W.H. Auden's "The Unknown Citizen" (In class)
Journal Response	Reading Response – Prompts on Blackboard (Due Thursday)
Writing Assignment	Final Draft of Comparative Essay Due!
Other	Meet with SIG to decide how you will present your mini-project
Th – 3/19	No Class – Online Discussion
Readings	Start reading "Interpreter of Maladies" by Jhumpa Lahiri (Due next Monday)
Journal Response	Reading Response Due
Unit 3: The Secret Self – <i>What do we hide?</i> (Creative "Self and Society" Piece)	
M – 3/23	
Discussion Topics	Unit 3 Overview and Writing Assignment & "Interpreter of Maladies" by Jhumpa Lahiri
Writing Assignment	Creative "Self and Society" Proposal (Due Thursday)
Journal Response	Reading Response – Prompts on Blackboard (Due Thursday)
Th – 3/26	
Journal Response	Reading Response Due
Writing Assignment	Creative "Self and Society" Proposal Due; Rough Draft of Creative "Self and Society" Piece (Due Wednesday)
M – 3/30	
Discussion Topics	Individual discussions on rough drafts/ evaluation
Readings	"Los Vendidos" by Luis Valdez (Due Thursday)
Journal Response	Reading Response – Prompts on Blackboard (Due Thursday)
Writing Assignment	Rough Draft of Creative "self and Society" Piece Due
Other	Workshop Rough Draft in SIG
Th – 4/2 & M – 4/6	Easter Break/ No Class
Th – 4/9	
Discussion Topics	"Los Vendidos" by Luis Valdez and Shirley Geok-Lin Kim's "Learning to Love America" (In Class) Discussion on Intellect
Journal Response	Reading Response Due
Writing Assignment	Revise and Edit Rough Draft; Final Draft Due Monday
M – 4/13	
Discussion Topics	Watch "Dead Poet's Society"
Journal Response	Film Response – Prompts on Blackboard (Due Thursday)
Writing Assignment	Final Draft of Creative "Self and Society" Piece Due!
Th – 4/16	
Discussion Topics	Finish Watching "Dead Poet's Society"
Readings	Start reading Richard Zenith's essay on Fernando Pessoa
Journal Response	Film Response Due
Unit 4: The Self Divided – <i>What about alter egos?</i> (Research Project)	

M – 4/14	
Discussion Topics	Unit 4 Overview and Writing Assignment
Readings	Finish Reading Richard Zenith's essay on Fernando Pessoa (Due Thursday)
Journal Response	Reading Response – Prompts on Blackboard (Due Thursday)
Discussion Topics	Richard Zenith's essay on Fernando Pessoa; Alter Egos and Heteronyms; Research Sources
Writing Assignment	Rough Draft of Research Project Due Monday
Other	Sign up for conferences next week
W – 4/20	
Discussion Topics	Individual discussions on rough drafts/ evaluation
Readings	#48 and #49 from Fernando Pessoa's <i>The Book of Disquietude</i> and "Mao's Gift to Nixon" by Brian Kim Stefans (Due Thursday)
Journal Response	Reading Response – Prompts on Blackboard (Due Thursday)
	Rough Draft of Research Project Due
Writing Assignment	Workshop Rough Draft in SIG; Don't forget your conference with Prof. Nolan this week!
Th – 4/23	
Discussion Topics	#48 and #49 from Fernando Pessoa's <i>The Book of Disquietude</i> and "Mao's Gift to Nixon" by Brian Kim Stefans; Research (cont.)
Writing Assignment	Revise and Edit Rough Draft; Final Draft Due Monday
Other	Don't forget your conference with Prof. Nolan this week!
Final Portfolios and Presentations	
M – 4/27	
Discussion Topics	Discuss Final Portfolios/ Revision Work Time
Journal Response	Final Response – Prompts on Blackboard (Due Thursday)
Writing Assignment	Final Drafts of Research Project Due!
Th – 4/30 & M – 5/4	
Discussion Topics	Final Portfolio Presentations
Journal Response	Final Response Due on Thursday 4/30
Writing Assignment	Final Portfolios Due on 5/7 – No Exceptions! (No assignments will be accepted after this date.)