

First-Year Composition II
English 102, Spring 2006
“Angry Bodies, Docile Bodies: The Construction of Identity Through Culture”
TR 12:40-1:55, DO 501, Section 084
TR 2:10-3:25, JHB 12, Section 095

Casie Fedukovich

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email: cfedukov@utk.edu (the **best** way to get in touch with me; give me 24 hours for response)

Office Hours: Tuesdays and Thursdays, 4:00-5:30 p.m. in Starbucks and by appointment.

I encourage you to meet with me!

Texts (no others will do)

1. Schindley, Wanda. The Informed Citizen: Argument and Analysis. Fort Worth: Harcourt Brace College Publishers, 1997.
2. Glenn, Cheryl, et al. Harbrace College Handbook. 15th ed. Boston: Thomson, 2004.
3. Spiegelman, Art. The Complete Maus. Random House, 1999.

or

4. Spiegelman, Art. Maus I: My Father Bleeds History. Random House, 1986. **and** --Maus II: And Here My Troubles Began. Random House, 1991.

You will also need

1. Harbrace folder with metal brads (ask for brads at UT Bookstore’s cash register)
2. A personal folder for readings independent of the textbook (preferably one with the handy pockets on the inside); **a number of our readings will be independent of our textbook!**
3. Email account and internet access

Course Description: Welcome to English 102! Why are English Composition classes among those courses required of all UTK first-year students? Regardless of discipline, all students must be proficient in a number of research methods and should be able to use the researched information to construct meaningful, well-supported arguments. In English 102, you will follow a three-step process that begins with ethnographic inquiry, an approach that emphasizes “being present in your research” through interviews, surveys, and personal experience writing. You will then “answer questions by looking to the past” with historical research that traces the movement of a particular idea or practice. In your final project for English 102, you will “enter the parlor” of academic discourse through traditional research based in library sources, databases, and scholarly internet research.

Objectives of English 102

- read critically, with an eye to creating questions that cannot be answered within a text; these questions will guide your research.
- create a method of research that will answer your questions thoroughly and efficiently.

- use a variety of research sources and methods (including interviews, ethnographic studies, as well as historical and academic research) to find, synthesize, and evaluate information.
- develop an argument that answers your research questions and takes part in a scholarly conversation about the relevant issue(s).
- integrate the information from your research effectively into your argument.
- revise your argument to take into account possible objections / critiques, and to address the appropriate audience / rhetorical situation.

Classroom Policies

Attendance: You are a part of the classroom community! Your opinions help shape the class into a group of *scholars*, rather than a hodge-podge of *students*. Because you will face unforeseen circumstances, you may miss up to four classes without penalty. I make no distinction between excused and unexcused absences. **After the fourth absence (that's two full weeks of class), I will deduct five points from your final grade for every absence thereafter.** This stipulation means that excessive absences lead to an NC, or No Credit, even if you do well on the papers and presentations. Since I reserve the right to add or delete assignments from the syllabus without notice, you may find that you end up far behind if you miss even two successive classes. Since it is a late afternoon class, I have very little tolerance for tardiness. While I understand the perils of I-40 and the occasional unfortunate incident, I will not tolerate excessive lateness. Often, one student's ill-timed entrance throws off classroom discussion, and we can't allow our colleagues to suffer. Further, we spend the first 10-15 minutes of every class writing in our journals. If you are not here to begin that entry when class begins, you will not be able to receive credit for these assignments. If tardiness becomes a problem, I will ask to meet with you individually to discuss your time management and possible consequences, including dismissal from the class.

Conferences: Conferences allow you to ask general or particular questions about the course and to discuss past, present, and future assignments. These mandatory meetings will be scheduled three times during the semester: in the first week of classes, around mid-term, and just before finals. These conferences are essential to your success as a scholar, and meeting one-on-one can help foster understanding of classroom issues. If you miss one of these conferences (without warning me beforehand), I will deduct **two full points** from your final grade. How can forgetfulness affect you? If you have a 91 before the final conference and miss your scheduled time, you'll be bumped to an 89. That's the difference between an A and a B+. All I ask is that you contact me **in advance** (this means at least a day prior) if you can't make it at our scheduled time.

Class Participation: This vague term covers most everything you do in class. I expect you to be mentally *and* physically present; this means that you won't read the newspaper, listen to music, do your biology homework, or text message your boyfriend or girlfriend during class. **If I see that you are sleeping or otherwise disengaged, I will mark you absent. Don't expect that I will "warn" you about your absence.** Remember that excessive absences lead to an NC. Participation also means that you will bring all necessary texts and implements. One thing you should never do is show up to English class without paper, pen or pencil, and that day's text(s). If you do forget these things, find a covert way of getting them. *****Disclaimer***** You'll

notice on the syllabus that each day may call for *several* texts. It is up to you to keep up with these texts. I will distribute them well in advance and will not bring extra copies. Most of our readings are short—which is why I have assigned several per class meeting—and all of our readings are connected in some way. Good students will make these connections in places like their journal or their BlackBoard Discussions.

More Info on Participation: Please turn off cell phones and other communication devices so as not to anger your colleagues. Since our class involves minimal note taking, laptops are unnecessary unless as a part of a presentation. Intelligent contributions, witty observations, suggestions on readings, and contextual connections are always welcomed.

Papers and Writing: A major part of English 102 is learning to craft a well-supported and well-structured argument using different methods of research. Your paper obligations consist of three formal, out-of-class papers, three cover letters, daily journal entries, and numerous online writing assignments. *The in-class writings must be completed in class, during class time, to receive credit. At this level, there is no such thing as “make-up work.”* Formal papers will be handed in at roll call on the day they are due. After collection, they are at least one day late. I will deduct five points (half a letter grade) for every **calendar** day the paper is late, including the day the paper is due and weekends. **I will not accept emailed papers. This point is non-negotiable.** If you must turn in a late paper, you will do so in McClung Tower 311, between 8 a.m. and 5 p.m. You’ll have ample time to complete each paper, including some class time devoted to the writing process, so there are very few plausible excuses for lateness. All formal written assignments must be turned in to pass the course; you will submit these works, and all accompanying drafts, in your handy *Harbrace* folder at the end of the semester.

Grading Scale:

100-90:	A
89-85:	B+
84-80:	B
79-75:	C+
74-70:	C
Below 70:	NC (no credit)

I give number grades for all assignments, so it is easier for both of us to calculate your grade at any time. You may check your BlackBoard site at any time for your absences and present grade.

Grading Standards for Formal Papers and Cover Letters

- A: Superior.** A paper at this level demonstrates insightful development and a mature style. It presents a sophisticated response to the assignment elaborated with well-chosen examples and persuasive reasoning. The writer observes all conventions of standard written English; words are chosen aptly and sophisticated sentences used effectively. The citation system is thoroughly employed and precise in its details; outside sources are clearly signaled and integrated smoothly into the flow of the paper. Isolated minor grammar or proofreading mistakes may be present.
- B: Clearly Written.** The paper presents a thoughtful response to the assignment

developed with appropriate examples and sensible reasoning. Not only does the writer observe the conventions of standard written English, but words are chosen accurately and sentences varied for effective expression. The citation system is thoroughly employed and precise in its details; all outside sources are clearly signaled and integrated smoothly into the flow of the paper. A small number of minor grammar or proofreading mistakes per page are acceptable.

C: Satisfactory. It presents a complete response with acceptable reasoning and examples that support the task. Its style shows its writer can choose words of sufficient precision and control sentences of reasonable variety. The citation system is correctly employed; all outside sources are signaled and integrated into the paper using an assortment of strategies. A paper at this level might contain one or two major errors overall and/or a handful of minor grammar and proofreading mistakes per page.

D: Unsatisfactory in one or more of the following ways: 1) it may lack coherent structure—that is, demonstrate no grasp of paragraph unity and coherency, go randomly from point to point without any logical plan; 2) it may be missing examples or evidence to back up claims; 3) it may reflect an incomplete understanding of the topic; 4) it may be seriously deficient in its use of the citation system; 5) its prose style might contain pervasive major and minor grammar and/or proofreading errors.

F: Unacceptable. The “F” paper may disregard the topic’s demands or lack any appropriate structure, even at the paragraph level. It may be inappropriately brief. It may employ no elements of the citation system whatsoever. Also, all-encompassing grammatical and proofreading mistakes will result in an “F.”

Plagiarism: Plagiarism is a serious offense and includes—but is not limited to—getting essays or portions of essays from the internet or from another person, having someone else write your paper, writing a paper *for* someone else, or incorrectly citing the sources of your information. Internet plagiarism includes using sites such as sparknotes.com and any site pulled up by a Google search, unless you properly document these sources. Please consult your *Hilltopics* for the gruesome details. Plagiarism can be punished with immediate failure of the paper, failure of the course, or complete dismissal from the University. **It’s just not worth it.** All English professors know about paper banks, online writing sources, and paying someone to write your paper. I see you 30 times a semester for three hours a week, so it’s obvious to me when you turn in a paper that is not yours. In my opinion, it is far more admirable to earn a C than to be caught plagiarizing. We will discuss how to avoid plagiarism, and your *Harbrace* has good information on the subject. If you believe you have unintentionally plagiarized, see me *before* the paper is due.

The Writing Center: Keep in mind that the Writing Center is also available to assist you, and students who use its services on a regular basis find that it helps them immeasurably. The Writing Center is located in HSS 212. Their hours are Monday through Wednesday, 9:30 to 7:30, Thursday from 9:30 until 6, and Friday from 9:30 until 3. The WC staff can help you with any stage of the writing process, from brainstorming to revision. Often, if you have a number of ideas but can’t seem to put them on paper, vocalizing with a tutor can help. English 104 is a companion class held in the WC. If you are enrolled in English 104, go to the WC during the first full week of classes to receive course information and arrange your schedule. If you aren’t enrolled in English 104 but would like to receive structured, weekly practice and assistance from

WC tutors, you may add the course.

Accommodations: Students who have a disability that requires accommodations should make an appointment with the Office of Disability Services (974-6087) to discuss their specific needs. If you're not sure what constitutes an "accommodation," you may contact me confidentially by email or during my office hours.

In order to receive credit for English 102, you must complete

Three formal essays: 60 percent

These will be typed, 5-7 and 6-8 page essays that ask you to construct a well-supported argument using varied methods of research. As these paper assignments near, you will receive an outline on possible topics, requirements, and other logistical details.

Cover Letters: 15 percent

With your formal papers, you will submit a structured cover letter. Each cover letter should be **at least 300 words** and describe as concretely as possible your contribution to our class. This letter should cover your writing process with the particular paper, participation in class discussion, your work on group projects, your attentiveness to our classroom community, as well as any participation outside of class—such as visiting the Writing Center and your conferences with me. I want to know how best to structure this class to help *you*.

Two group projects: 5 percent

These short (5 to 10 minute) group projects will have both oral and written components and are intended to help you develop both your understanding of rhetorical devices and your ability to communicate effectively in different genres and to different audiences. You will receive a written assignment sheet detailing the logistics of each project.

Discussion Questions: 5 percent

Once during the semester, you will prompt discussion on a day's reading. On the day you are scheduled to present, you will provide a handout to each member of the class. This handout will include a set of questions (4-6 seem reasonable) and any other information you deem important. Ask open-ended questions to generate conversation.

Journal Entries and Online Writing: 10 percent

You will use the first ten to fifteen minutes of every class writing in your journal. Your journal should be a notebook of some sort, spiral bound or otherwise. These journals will be checked for "completeness." That is, I'm not grading for sentence structure, grammar, or logic, only for your *thoughtful* participation. We will also engage in electronic discussions to carry our conversations outside the classroom and into "the real world" using UT's "BlackBoard" feature. This online component is why it is so important to have some mode of computer access. You may use the computers in the library (including the loaner laptops you get from the second floor circulation desk), the Writing Center, or the language lab on the second floor of HSS. Presently, there are **five** electronic discussions assigned on five Thursdays. **These discussions are always due by noon on the Monday after they are assigned.** These writings are informal, conversational, and should pertain to some aspect of classroom discussion, though creativity is encouraged. I won't

check for grammar, spelling, and all of the other things that should be present in your formal papers. Remember that you're not typing in a vacuum when you use the BlackBoard Discussion Board. Feel free to discuss someone else's post or suggest a different track to the question posed.

Participation: 5 percent

General class participation includes responding to readings, generating discussion, and asking good questions. We will work as a community to discuss—maybe in ways new and wondrous—the workings of the world. Your experiences are **important**, and your contributions will enrich the lives of those around you, just as you will be enriched through hearing the views of your classmates.

Grade Record Sheet-English 102

At the end of the semester, I will add your total numerical scores (with 1000 being the maximum) and divide by 10 to arrive at your final grade.

Formal Papers (60%)

#1 _____/200

#2 _____/200

#3 _____/200

Cover Letter (15%)

#1 _____/50

#2 _____/50

#3 _____/50

Group Projects (5%)

#1 _____/50

#2 _____/50

**Journals, Discussion Board Postings,
Other Assigned Writing (10%)**

_____/50

Discussion Questions (5%)

_____/50

Class Participation (5%)

_____/50

Total: _____/10 = _____ (final grade)

Date	Activity	Notes/Homework
1/12	Discussion of syllabus, diagnostic writing, overview of college work.	Read Spivak HD. Sign up for conference 1.
		Unit 1: Speaker Unspoken: Constructing the Margin
1/17	Discuss Spivak, “Subaltern” and Knoxville’s “Women in Black”; annotation exercise.	Read <u>IC</u> 35-62 (Halsey and all of Chapter 3); distribute “Fringe Film” assignment, due 1/26.
1/19	Discuss Halsey, “The Cult of I”; <u>IC</u> Ch. 3; three rhetorical appeals.	Read ethnographic research HD; Piercy <u>IC</u> 10; Miner HD. BlackBoard Discussion 1: How do we construct gender? How are “sex” and “gender” different? (due Monday, 1/23, by noon)
1/24	Discuss ethnographic research (HD); discuss Piercy, “Barbie Doll” and Miner’s “Body Rituals Among the Nacirema” (HD). Distribute Paper One Logistics (TBD)	Read Zinnser HD; poems, dialogue and letters in <u>IC</u> 64-9.
1/26	“Fringe Film” assignment due. Discuss Zinnser, <u>On Writing Well</u> (Interviews); poems, dialogue, and letters in <u>IC</u> .	Read Kimbrell <u>IC</u> 13-19; Truth <u>IC</u> 334-335; <u>IC</u> Chapter 9. Long-term interview assignment: Interview a person in your planned field or in a field you are interested in, prepare field notes. Develop a personal resume.
1/31	Discuss Kimbrell, “A Time for Men to Pull Together” and Truth, “Ain’t I A Woman?” Discuss <u>IC</u> Chapter 9	Work on papers for peer review, 2/2; read <u>IC</u> Chapter 12.
2/2	Peer Review ; bring complete drafts, sources, and <u>Harbrace</u> ; discuss <u>IC</u> Chapter 12.	Read Said HD; Weigl, <u>IC</u> 25-6 . Blackboard Discussion 2: How we look at things through western eyes. (Due Monday, 2/6, by noon)
2/7	Discuss Said, “Orientalism” (HD); Weigl, “Song of Napalm.” Q and A regarding Paper 1.	Work on papers, due 2/9
2/9	Paper 1 and cover letter due. Get in groups for Presentation 1, an introduction to <i>Nickle and Dimed</i> .	Prepare for presentations on 2/14.
		Unit 2: Nickle and Dimed: Constructing Workers
2/14	Group presentations to intro Unit 2.	Read Nuland HD; Blake HD; <u>IC</u> 104-105.
2/16	Discuss Nuland, <u>How We Die</u> (HD); William Blake, “The Chimney Sweeper” (HD); and “Objection to the Child Labor Amendment” (<u>IC</u>) Distribute Paper Two Logistics (“Employing the Masses: The History	HD on historical research; bring in an article or a book at least 50 years old.

	of a Company”)	
2/21	Discuss historical research; Review UMW manual, 1951. Sign up for conference two	Read Ehrenreich HD, Daniels <u>IC</u> 32-3.
2/23	Discuss Ehrenreich <u>Nickel and Dimed: On Not Getting By in America</u> (HD); speakers on “Living Wage.”	Read Steinbeck HD; Agee HD. BlackBoard Discussion 3: How should/can one live on a “living” wage? (Due Monday, 2/27, by noon)
2/28	Discuss Steinbeck, <u>The Grapes of Wrath</u> ; Agee, <u>Let Us Now Praise Famous Men</u> ; the photography of Walker Evans.	Work on drafts for peer review, 3/2.
3/2	Peer Review , bring complete drafts, sources, and <u>Harbrace</u> ; discuss revision.	Read Reich <u>IC</u> 156-59; Plagiarism: A Self-Instructional Handout.
3/7	Discuss Reich “The Future of Work”; Q and A regarding Paper 2 and plagiarism.	Work on papers due 3/9.
3/9	Paper 2 and cover letter due. Meet in groups to outline Presentation 2, an introduction to <i>Yes, We Sang</i> .	Prepare for group presentations due 3/14.
		Unit 3: Yes, We Sang: (Re)Constructing History By (De)Constructing History
3/14	Group presentations to intro Unit 3.	Graphic novel history HD; <u>Persepolis</u> HD.
3/16	Discuss history of graphic novel (HD); how to read a graphic novel, graphic explication using <u>Persepolis</u>	Read Spiegelman <u>Maus</u> ; BlackBoard Discussion 4: Initial impressions of the graphic novel. (Due Monday, 3/20, by noon)
3/21	No Class, Spring Break.	Read Spiegelman <u>Maus</u> , guided journal entry
3/23	No Class, Spring Break	Read Speigelman <u>Maus</u> , guided journal entry
3/28	Intro to Speigelman, <u>Maus</u> “Fringe Event” assignment due. Distribute Paper Three Logistics (Research based argument on a literary historical representation, TBD).	<u>IC</u> Chapter 27.
3/30	Discuss <u>Maus</u> , <u>IC</u> Chapter 27	View <u>Band of Brothers</u> scenes by 4/4. Blackboard Discussion 5: Pick one frame that is effective, analyze. (Due Monday, 4/3, by noon)
4/4	Discuss <u>Maus</u> , scenes from HBO’s film <u>Band of Brothers</u>	Work on drafts for peer review, 4/6.
4/6	Peer Review , bring drafts, sources, and <u>Harbrace</u>	Read <u>Night</u> HD.
4/11	Discuss Weisel, <u>Night</u> (HD); Q and A regarding Paper 3.	Work on papers, due 4/13.
4/13	Paper 3 and cover letter due ; wrap up <u>Maus</u> ; discuss film/lit about “real” events.	<u>Cumberland Avenue Revisited</u> HD.
4/18	Discuss Rentfro, <u>Cumberland Avenue</u>	No reading.

	<u>Revisited</u> (HD)	
4/20	Meet in Hoskins Library, Rare Books; discuss ephemera in terms of context, reading for research	<u>IC</u> 427-47, satire.
4/25	Discuss satire, <u>IC</u> 427-47. Sign up for conference three	<u>IC</u> Chapter 14, 270-90.
4/27	Discuss <u>IC</u> Chapter 14, Long-term interview assignment and personal resume due. (See 2/14).	
5/1-2	Study Days	
	Final: TBA	

Breakdown of due dates:

Paper and Cover Letter 1, full draft: February 2

Paper and Cover Letter 1, final: February 9

Paper and Cover Letter 2, full draft: March 2

Paper and Cover Letter 2, final: March 9

Paper and Cover Letter 3, full draft: April 6

Paper and Cover Letter 3, final: April 13

Group Presentation 1: February 14

Group Presentation 2: March 14

Blackboard Discussion 1: January 23

Blackboard Discussion 2: February 6

Blackboard Discussion 3: February 27

Blackboard Discussion 4: March 20

Blackboard Discussion 5: April 3

“Fringe Film” assignment due: January 26

“Fringe Event” assignment due: March 28

Long term interview and field assignment: April 27

Conference 1: Tuesday, January 12.

Friday, January 13.

Monday, January 15.

Conference 2: Tuesday, February 21.

Wednesday, February 22.

Thursday, February 23.

Friday, February 24.

Conference 3: Tuesday, April 25.

Thursday, April 27.

Friday, April 28.

Monday, May 1.

Student Contract Form

Please bring this to our first conference.

I have read the course syllabus for English 102 (Spring 2006) carefully and understand all course requirements and responsibilities and agree to the terms and conditions set down.

Your signature: _____

Printed version of name: _____

Section number: _____

Date: _____