

**ENGLISH 367.01, The American Experience**  
**WINTER 2005**  
“Lost in America”  
M-W 7:30-9:18 DE 268

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**REQUIRED TEXTS and MATERIALS (available at SBX):**

*The Long Winter*, Laura Ingalls Wilder  
*Tuesdays with Morrie*, Mitch Albom  
Zip Course Packet  
A college-level writing handbook  
Pocket Folder for in-class writing assignments

**COURSE DESCRIPTION:**

As the second writing course in the GEC curriculum, the primary goal of English 367 is to offer further instruction in composition. We will therefore spend a good deal of time refining our approaches to writing. This task is broadly conceived: we will of course be concerned with organization, development, grammatical correctness, clarity, and precision. In English 367.01, students will also strive to find their personal voices, views, and visions. The formal writing assignments will be designed to foster analytical and persuasive skills, with particular attention paid to the use of supporting evidence.

Along with its focus on composition, English 367 is a survey course that examines cultural diversity in the United States. A variety of themes will emerge in this course, including the ways that gender, race, ethnicity, sexual orientation, class, and worldview affect an individual's relations with the physical environment. As a framework for our discussions, we will consider the condition of “being lost”—in both the literal and metaphorical senses of the word.

Although they are thematically diverse, the readings in this section of English 367.01 share the common thread of what it can mean to be lost. And, because the state of being lost is frequently connected to the immediate environment, the readings will underscore the idea that our connection to “place” defines us as individuals. As we read and discuss the assignments, we will think about how being “lost” and, conversely, how inhabiting a particular place can affect identity. We will also consider how “marginality” can contribute to isolation, a condition that is often depicted in the readings for this course.

In the readings and/or during class discussions, you might encounter issues that you find provocative or objectionable. It is hoped that discussing such challenging issues will encourage critical thinking and writing as well as respect for opinions that might be different from your own. *The hallmark of English 367 is respectful dialogue and interaction.*

**COURSE REQUIREMENTS:**

1. **READINGS:** Before every class meeting, you will have read the assignments listed on page four. As you read each assignment, jot down an observation or question. These notes will help you to prepare for class discussion. At the beginning of each class period, I will collect your **TYPED observations** of the readings. The observations should consist of about three to seven sentences for each day's reading assignment.

2. **WRITING ASSIGNMENTS:** All drafts and essays must be typed. Double-space, using 1" margins and 12 pt. font size. You will not have the opportunity to rewrite any essay for a recalculation of the final grade. Individual drafts of each essay will not be graded. To pass this course, all assignments must be handed in on time. Your entire grade will be lowered by a third (from a C- to a D+, for instance) for each late assignment.

**Reading Journal:** Responding to the readings is key in English 367. During each class session, I will ask specific questions about the day's reading assignments; you will respond in written form. During the 10<sup>th</sup> week, I will collect and grade your hand-written responses, which you will keep in a pocket folder.

**Ethnography:** Field Research #1. This 4 pp. inductive paper will require your observation and analysis of some part of our university environment. You will submit a draft, have the chance to revise, and then submit a polished ethnography.

**Interview:** Field Research #2. This 4 pp. paper requires you to interview someone of a different race, class, nationality, or age. You will ask the person to share with you an interesting "life story," which you will tape record, transcribe, and analyze by placing the story in its historical and cultural context, including the context of your own collection of the story. You will have the chance to revise this paper before turning in the final version.

**Forms of Persuasion Essay:** In this 3-5 pp. paper, you will consider the use of persuasion in one of the course readings. You will turn in a draft, have the chance to revise, and then submit in final form.

3. **PARTICIPATION:** In this course, everyone is expected to participate. Careful reading and contribution to class discussion are required. A significant part of your grade will be based on your participation: be ready to express yourself about the readings. I will randomly ask students to share their opinions.

**Presentation:** Each of you will be responsible for a brief (5-7 minute) presentation on one of the readings, allowing you to share with the class some of your perceptions. **Steer clear of plot summaries!** Rather, consider the following: what do you think is the author's major purpose in writing this piece? Are the author's rhetorical choices and writing strategies successful? In terms of the composition, what works and what doesn't? Does the piece succeed in evoking the presumed response? Why? Presentations will be scheduled during the second class meeting.

**Peer Review:** As a group, we will frequently read aloud and then respond to drafts and finished essays written for his course. The idea here is constructive critiques and positive feedback.

**GRADING:**

Typed Observations and Reading Journal:	15%
Ethnography:	25%
Interview Paper:	25%
Persuasion Paper:	25%
Class Participation and Discussion Leading:	10%

**CLASSROOM POLICIES:**

**Attendance:** Your success in the course requires faithful attendance. Although two unexcused absences won't affect your grade, your final grade drops one full letter for each additional unexcused absence. Please talk with me about absences before you miss class; always feel free to talk with me about an issue that could affect your attendance. Excused absences with documentation (i.e. illness, family tragedy, inter-collegiate travel, religious observance) will not affect your grade. NOTE: Per university policy, five unexcused absences automatically result in a failing grade for the course.

**Tardiness:** Please be on time for class. Tardiness disrupts the class and is disrespectful to fellow students. Repeated lateness will negatively affect your participation grade.

**Plagiarism:** Using someone else's words, ideas, or work without proper acknowledgement is the most serious of academic crimes. Let me emphasize the severity of the offense: I will report all cases of plagiarism to the Committee on Academic Misconduct. Remember that it's more difficult to plagiarize convincingly than to write the paper yourself.

**Student Work:** Come to my office (568 Denney Hall) to claim papers not returned in class. I will hold your papers for two quarters, at which time I will discard unclaimed work.

**RESOURCES:**

**The Writing Center:** If you need additional assistance with any step of the writing process (brainstorming for ideas, drafting, revising, mechanics, grammar, style), I encourage you to see a tutor in the Writing Center, 485 Mendenhall Lab. Call 688-4291 for an appointment. It's a free service.

**Students with a Disability:** If you have a disability and need special accommodations, please talk to me. You should also be registered with the Office for Disability Services (292-3307), located in 150 Pomerene Hall.

**Ombud:** If you have concerns about this class that you are reluctant to discuss with me, you may contact the Ombud, a neutral person whose purpose is to mediate problems. The Ombud, Matt Cariello, is in his office in 533 Denney Hall, Monday through Thursday, Noon to 3 p.m. His phone number is 292-5778; or contact him via email: [cariello.1@osu.edu](mailto:cariello.1@osu.edu).

## Course Outline, English 367.01, Winter 2005

- M Jan 3 Introductions, Discuss Syllabus
- W Jan 5 Presentations scheduled. Ethnography assigned. *The Long Winter*, pp. 1-99.
- M Jan 10 *The Long Winter*, pp. 100-265.
- W Jan 12 *The Long Winter*, pp. 266-352.
- M Jan 17 NO CLASS—Martin Luther King Day  
T Jan 18 **Draft of Ethnography due in my mailbox, 421 Denney Hall, by 12:00 Noon.**
- W Jan 19 Packet: Kerouac, Sarton. Peer Review.
- M Jan 24 Packet: Houston, White. Draft returned.
- W Jan 26 Packet: Momaday, Prejean
- M Jan 31 **Final Ethnography due.** Essay 2 assigned. Film: *The Times of Harvey Milk*
- W Feb 2 Packet: Carver and Walker. Peer review.
- M Feb 7 **Draft of Life Story Interview due.** Packet: Gilman. Graded ethnography returned.
- W Feb 9 Packet: Carson and Williams. Peer Review.
- M Feb 14 *Tuesdays with Morrie*, pp. 1-107. Draft returned.
- W Feb 16 No class.
- M Feb 21 **Final Life Story Interview due.** Essay 3 assigned. *Tuesdays with Morrie*, pp. 108-192
- W Feb 23 Packet: Steinem, Ehrenreich, and Barry. Peer review.
- M Feb 28 **Draft of Persuasion Paper due.** Graded Life Story Interview returned. Packet: Noda and Malamud
- W Mar 2 Packet: O'Connor and Baldwin. Peer Review.
- M Mar 7 Draft returned. Packet: Eighner and Sanders. Reading Journal Due.
- W Mar 9 **Final Persuasion Paper due.** Course Evaluations.

## GRADING CRITERIA

**“A”** essays are original, clear, logical, stimulating. They thoroughly and concisely develop one central idea. They demonstrate: 1) carefully controlled sentence, paragraph, and whole-essay structure; 2) effective choice of words and phrases; 3) unity of purpose, voice, and subject; 4) clear generalizations and concrete, relevant support for those generalizations; 5) few or no mechanical errors. “A” essays respond to the assignment and yet demonstrate initiative and freedom of choice within that assignment. They are unique without being eccentric or sensationalistic. They are highly readable. They demonstrate a writer’s ability to synthesize diverse material and intentions.

**“B”** essays are clear and coherent. Their purpose and logic are adequately developed. “B” papers contain solid sentence, paragraph, and whole-essay structures and thoughtful word choice. Mechanical errors are few. Although indicating above average competence, the “B” paper lacks the excellence of thought, development, and style that characterize the “A” essay.

**“C”** essays are organized and contain no really distracting errors in language or mechanics. There may be very little in them that needs editing marks or comments, but the thoughts, expressions, and use of the language within them will not be exceptional. Their purpose is clear, and their generalizations, development, and support are satisfactory but not outstanding.

**“D”** essays demonstrate below-average language skills and effort. Their purpose is usually unclear and undeveloped. Disorganization is often a problem. They may lack sound generalizations and specific support for those generalizations. Mechanical and language errors are common, showing either a lack of comprehension or a lack of proofreading. “D” essays usually do not say enough, and they frequently wander from the purpose of the assignment.

**“E”** essays have insufficient purpose, organization, and development. Sentence and paragraph structures are faulty. Errors in mechanics and grammar are frequent (these include misspelled and misused words, lack of subject/verb/pronoun/ antecedent agreement, no control over verb forms or tenses, weak modification). The logic within an “E” essay may be poor. Some papers receive a failing grade because a student’s abilities are not up to standards; others, because the student did not put forth adequate effort.

English 367.01, Winter 2005  
**SIGN-UP SHEET FOR PRESENTATIONS**  
Please mark your first and second choices!

DATE	READING	STUDENTS
M Jan 10	<i>The Long Winter</i> , part 2	
W Jan 12	<i>The Long Winter</i> , part 3	
W Jan 19	Jack Kerouac, "Alone on a Mountaintop"	
	Mae Sarton, "Rewards of a Solitary Life"	
M Jan 24	Pam Houston, "A Blizzard Under Blue Sky"	
	Evelyn C. White, "Black Women and the Wilderness"	
W Jan 26	M. Scott Momaday, "The Way to Rainy Mountain"	
	Sister Helen Prejean, "Memories of a Dead Man Walking"	
W Feb 2	Raymond Carver, "Cathedral"	
	Alice Walker, "Everyday Use"	
M Feb 7	Charlotte Perkins Gilman, "The Yellow Wallpaper"	
W Feb 9	Terry Tempest Williams, "Clan of One-Breasted Women"	
	Rachel Carson, "Of Man and the Stream of Time"	
M Feb 14	<i>Tuesdays with Morrie</i> , part 1	
M Feb 21	<i>Tuesdays with Morrie</i> , part 2	
W Feb 23	Gloria Steinem, "I was a Playboy Bunny"	
	Barbara Ehrenreich, "Scrubbing in Maine"	
	Dave Barry, "Lost in the Kitchen"	
M Feb 28	Kesaya E. Noda, "Growing Up Asian in America"	
	Bernard Malamud, "Angel Levine"	
W Mar 2	Packet: Flannery O'Connor, "Revelation"	
	James Baldwin, "Sonny's Blues"	
M Mar 7	Packet: Lars Eighner, "On Dumpster Diving"	
	Scott Russell Sanders, "The Common Life"	