

367 SAMPLE SYLLABUS

English 367.01

The U.S. Experience: Education in America

OVERVIEW

The goal of this course is to foster in you the ability to recognize and develop connections between various texts and to reflect on these connections relative to personal, academic and cultural needs. Through a sequence of writing assignments, you will be asked to analyze essays, poems and fiction with an eye toward developing arguments about education and popular culture in America. In doing this, you will be asked to explore your own beliefs about the processes of teaching and learning. Such self-reflection is empowering in that it allows us to reconsider the value and usefulness of critically-centered education in a democratic society. Two guiding principles of this course are that a) reading and writing are related activities and b) that readers bring a wealth of previously acquired knowledge to bear on a given text. To recognize these points of intertextuality and to reflect on them enables you to better understand your own cognitive processes and compositional strategies. A typical class period may consist of writing workshops, discussions of essays or film clips, small group activities, reflection on the writing process – or combinations of all of these.

COURSE TEXTS

Hunger for Memory by Richard Rodriguez, *Educating Rita* by Willy Russell, *The Longman Pocket Writer's Companion* by Chris Anson; "Dangerous Minds" (film); several very important handouts.

WRITING WORKSHOPS

A great deal of in-class time will be devoted to writing workshops and peer reviews. In a writing workshop, a rough draft of an essay is distributed to and read by class members, who then comment on strategies for rewriting. Each student will have at least one whole-class workshop during the semester. Every time the class has a workshop, you will be asked to fill out a reader response form. This response will be given to the person whose essay is being workshopped, who will then hand it in with his or her essay. Reader responses are important to the success of workshops, and you are expected to take them seriously.

Important: You are responsible for providing copies of rough drafts for either whole class or peer reviews; each class member's rough draft is due on the same day (see schedule) regardless of whether it is being workshopped. A schedule of workshops will be developed as the quarter progresses.

EVALUATION AND ASSESSMENT

Assessments will be based primarily on your writing, but will also take into consideration other factors, such as being prepared for class and willingness to engage in discussions. The base-line grade for this course is a "B", which you'll automatically receive if you do the following:

- miss no more than three classes
- hand in late not more than two assignments
- show clear evidence of desire to revise writing
- demonstrate good copy editing
- give useful feedback in workshops
- participate in class discussions
- show the ability to make connections between the various readings

A fair grade ("C") will be considered when these criteria are not met; an excellent grade ("A") will be considered when these criteria are exceeded.

RESPONDING TO THE READINGS: STUDENT-LED DISCUSSIONS

In-class discussions will not proceed from lectures, but from your responses to the material at hand: your questions, your challenges, your concerns. You will need, therefore, to be prepared to speak about the readings on the designated days, and you'll be expected to contribute to the evolving classroom conversation.

PARTICIPATION

Attendance is required. Your participation in workshops and class discussions is integral for successful completion of the course. *More than three absences will affect your grade, and more than four may result in failure.* If you come to class more than ten minutes late, a half-absence will be assessed. If you are unable to attend classes due to an emergency or illness, please let me know. You are expected to hand in all work on time. If you are unable to hand in work due to an emergency or illness, please let me know.

CONFERENCES

Please see me during the first two weeks of class for an informal conference. You'll also be asked to come in sometime in the final three weeks to discuss your final project. In between those visits, you can see me any Tuesday, Wednesday and Thursday, from 1.30-3.00, to discuss your writing concerns.

WRITING ASSIGNMENTS

There are two main kinds of writing for this course: rough and final drafts of your essays written in response to assignment, and Workshop Responses. Rough drafts should be at least 2 pages, which will be used in workshops and/or for instructor response; evaluation drafts should be 5-7 pages. You are required to write a Workshop Response for each in-class workshop (see "How to Write a Workshop Response," below). See course schedule for due dates and specific assignments.

A NOTE ON PLAGIARISM

This is the official OSU English Department Writing Programs policy on plagiarism: "All academic work submitted to the teacher must be a result of a student's own thought, research or self-expression. When a student submits work purporting to be his or her own, but which in any way borrows organization, ideas, wording or anything else from a source without appropriate acknowledgment of the fact, he or she is engaging in plagiarism. When a student submits work in his or her own name that has been written wholly or in part by another person – regardless of whether or not it has been taken from unattributed source materials -- he or she is engaged in a kind of plagiarism known as collusion. Collusion should not be confused with the kind of collaboration that arises in writing course during workshops, peer responses and student/teacher or student tutor conferences, all of which are endorsed by writing pedagogy; collusion involves receiving 'unauthorized' aid. Both plagiarism and collusion are considered major academic infractions, and should be treated with the utmost gravity by the teacher."

RESOURCES

Writing Center: Besides giving feedback, these English graduate students can help with other writing issues such as topic development, organization, coherence, clarity, and self-editing. Call 292-5607.

Ombud: The Ombudsman of the Writing Programs, Matthew Cariello, mediates conflicts between students and teachers in English 367 and 110. His Winter 2007 office hours are Monday, Tuesday and Wednesday 11.30-1.00 in Denney Hall 533. He can also be reached at cariello.1@osu.edu and 292-5778. All conversations with the Ombudsman are confidential.

Office of Disability Services: Students with disabilities who need accommodations should be registered at the Office for Disability Services. Call 292-3307.

GENERAL EDUCATION CURRICULUM GENERAL DESCRIPTION AND OBJECTIVES

English 367.04 fulfills the second half of the GEC requirement “Category 1: Writing and Related Skills.”
Goals/Rationale: The purpose of courses in this category is to develop students’ skills in writing, reading, critical thinking, and oral expression.

Learning Objectives:

1. Students apply basic skills in expository writing.
2. Students demonstrate critical thinking through written and oral expression.
3. Students retrieve and use written information analytically and effectively.

COURSE SCHEDULE

Week 1 (March 26 & 28)

Introductions, etc.

“The 20 Most Common Errors in College Writing”

Readings: Freire, “The ‘Banking’ Concept of Education,” found at the Carmen website/

Week 2 (April 2 & 4)

Readings: Freire & others, continued discussion & in-class activities; Essay #1 assigned.

Week 3 (April 9 & 11)

Workshops: Essay #1 rough draft due T; workshops as scheduled.

Week 4 (April 16 & 18)

Film: “Dangerous Minds” (in-class viewing)

Writing: In-class activities.

Essay #1 final draft due Thursday

Week 5 (April 23 & 25)

Readings: “The Achievement of Desire” (HM).

Writing: In-class activities; Essay #2 assigned.

Week 6 (April 30 & May 2)

Workshops: Essay #2 rough draft due T; workshops as scheduled.

Week 7 (May 7 & 9)

Viewing: *Educating Rita* (film & book).

Writing: in-class activities.

Essay #2 final draft due Thursday

Weeks “8, 9 & 10” (May 14, 16, 21, 23, 28 & 30)

Workshops, In-class Activities & Conferences: Final Project