

English 105 Section B2
Writing and Learning in the 21st Century University
Fall 2017

MWF 9:05AM-9:55AM

Dooly Memorial 115

Instructor: Tarika Sankar

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Office Hours: Wed 10am-11am in Ferre 101, and by appointment (email to set up a time)

Texts and Materials: *The Everyday Writer*, by Andrea Lunsford (**Recommended**, not required)
Other course materials will be available online via Blackboard
Access to printing and an electronic device (tablet, computer, etc)

Course Philosophy: English 105 will ask you to reflect on your educational experiences and think critically about your place within the university community, while introducing you to the types of writing, reading and thinking that take place there. This is not a class about grammar, punctuation or teaching you “how to write.” Instead, you will be asked to read several essays and use them as a springboard to develop your own ideas and arguments. During the final quarter of the course, you will be asked to develop and complete your own final project as a class, and will be responsible for planning the final week of course content. This course aims to engage you, then, in learning to learn, learning to think about what you are learning, and learning to think about *how* you are learning in the context of a research university. We will model and explore the intellectual community of university, which values critical thinking, synthesis, consideration of multiple perspectives, and an awareness of the constructed nature of written discourse.

In our particular section of English 105, we will focus on themes of education, pedagogy, and the modern university as an institution. The essays you read and the essays you write will ask you to think about your own experiences with education within and outside the university and how issues of class, race, gender, sexuality, and social inequity are implicated in those experiences. We will complicate our own understandings of how we learn and how college courses are taught, and critically investigate how practices of reading, writing and thinking are embedded in the social context of the research university of which you are now a part.

Accordingly, this course will be run slightly differently from a traditional college classroom. We will work collaboratively to design certain aspects of the course together. At the start of the semester, we will collectively determine some of the goals we would like to achieve as a result of this course. Our final assignment will be a project created by you to meet these learning objectives and to explore or address a particular issue, problem, or topic that you select as a class (that relates to the course theme.) As such, this course will require you to be an active and engaged participant and to take a high degree of responsibility for your own learning.

Learning Outcomes: At the end of the course, students will demonstrate ability to...

- Discuss writing metacognitively
- Engage in critical questioning
- Use texts as invitations and opportunities for writing and thinking
- Deploy more sophisticated rhetorical strategies for their writing
- Any further goals that we set as a class at the beginning of the semester

Required Work and Grades:

Class Participation/Workshops/Peer Review 20%

Assignment 1 15%

Assignment 2 20%

Assignment 3 20%

Assignment 4 25%

You will have the opportunity and be expected to thoroughly revise/rework all of your papers using comments from your peers on draft papers and workshop sessions in class to help you before the final submission due dates (see schedule below). The grading scale is as follows:

95 = A

91.5 = A-

88.5 = B+

85 = B

81.5 = B-

78.5 = C+

75 = C

71.5 = C-

68.5 = D+

65 = D

61.5 = D-

60 = F

A-Excellent B-Above Average C-Average D-Below Average F-Failure

Writing Assignments

You will complete three written assignments over the course of the semester of approximately 4-6 pages each, and a fourth assignment, for which you as a class will determine the format and medium. Each assignment will be accompanied by a critical/theoretical reading[s], class workshopping, in-class peer responses, and extensive thinking, drafting, and revising. Writing in this class will never be a matter of hammering something out the night before the due date.

Assignment 1: Digital Literacy Narrative

Assignment 2: Observing the University Essay

Assignment 3: Ways of Seeing Art Essay

Assignment 4: TBD by you

Workshops

Experienced writers always collaborate. They show their work to peers in its early stages, bounce it off colleagues when they have completed drafts, have friends read their work to get a second opinion from someone “outside the field,” and take criticism from editors and reviewers. But not only do experienced writers share their *writing* with others, they also share *ideas*. They share ideas in two ways: first by reading the work of others, and second by joining an intellectual community. Our English 105 class will serve as an intellectual community that not only models, but investigates and interrogates the practices and values of the university as a whole.

Therefore, your writing will be regularly reproduced and posted on our class blackboard site (with your name on it) to serve as texts for the class. Everyone in the class will read and provide constructive feedback on your draft in small groups and during class discussion. Each member of the class will have their paper workshopped during the semester. As a community of writers, it is essential that you learn to give and take critical, constructive comments and use the class as a

workshop for your benefit. Taking an active role in the process is just as important as the final product.

Peer Response

Receiving feedback from your peers can be one of the most valuable steps in the writing process. Not only are your peers able to serve as a practice audience for your writing, but reading the work of others will teach you new strategies for writing and revision. As such, engaged and constructive participation in your peer response groups is essential. For every assignment, we will spend one to two class periods in small groups discussing your group members' writing. You may also be required to write a short response to your peers' papers either prior to or during class.

Blackboard Reading Responses

The night before most reading assignments are due, you will be asked to respond to a specific prompt or question related to the reading. These responses are designed to stimulate your thinking about the text and the course themes and help prepare you for class discussion. They are also great places to start generating ideas for your essays. These posts will be graded informally, but thoughtful responses will enrich our class discussions and help you develop confidence in your ideas, critical reading skills and writing. **To earn full points on your reading responses, you will need to write thoughtful answers in full sentences and/or paragraphs totaling about 300 words.**

Blackboard will also be a crucial tool for communication as we move into the final portion of the course and attempt to create a final project together. Discussion threads on important logistical and theoretical concerns will be created to facilitate the selection of a problem, question or topic, any associated readings or homework assignments, and the form of the project itself. Participation in these discussions is expected and will count toward your participation grade.

Participation

Considered and engaged participation is crucial to your success in this course as well as creating a rich learning environment for the class. Successful, **"A" level** participation includes...

- Satisfactorily completing Blackboard reading responses
- **Coming to class prepared, with a paper or electronic copy of the assigned reading**
- Reading course readings fully, carefully, and critically, and preparing to make and argue assertions about the reading
- Attentively listening to the comments of your peers and extending or constructively critiquing their ideas
- Bringing our attention to passages from the reading and make connections to earlier readings or previous class discussions
- Thoughtfully and constructively contributing to group activities, discussions, and peer response
- Providing respectful, constructive feedback on your peers' writing and creating a collaborative, supportive environment of inquiry

Your participation grade will be negatively impacted by...

- Failing to attend class
- Sleeping or chatting in class
- Off-task use of electronic devices: texting, checking social media, shopping, etc in class
- Coming to class unprepared i.e. without a paper or electronic copy of the reading, without access to your peers' essays, without having done the reading

- Participating infrequently or in ways that are not constructive and do not move the conversation forward
- Merely being present in class but failing to engage in discussions or activities in small or large groups

Policies, Expectations and Etiquette

Attendance is mandatory for this course. Your participation in class discussions is essential to both your own learning and the quality of the course we will be creating together. Absences and lateness will negatively impact your participation grade. Excused absences are allowed only for participation in university sanctioned events and religious holidays. In these cases, please inform me of the dates of your absences during the first week of classes. You are allowed **three** unexcused absences, no questions asked (for illness, emergencies, etc.) For each class you miss after the limit, your final grade will be affected. If you miss **six** or more classes, you may fail automatically.

Papers should be submitted **in class** on the day they are due as a **hard copy**. Papers will be deducted by 10% for each class period they are late. If you anticipate that you will have difficulty meeting a deadline please come and talk to me about that well in advance, and NOT the night before the assignment is due. In general, adjustments or extensions to the deadline should be discussed at least three days before the due date. We will collectively determine the due date for the final assignment, but it will need to be at least one week before the deadline to submit grades.

Electronic devices play a useful role in the 21st century classroom and I will not attempt to enforce a no phones or laptops policy. However, know that off-task use of electronic devices will result in a loss of participation points for the day. Use of technology for non-class purposes does not only negatively impact your ability to participate, but distracts your classmates. I prefer that laptops be closed and out of sight unless you are specifically using them to access a reading or paper for class or to conduct research. While I understand that laptops are commonly used for note-taking, I prefer that you take notes by hand if you are able in order to reduce distractions to yourself and your peers.

Plagiarism can include, but is not limited to, using the words and ideas of others as your own, failing to appropriately cite and give credit to the words and ideas of others, copying and pasting from sources without proper citation, submitting another (current or previous) student's paper as your own, or submitting a paper purchased or downloaded from a database as your own. As a serious ethical and legal violation, it will be punishable by failure of the course and possible dismissal from UM. For more information on the Student Honor Code, please see www.miami.edu/honor-code

Grades may not be discussed via email due to federal requirements, so if you have a question or concern about an assignment or participation grade, please come and see me during my office hours or email me to arrange a meeting.

Statement of university values: "While we defend freedom of speech and assembly, we denounce the rhetoric and actions of white supremacists and any other groups that promote exclusion, suppression, and intimidation of people who look, speak, or pray differently. History has shown us that it is only through respectful and constructive exchanges that societies can evolve and flourish. That is the core mission of the University of Miami, and we recommit to it at this challenging time." (University of Miami President Julio Frenk, August 14th 2017.) In this course, we will strive to model the values expressed by President Frenk and shared by the University of Miami by creating an inclusive and welcoming classroom that fosters respectful and critical dialogue.

Tips for Success in this Class

- It is essential that your **UM email** points to a current working email that you check *regularly*, as I will communicate with you via the Blackboard email system.
- The **Writing Center** is an excellent (and free!) resource. I encourage you to bring in your papers throughout the semester.
 - The Writing Center is located on the first floor of Richter Library in the Learning Commons (past the elevators to your left)
 - Make an appointment at <http://www.as.miami.edu/writingcenter/> or call 305-284-2956. Appointments are available for either 30 minutes or an hour. Walk-ins also available, but limited.
 - The Writing Center can help you at any stage in your writing process, from brainstorming and outlining to revising drafts to working on grammar and sentence-level issues.
 - In order to help them help you, please always bring a copy of the **assignment sheet**, relevant **readings** and texts, and a copy of the syllabus to your appointment.
- Feel free to come to my **office hours** or email me to make an appointment to discuss questions or concerns, or simply to check in. If you have trouble speaking in class, come and talk to me about ways to overcome hesitations. If you find yourself falling behind, come and talk to me about strategies for managing your study time. If you feel overwhelmed, or confused, or just plain lost, come and talk to me. I am here to help you as best I can.
- I will respond to emails as promptly as I am able, but I cannot guarantee a same-day response. Please take that into consideration when emailing me with questions about assignments and the class.
- If, at any point, your work is not of passing quality, I will inform you immediately. While this is not specifically a grammar course, I do expect that your writing will be of a reasonably correct standard. If I see serious problems in your writing, I will ask that you see a tutor at the writing center on a weekly basis.
- This class will ask you to unlearn some of your assumptions and ideas about writing, thinking and learning. It demands not just the rote production of papers, but deep engagement with ideas that may challenge your worldview. Be prepared to invest several hours outside of class each week in thinking, writing, and reflecting. I promise that your effort will not be wasted, and will pay off in the rest of your college career.

ENG 105 Fall 2017 Course Schedule

(all readings and homework assignments due the day listed)

***Please note that this syllabus is subject to change. I will notify you of any changes in writing.**

WEEKS 1-4: Literacy, Technology and Personal Experience

Week One: Introduction to Literacy and Power

Mon Introduction to the course
8/21

Wed Setting course goals and learning outcomes
8/23 **Reading:** Paulo Freire, Pedagogy of the Oppressed Chapter 2
Homework: Post response to discussion question on Blackboard before class
Turn in completed survey

Fri Pedagogy of the Oppressed contd
8/25 **Reading:** None
Homework: None

Week Two: Literacy Narratives, Traditional and Digital

Mon What is a Literacy Narrative?
8/28 **Reading:** Sherman Alexie, "Superman and Me"
Homework: None

Wed Model Literacy Narratives
8/30 **Reading:** Mike Rose, "Lives on the Boundary" (excerpt)
Homework: Post response to discussion question on Blackboard before class
LAST DAY TO ADD A COURSE

Fri Digital and Technological Literacy
9/1 **Reading:** Hawisher, et al, "Becoming Literate in the Information Age"
Homework: Post response to discussion question on Blackboard before class

Week Three: Writing the Digital Literacy Narrative

Mon **NO CLASS: LABOR DAY**
9/4

Wed Digital Literacy Narrative Invention Exercises
9/6 **Reading:** None
Homework: Begin drafting your digital literacy narrative
LAST DAY TO DROP A COURSE WITHOUT A "W"

Fri Thinking Through Digital Literacy
9/8 **Reading:** None
Homework: None

Week Four: Revising and Perfecting the Digital Literacy Narrative

Mon Workshop
9/11 **Reading:** Read posted workshop essays prior to class
Homework: FIRST DRAFT OF DIGITAL LITERACY NARRATIVE DUE

Wed Peer response
9/13 **Reading:** Read your group members' drafts prior to class
Homework: None

Fri Peer Response
9/15 **Reading:** Read your group members' drafts prior to class
Homework: None

WEEKS 5-9: Observation, Undergraduate Education and the Research University

Week 5: Is a Liberal Arts Education Still Relevant?

Mon Professionalization in Higher Ed
9/18 **Reading:** William Deresiewicz, "What Are You Going to Do With That?"
Homework: Post response to Blackboard discussion question before class
FINAL DRAFT OF DIGITAL LITERACY NARRATIVE DUE IN-CLASS

Wed The Value of the Humanities (?)
9/20 **Reading:** Martha Nell Smith, "The Humanities are Not a Luxury"
Adam Frank, "What Is the Value of An Education in The Humanities?"
http://www.npr.org/sections/13.7/2016/02/02/465239105/what-is-the-value-of-an-education-in-the-humanities?utm_campaign=storyshare&utm_source=twitter.com&utm_medium=social
Homework: None

Fri The Liberal Arts Education in the 21st Century Job Market
9/22 **Reading:** Goldie Blumentstyk, "Liberal-Arts Majors Have Plenty of Job Prospects, if They Have Some Specific Skills, Too" <http://www.chronicle.com/article/Liberal-Arts-Majors-Have/236749/>
Homework: None

Week 6: Critical Observation and the University

Mon Beyond the Classroom: Observing the University
9/25 **Reading:** Tuchman, "Wannabe U: Inside the Corporate University" (excerpt)
Homework: Post response to Blackboard discussion question before class

Wed What is Observation? Observation and descriptive writing in-class exercise
9/27 **Reading:** Yusef Komunyakaa's "Facing It" (poem)
Homework: Bring in a photo of the UM campus or a location in Miami that you took

Fri Participating in Academic Discourse
9/29 **Reading:** David Bartholomae, "Inventing the University"
Homework: Choose observation site and complete observation this weekend/next week

Week 7: Individual Conferences

Mon **NO CLASS: individual conference meetings**
10/2

Wed NO CLASS: individual conference meetings
10/4

Fri NO CLASS: individual conference meetings
10/6

COMPLETE OBSERVATION(S) THIS WEEK

Week 8: The Writing Classroom in the Research University

Mon Observation in-class writing: processing the observation notes
10/9 **Reading:** None
Homework: Bring observation notes to class

Wed Composition in the University
10/11 **Reading:** Sharon Crowley, "Terms of Employment: Rhetoric Slaves and Lesser Men."
Homework: Post response to Blackboard discussion question before class

Fri NO CLASS: FALL RECESS (OCT 12-15)
10/13

Week 9: Writing and Revising the Observation Essay

Mon Workshop
10/16 **Reading:** Read the posted workshop essay before class
Homework: Bring in a revision plan for your observation essay

Wed Peer response
10/18 **Reading:** Read your group members' drafts prior to class
Homework: None

Fri Reflecting on the Observation Essay writing process
10/20 **Reading:** None
Homework: OBSERVATION ESSAY FINAL DRAFT DUE IN CLASS

WEEKS 10-12: Ways of Seeing: Art and the Institution

Week 10: Developing a Critical Framework for Seeing

Mon Art and Context
10/23 **Reading:** John Berger, "Ways of Seeing"
Homework: Post response to Blackboard discussion question before class
LAST DAY TO DROP A COURSE

Wed "Ways of Seeing" contd
10/25 **Reading:** None
Homework: None

Fri Graffiti: Art and Power
10/27 **Reading:** Selections from *This is Modern Art* by Kevin Coval (TBD)
"Is This Modern Art?" <http://chicagotonight.wttw.com/2015/03/03/modern-art>
Homework: None

Week 11: Analyzing Art in a Social Context

Mon FIELD TRIP TO LOWE ART MUSEUM (TBD)

10/30

Wed Ways of Seeing essay invention activities

11/1 **Reading:** None

Homework: Bring an image of your selected artwork and notes to class

Fri Art and the Museum as Institution

11/3 **Reading:** Brian Wallis, "Institutions Trust Institutions"

Homework: Post response to Blackboard Discussion question before class

Week 12: Workshopping and Peer Review

Mon "Ways of Seeing" in-class writing

11/6 **Reading:** None

Homework: Bring in an outline of your essay

Wed Workshop #1

11/8 **Reading:** Read the posted workshop essay before class

Homework: Draft of Ways of Seeing essay due

Fri Workshop #2

11/10 **Reading:** Read the posted workshop essay before class

Homework: Draft of Ways of Seeing essay due

WEEKS 13-15: Designing an Assignment

Week 13: Introduction to Critical Pedagogy

Mon Peer response

11/13 **Reading:** Read your group members' drafts prior to class

Homework: None

Wed From "Instruction Paradigm" to "Learning Paradigm"

11/15 **Reading:** Barr and Tagg, "From Teaching to Learning -A New Paradigm for Undergraduate Education"

Homework: Post response to Blackboard discussion question before class

FINAL DRAFT OF WAYS OF SEEING ESSAY DUE IN-CLASS

Fri Constructionism and Learning

11/17 **Reading:** Jonan Donaldson, "The Maker Movement and the Rebirth of Constructionism"

<http://www.digitalpedagogy.com/hybridped/constructionism-reborn/>

Homework: Post response to Blackboard discussion question before class

11/18-11/26: NO CLASS: THANKSGIVING RECESS

Week 14: Exploring Possibilities for the Final Project

Mon Review of course themes; brainstorming a topic, problem or issue
11/27 **Reading:** Review your Blackboard discussion posts from the semester
Homework: Come to class with at least 2 topics you are interested in exploring for the final project

Wed Choosing a genre/form/medium for final project
11/29 **Reading:** Charles Hill, "Reading the Visual in College Writing Classrooms"
Homework: Post response to Blackboard discussion question before class

Fri
12/1 TBD by students

Mon
12/4 TBD by students

FINAL ASSIGNMENT DUE DEC XX