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English Composition 112

Course Texts

- Yagelski, Robert. *Reading Our World*. Wadsworth, Cengage Learning, 2010.
- *Quick Access*. Sixth Edition. Prentice Hall Publishers, 2010.
- Additional materials as provided

Course Requirements

- Three Short Formal Essays (3-5 pages)
- Lengthy Formal Research Essay (8-10 pages)
- In-Class Writing Assignments (no more than 5 pages)
- Homework and Reading Quizzes as necessary
- Reflective Letter
- Final Portfolio

Grade Breakdown

Short Formal Essays: 10 points each = 30 points
Research Essay: 20 points
In-Class Writings: 10 points
Participation: 10 points
Homework/Quizzes: 10 points
Presentations: 10 points
Portfolios: 10 points

<u>Grading Scale</u>	A 100-92	A- 91-90
B+ 89-88	B 87-82	B- 81-80
C+ 79-78	C 77-72	C- 71-70
D+ 69-68	D 67-60	F 59-0

Classroom Behavior

The design of this course will require student engagement both in the discussion of the reading assignments and the development of writing assignments. Therefore, when appropriate students will be required to participate in classroom discussions. Students will act appropriately when speaking in class, and respect other students in the classroom as well as the instructor. As a basic rule, if there is any question about the appropriate nature of a comment, do not say it as issues may be more sensitive to other students in the classroom than to yourself. Please keep cell phones on silent when in the classroom. Students are also required to leave laptops closed during class and keep from distracting other students.

Formal Essays

During the semester students will be responsible for producing three formal essays on selected topics. The topics will be both from the class text and from independent sources. Students will be expected to writing between 4-5 pages on each essay and will be provided with detailed handouts for each essay.

Homework/Reading Quizzes

Students will be required to prepare themselves for class. As part of this preparation, they should complete the appropriate readings and take-home assignments.

Throughout the semester if students are not keeping up with the readings or homework, there will be pop quizzes and scheduled quizzes to ensure students participation.

Reflective Letter

The reflective letter will introduce your portfolio. You will be explaining your thorough understanding of at least three rhetorical concepts listed on the portfolio grading rubric and demonstrate how you applied these concepts throughout your drafting and revising process. You must give specific references to the essays you have chosen in your portfolio to use as examples of your understanding, highlighting those areas with a marker, underlining, or something similar. Attention will be paid especially to revisions based on these concepts. You will also need to write about your strengths and weaknesses as a writer, as demonstrated through the portfolio.

Portfolio

The portfolio will contain your reflective letter, two essays of your choice (plus the drafts), and your in-class essay. You will have the opportunity to revise these two essays further to highlight your understanding of key concepts you mention in your reflective letter.

Attendance and Participation Policy

Students will be expected to attend class regularly and to participate while in class. While illnesses and other documented absences are sometimes unavoidable, missing class on a frequent basis will affect your grade. Also, attending class and simply sitting in your seat will also affect your grade. Therefore, in order to completely succeed and receive full credit in both of these areas, students must both attend and participate. One week of missed classes will be permitted with no damage to student grades, after one week students will lose one letter grade, after two weeks students will lose two letter grades, and after three weeks students will no longer be able to pass the course.

Student Presentations

During the 9th week of class (right before Spring Break) students will be responsible for giving 5-10 minute presentations on selected topics from the text. Handouts will be

provided later in the semester to outline the exact requirements as well as the method for choosing topics.

TENTATIVE SCHEDULE

Week One:

M: Syllabus Introduction

W: In-Class Writing Assignment

F: Chapter One: Understanding the Contexts of Writing (3-14)

Week Two: Short Stories

M: William Faulkner "Barn Burning"
photocopy

W: Flannery O'Connor "A Good Man is Hard to Find"
<http://pegasus.cc.ucf.edu/~surette/goodman.html>

F: James Baldwin "Sonny's Blues"
<http://www.wright.edu/~alex.macleod/winter06/blues.pdf>

Week Three: Understanding Writing

M: Chapter Two: Understanding Media as Contexts for Writing (15-30)

W: Chapter Three: Entering the Conversations (31-47)

F: Chapter Four: Engaging in Research and Inquiry (47-66)

Week Four: Identity

M: Intro, *Creating Our Selves*: Sojourner Truth "Ain't I a Woman?" (71)

W: *Defining Each Other*: Dagoberto Gilb
"You Know Him **by** His Labors, but Not His Face" (98)

F: *Diverse Selves, Multiple Identities*:
Bharati Mukherjee "American Dreamer" (119)

Week Five: Understanding

M: Intro, *Learning*: Richard Wright "The Library Card" (137)

W: *Schooling*: Paulo Freire "The Banking Concept of Education" (176)

F: *Belief*: Langston Hughes "Salvation" (224)

Week Six: Relationships

M: Intro, *Exploring Love*: Kristin van Ogtrop "Attila the Honey I'm Home" (245)

W: *Complicating Relationships*: William Jelani Cobb "The Other L-Word" (289)

F: *Rethinking Relationships*: David Sedaris "Consider the Stars" (301)

Week Seven: Communication

M: Intro, *The Politics of Language*: Gloria Anzaldua "How to Tame a Wild Tongue" (337)

W: *Writing Matters*: Jimmy Santiago Baca "Becoming a Poet" (386)

F: *Beyond Words*: Jean Kilbourne "Jesus Is a Brand of Jeans" (410)

Week Eight: Power

M: Intro, *What is Power?*: John F. Kennedy "Power and Poetry" (445)

W: *The Process of Power*: George Orwell "Politics and the English Language" (454)

F: *Challenging Power*: Henry David Thoreau "Resistance to Civil Government" (481)

Week Nine: Student Presentations

SPRING BREAK MARCH 15-19

Week Ten: Research Time

Week Eleven: Living Together

M: Intro, *Creating Living Spaces*: Marcus Renner "The People's Freeway" (544)

W: *Communities*: Paul Goldberger "Disconnected Urbanism" (557)

F: *Valuing Place*: E.B. White "Once More to the Lake" (566)

Week Twelve: Resources

M: Intro, *Necessities*: Richard Corliss "Should We All Be Vegetarians?" (606)

W: *The Politics of Consumption*: Cathy McGuire "Get Me a Vegetable-Friendly Refrigerator!" (644)

F: *Use and Consequences*: Michael Pollan "Fast Food Meal" (648)

Week Thirteen: Change

M: Intro, *Coming of Age*: Zara Kessler "One Last Day" (681)

W: *Progress*: Kirkpatrick Sale "The Myth of Progress" (692)

F: *Global Change*: Al Gore "Nobel Lecture" (720)

Week Fourteen: Workshopping

Week Fifteen: End of the Semester, Portfolios Due, Party?

Tentative Due Dates:

Short Paper One: January 25th

Short Paper Two: February 15th

Presentations: March 8-12th

Research Paper: March 29th

Short Paper Three: April 12th

Portfolio: April 26th

Teaching Statement

All in all this should be a rewarding and fun semester if the students allow it to be. I promise a few things in this course. 1) You will get out of this course what you put into it. 2) As you notice from the grading scale, it is impossible to receive an A in my course without participating in classroom discussions. 3) If in the event of an emergency, class cancellation, or university closing, the schedule may change, but it will never change to the students harm. All changes will be in the students favor. 4) I will always show the appropriate level of respect for students within the classroom and I fully expect students to return this respect to not only myself but to other students. Failure to do so will result in dismissal from class and other potential disciplinary actions.

Plagiarism Policy:

The Composition Program in the Department of English at the University of Akron will enforce a strict policy regarding students submitting written work that constitutes Academic Dishonesty. Academic Dishonesty is defined as any of the following acts:

- *Turning in a paper written in whole or in part by another person;*
- *Copying, inserting, downloading, or otherwise including paragraphs or sections from a professional source into a paper without properly referencing it, as determined by the MLA system;*
- *Cheating, including allowing a classmate to use or copy from your work and altering or interfering with grading;*
- *Submitting work presented previously in another course, if contrary to the rules of either course;*
- *Turning in a paper whose contents include the exact words or paraphrases from sources not properly documented through referenced quotations, parenthetical citations, and a Works Cited page, as determined by the MLA system;*
- *Knowingly misrepresenting or fabricating in a paper the ideas of another, the student's experiences, or facts surrounding an event, observation, or sequence;*
- *Failing to document through parenthetical citations and a Works Cited page statistics, ideas, or facts not commonly known in a paper.*

The enforcement will be as follows:

- *In cases involving the submission of work wherein 20% or more of the content contains the work of non-referenced others and where the intent to deceive has been established, the student will receive an "F" for the course and be referred to the Office of Student Conduct for further disciplinary action.*
- *In cases involving the submission of a paper written in whole or in part by another person, the student will receive an "F" for the course and be referred to the Office of Student Conduct for further disciplinary action.*
- *In cases involving cheating or submission of a paper presented previously to another course, the student will receive an "F" for the paper and be referred to the Office of Student Conduct for further disciplinary action.*
- *In cases involving the submission of work wherein less than 20% of the content contains the work of non-referenced others and where the intent to deceive has been established, the student will receive an "F" for the assignment.*
- *In cases involving misrepresentation or fabrication of ideas, experiences, or facts, the student will receive an "F" for the assignment.*
- *In cases involving inadequate or missing documentation for individual sentences or paragraphs, the student will be allowed to revise but can receive no higher than a "C" on the final revision.*

Acknowledgement of Understanding
Academic Dishonesty Policy

My signature below affirms that I understand what constitutes academic dishonesty. If I have any questions about the use of sources or how to document, I will ask my instructor for clarification before turning in any work for a grade. I understand that serious acts of academic dishonesty will result in my receiving an “F” for the course and that I could be subject to further disciplinary action.

Signature of Student

Date