

Proper face covering must be worn at all times

University of Miami
Fall 2020: English 105-E3 Academic Writing
Mon/Wed/Fri: 12:20 p.m. – 1:10 p.m. Lakeside Village 1084

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Office hours: Tue 1 p.m. to 2p.m. or by appointment

Zoom: <https://miami.zoom.us/j/4465887131?pwd=U1dXVFlkbHBONHE4NmUyRDhQQ3phQT09>)

Writing Across Race, Gender and Community



The Hoodie

Artist: Professor. Billie Grace Lynn, Associate Professor-Sculpture, University of Miami.

Description: The black hoodie contained within the white space of the gallery symbolizes the institutionalized racism faced by people of color on a daily basis.

Course Materials:

- ◇ *Ways of Reading: An Anthology for Writers*, 8th Ed., by David Bartholomae and Anthony Petrosky.
- ◇ *Emerging: Contemporary Reading for Writer*, ed. Barclay Barrios Second Edition, 2010
- ◇ *The Everyday Writer* (TEW), ed. Andrea Lunsford, Cheryl Glenn, Alyssa O'Brien
- ◇ *So You Want to Talk About Race* by Ijeoma Oluo.
- ◇ "Walking While Black" by Garnette Cadogan <https://lithub.com/walking-while-black/>
- ◇ *Black Skin, White Masks*, Chapter 5. "The Lived Experience of the Black Man" by Frantz Fanon

- ◇ “Missing People and Others: Joining Together to Expand the Circle” by Arturo Madrid
- ◇ “Chappals and Gym Shorts: An Indian Muslim Woman in the Land of Oz” by Almas Sayeed
- ◇ “Reflections on the Concepts of Discourse Community” by John Swales
- ◇ *The Help* (film on Netflix) written and directed by Tate Taylor
<https://www.netflix.com/title/70172927>
- ◇ “The Hoodie,” installation by Prof. Billie Grace Lynn (pictured above and also on display at the Lowe Art Museum, UM)

Recommended Reading:

- ◇ Cathy V Birkenstein and Gerald Graff, *They Say / I Say: The Moves That Matter in Academic Writing*. W. W. Norton & Company, 2018.

<https://www.amazon.com/They-Say-Matter-Academic-Writing/dp/1469028611>

- ◇ Kim Deoksoon and Oksana Vorobel, “Discourse Communities: From Origins to Social Media.” *Discourse and Education*, 2017, pp. 267–281.

https://www.researchgate.net/publication/313868737_Discourse_Communities_From_Origins_to_Social_Media

- ◇ “‘The Help’ isn’t a helpful resource on racism: Here’s why Twitter is mad the film is trending”

<https://www.usatoday.com/story/entertainment/movies/2020/06/08/the-help-isnt-helpful-resource-racism-heres-why/5322569002/>

**All texts will be made available on blackboard at the beginning of the semester.*

Course Description:

Coming back to the university in the middle of a global pandemic surrounded by an atmosphere rife with police brutality and systemic racism can be challenging. In this course, you will examine the role that race, gender and our community play in shaping our identity. We will engage in meaningful conversations, critical thinking and writing to understand the ways in which ideas about race, gender and community are constructed and expressed.

English 105 is intended to serve as an introduction to the kind of writing, reading, and thinking that take place at a university. We will read challenging essays that would help to formulate our own writing. Peer review, collaboration with classmates, active participation in classroom discussions, and revision are some of the methods that you will adopt to develop your own writing. The primary goal of this course is to polish your writing skills and help you become a more expedient, more thorough, and a more sophisticated writer.

We will also read supplementary handouts related to the topic and on the craft of writing. They will be available on the class blackboard website.

Students will work with multiple sources, engage in inquiry-based projects and present their findings in non-written formats (e.g., oral, visual, multimodal) where appropriate.

As a result of English 105, students will demonstrate how to:

1. Discuss writing metacognitively
2. Engage in critical questioning
3. Use texts as invitations and opportunities for writing and thinking
4. Deploy more sophisticated rhetorical strategies in their writing
5. Achieve the smooth flow of ideas through appropriate use of transitional words, phrases, sentences, paragraphs
6. Express ideas clearly and concisely
7. Edit and proofread your own writing to correct mechanical errors
8. Maintain the focus of an argument
9. Reflect on your own writing and the writing of others (peers and professionals)
10. Describe the choices you've made in composing your texts and why those were or were not appropriate
11. Cite sources informally

Attendance and Class Participation:

Students who know they must be absent because they participate in University-sponsored events are responsible for notifying me in advance by providing a memo from their coach, director, or academic advisor. Students who will miss class for religious observances should notify me within the first three days of the semester in writing.

Students are expected to attend class as attendance will be factored into the participation grade. After three unexcused absences, the participation grade will be lower by half a point. Therefore, after three unexcused absences an A will become an A-. If you miss excessively, you may fail the course.

*Unless otherwise arranged, late papers will not be accepted, as they are an extremely important determinant to our class progress. Also, I will only accept final drafts via Blackboard. You will also be evaluated on the basis of your participation in the group/ class workshops so take each class seriously.

- *This is a face-to-face course: Unless you are approved to take this course under the Remote Learning Option, physical attendance in the classroom is **required** as scheduled. You are expected to participate with your video enabled during your non-classroom days. If at some point in the semester you cannot physically attend class sessions due to illness, injury, or other approved absence, you must contact the instructor for permission to temporarily attend the course online. Unexcused absences from the classroom may affect your grade or lead to failing the course.*
- *If you are approved to take this course under the Remote Learning Option, attendance in the virtual class is required as scheduled unless this creates undue hardship due to differences in your residential time-zone and that of Miami Florida. If you are a Remote Learning Option student, you may not under any circumstances physically attend the class on campus. If you cannot attend the virtual class due to illness or other reason, you must contact the instructor. Unexcused absences from the classroom may affect your grade or lead to failing the course.*
- *If you are approved to take this course under the Remote Learning Option, you must keep up with the virtual class as scheduled. You may not under any circumstances physically attend the class on campus. If you cannot keep up with the virtual class due to illness or other reason, you*

must contact the instructor. Failure to keep up with the virtual class as scheduled may affect your grade or lead to failing the course.

Required Work:

Response Papers – these three essays will be inquiry-based exercises modeled after the four readings we will discuss throughout the semester. Emphasis will be placed on being succinct and disciplined in your use of language. Length may vary from 3 to 4 pages.

Flash Writing Wednesdays- These writing activities will be held on Wednesdays. You will be expected to finish very short writing tasks in class.

No prior preparation is necessary. (Response Papers + Flash Writing Wednesdays = 50 % total)

Classroom Work- Class participation includes attending class, coming to class on time and prepared, participating in all class work activities, turning in assigned work when due, participating fully in any peer work, participating in class discussion, focusing on the work at hand, and conducting oneself in a manner appropriate to the college classroom. Failure to meet these guidelines for participation will impact your grade. Absences, lateness, and failure to participate fully in discussion and peer editing will lower your class participation grade (15% total)

Presentations: Prepare a lecture-style verbal presentation (15 mins max) on a text of your choice from the syllabus (15%).

Final Paper- You are expected to turn in a review essay on *The Help* and demonstrate your understanding of the discourse communities shown in the film. This is a group writing assignment (20%)

Overall Grade Distribution:

Class participation + attendance: 15%

Presentations: 15%

Major papers+ FWW: 50%

Final project: 20%

Zoom Etiquette

**If you are taking this class online, I ask that you please mute your microphone unless you are speaking. The university recommends that I require you to turn on your video during class, but I find that requirement distasteful. While I strongly encourage you to turn your video on if possible because I would like to be able to see your face, I do not feel it is my place to require it, and wifi connection issues can sometimes make it impossible. Please do not attend our synchronous class sessions while you are laying down in bed or on the couch. I encourage you to participate in discussion via Zoom's chat feature during class. You should feel free to ask and answer questions about the class or what we are discussing there. You should also use the chat feature to place yourself on stack if you would like to speak during class discussion. Please remember that the class Zoom chat will be automatically saved after every class session for future reference, so do not post anything there that you are not comfortable with everyone being able to read after the fact.*

Things to Remember:

- All papers should be typed and printed in 12-point font, using a font such as Times New Roman or other similarly sized font (not larger), and double-spaced. Once we have reviewed the MLA format in class, students will be expected to follow standard MLA conventions for all their papers.
- Throughout the semester, the feedback you receive from me and your classmates should give your ideas for revision and help you meet the standards of college-level writing. If you are ever uncertain about your standing in the class or about any of your papers, or if you need individual help with this course, schedule an appointment with me. The Writing Center (305-284-2956, www.as.miami.edu/writingcenter) can also help you at any stage of the writing process. Appointments are suggested, but they also accept walk-in visits. If I think it's necessary, I will ask you to use the Writing Center on a regular basis.
- If you are not satisfied with your grade and want to discuss your performance in the course, feel free to contact me/ schedule an appointment.
- Plagiarism is a serious violation of the University of Miami's Student Honor Code. Failure to credit ideas or words that are not your own is a form of plagiarism and will be treated seriously. You are expected to document, acknowledge, and cite appropriately, even in drafts. You will fail the course and face other academic consequences if you copy the work of others or represent their ideas as your own without proper documentation. You can visit <http://www.miami.edu/honor-council> for information regarding the honor code.
- The use of cell phones and social media is strictly prohibited in the classroom.

The Draft Process:

You are required to take each of your essays for this class through multiple drafts or stages. As you work through the cycle, you'll have the chance to assess your work and receive feedback from me and your peers. Do not treat early drafts as blow-off work, and plan to write the "real" essay at the final stage. I will eventually see all of your work for each essay, and I will want to see evidence that you treated each draft as a formal assignment.

UM Academic Integrity:

The University of Miami community recognizes integrity as a core institutional value. The responsibility to uphold the University Honor Code and high academic standards is a shared value between faculty, students and administrators. In the light of that, the university has created a non-exhaustive list of violations and recommendations that all students/faculty must adhere to.

Alleged Violation*	Recommended Sanction(s)
<ul style="list-style-type: none"> • Studying from someone else's notes, when prohibited by the instructor. • Utilizing tutor or writing center in violation of the rules and guidelines set by the instructor. • Providing false or misleading information to be excused from class or delay taking a quiz, exam, or extending a deadline. • Plagiarism: Submitting an assignment where up to 25% of the assignment is not the work of the student and/or properly cited. • Copying homework or providing homework to another student to copy. • Signing in for another student for attendance purposes. • Working with a group (collusion) on an assignment, exam, or paper that should be done individually. • Submitting the same work for more than one course. • Any use of digital technologies prohibited by the instructor. 	<ul style="list-style-type: none"> • Minimum "F" on the assignment. • Maximum "F" in the course. • Educational sanction related to academic integrity. • Not a reportable disciplinary concern to graduate or professional schools, etc. <p>For an expedited process, student can accept faculty recommended sanction or the minimum sanction ("F" on the assignment) when faculty recommendation is not available.</p> <p>If a student wishes a hearing with the AIC, and is found responsible, the committee may recommend increasing or decreasing the sanction suggested by the faculty.</p> <p>The parties can appeal to the Honor Council as the final adjudicator.</p>

*** This is not an exhaustive or strict list. These examples are provided only as a guideline to determine severity of the violations and commensurate sanction(s).**

Alleged Violation*	Recommended Sanction(s)
<ul style="list-style-type: none"> • Possession of or use of any materials prohibited by instructor. • Unauthorized use of term paper or exam (e.g., past exams or other source). • Giving exam to students in a later section. • Plagiarism: Submitting an assignment where 25% to 50% of the assignment is not the work of the student and/or properly cited. • Bringing a cheat sheet or unauthorized notes or formulas into the exam. • Facilitating the academic dishonesty of another student (e.g., texting or emailing exam answers 	<ul style="list-style-type: none"> • At minimum, "F" in the course. • At maximum, dismissal from the University. • Educational sanction related to academic integrity. <p>The parties can appeal to the Appeals Board as the final adjudicator.</p>

Accessibility and Accommodations

If you have received accommodations from UM's office of Accessibility Resources (ARC), please let me know. Whether or not you have documentation, I hope to make our learning experience as accessible as possible to all. Please let me know early in the semester if you have any concerns regarding your learning potential, participation, or general access in this course.

<http://www.umarc.miami.edu/>

Grading Scale:

A	94-100	C	73-76
A-	90-93	C-	70-72

B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	0-59
C+	77-79		

F: Fail. An F is usually given to those who don't do the work or have excessive absences. However, if your work is poor and shows little understanding of the needs of the assignment, you will receive an F.

Fall'20, English 105 Schedule:

(This schedule is subject to change over the course of the semester)

Week 1:

M 8/17 - Introduction, review syllabus, discuss course policies
 W 8/19 - Warm up! Flash Writing Wednesdays, Introduction to Reading Strategies/ effective writing strategies/ writing rubric
 F 8/21 - Read "Walking While Black" by Garnette Cadogan

Week 2:

M 8/24- "Walking While Black" vs "The Lived Experience of the Black Man" by Fanon
 W 8/26 - Flash Writing Wednesdays, finish "Walking While Black"
 F 8/28 - "The Writing Process" from TEW, visually analyze "The Hoodie" by Prof. Billie Grace Lynn

Week 3:

M 8/31 - What is an observation assignment? Discuss assignment 1 prompt
September 1- Last day to drop a course without a "W"
 W 9/2 - Introduction to the MLA format; how to use Purdue Owl, work on draft #1
 F 9/4 - Peer review draft #2

Week 4:

M 9/7 - LABOR DAY
 W 9/9 - What is the observation assignment? Discuss "Critical Thinking & Argument." Flash Writing Wednesdays. Sign up for presentations
 F 9/11 - Workshop draft #3

Assignment 1 due by Monday, Sep 14

Week 5:

M 9/14 – presentation on “What is Plagiarism?”
W 9/16 – Flash Writing Wednesdays. Begin reading “Missing People and Others: Joining Together to Expand the Circle” by Arturo Madrid
F 9/18 – Continued.

Week 6:

M 9/21 – “Missing People and Others”
W 9/23 – Flash Writing Wednesdays; discuss “Research” from TEW
F 9/25- Finish “Missing People and Others”, discuss the prompt

Week 7:

M 9/28 – Write 1 page draft #1 in class
W 9/30 – Flash Writing Wednesdays; Integrate your FWW draft as draft #2 of your essay
F 10/2 – Peer review

Week 8:

M 10/5 –presentation on “Reading with and against the grain,” write some more
W 10/7 – Workshop draft #3
F 10/9 – Workshop draft #3

Assignment 2 due by Monday, Oct 12

Week 9:

M 10/12 – “What is an argumentative essay?” Begin reading “Chappals and Gym Shorts” by Almas Sayeed
W 10/14 – Continue
F 10/16 – *Fall break*

Week 10:

M 10/19 – Continue reading
W 10/21- What is your thesis? What are your arguments?
F 10/23 – Peer review introductions and thesis sentences

Week 11:

M 10/26 – Write draft #1
W 10/28 – Workshop draft #2
F 10/30 – Workshop draft #2

Assignment 3 due by Sunday, March 22.

Week 12:

M 11/2 - TBD

W 11/4 - Flash Writing Wednesdays/ writing and research activity

F 11/6 - What is a discourse community? Read Swales

Week 13:

M 11/9 - Watch *The Help* (Netflix)

W 11/11 - Watch *The Help*

F 11/13 - Watch/discuss final paper- the discourse community essay; divide the class into writing groups

Week 14:

M 11/16 - Group writing begins

W 11/18 - Continued

F 11/20 - Last day of class, your reflections on the course

Final paper due on December 4, 2020