

University of Miami
Spring 2019: ENG 106

Monday, Wednesday- 3:35 p.m.- 4:50p.m. Dooly Memorial- 201

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Writing About Caribbean Texts: Immigration and Identity Formation

Required Course Materials:

- ◇ “Sunrise, Sunset” by Edwidge Danticat
<https://www.newyorker.com/magazine/2017/09/18/sunrise-sunset>
- ◇ “Edwidge Danticat on Memory and Migration” (interview) by Deborah Treisman
<https://repeatingislands.com/2017/09/15/edwidge-danticat-on-memory-and-migration/>
- ◇ *A Turn in the South* (Prologue: “Down Home: A Landscape of Small Ruins”) by V.S. Naipaul
- ◇ *Biography of a Dress* by Jamaica Kincaid <https://www.shortstoryproject.com/story/biography-of-a-dress/>
- ◇ Artifacts on memory, migration, and border crossing- Lowe Art Museum, UM.

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

Course Description

One cannot explore the history of the Caribbean without discussing issues of race, socio-economics, gender, and migration. We will study how history continues to resonate in the present, and how people living in the present-day Caribbean can be seen as being “in dialogue” with their pasts. This multi-disciplinary writing course explores the complex interplay between individual identity, group behavior, and how it is influenced by culture and context.

We will read challenging texts 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 hone your ability to think critically and help you become a more expedient, more thorough, and a more sophisticated writer. 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 106, students will demonstrate how to:

1. Engage in critical questioning
2. Use texts as invitations and opportunities for writing and thinking
3. Deploy more sophisticated rhetorical strategies in their writing
4. Achieve the smooth flow of ideas through appropriate use of transitional words, phrases, sentences, paragraphs
5. Express ideas clearly and concisely
6. Edit and proofread your own writing to correct mechanical errors
7. Maintain the focus of an argument
8. Cite sources by following the MLA format (strictly)

Plagiarism

The principle of academic integrity is taken very seriously and violations, especially plagiarism, are treated gravely. In terms of this course, academic integrity means that when you are responsible for a task, you – and no one else – will perform that task. When you rely on someone else's work in performing an aspect of that work, you will give full credit in the proper, accepted form. Turning in work for this class that you have not done yourself or that you have previously completed for other courses is a violation of academic integrity. The University of Miami's honor code can be found here: <https://doso.studentaffairs.miami.edu/honor-council/honor-code/index.html>.

Ignorance of what constitutes academic dishonesty is not an acceptable excuse for academic dishonesty. Violations of academic integrity constitute grounds for failure of the course and possible expulsion from the university. If you have questions about what constitutes plagiarism, please contact me.

Writing and Tutoring Resources

The Writing Center offers free, one-on-one assistance with any aspect of the writing process. I strongly suggest you take advantage of this resource. You can schedule a consultation via their website at <https://english.as.miami.edu/writing-center/index.html>.

The Camner Center for Academic Resources also offers free tutoring for UM students. You can learn more and schedule an appointment here: <https://camnercenter.miami.edu/tutoring-services/index.html>.

Counseling Resources

UM offers counseling free of charge to students who have already paid the Health and Counseling Center fee. The Counseling Center website is <https://counseling.studentaffairs.miami.edu/index.html>, and you can make an appointment by following the steps outlined here: <https://counseling.studentaffairs.miami.edu/appointments/make-an-appointment/index.html>.

Resources for Students with Disabilities

It is important to me that all learning experiences be as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to contact the Office of Disability Services, <https://camnercenter.miami.edu/disability-services/index.html>.

Required Work:

Short Response Papers– these three essays will be inquiry-based exercises modeled after the 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.

Oral presentation– you will be assigned a topic to investigate and then required to present your work on the subject to the class. The purpose of these presentations is to broaden and deepen our background and understanding of our subject, and to ask students to conduct the kind of inquiry that scholars conduct. At least three sources are required; one of these must be a source that did not originate on the web; (sources published simultaneously on the web and in print are acceptable). On the day you give your presentation, you should distribute a one-page outline of the presentation to the class, along with a list of the sources you used. The reports should run approximately 10 to 15 minutes long.

Visual analysis group project – this project will be based on a tour to the Lowe Art Museum archives located on campus.

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 discussions, focusing on the work at hand, and

conducting oneself in a manner appropriate to the college classroom. Failure to meet these guidelines for participation (**especially missing peer reviews**) will impact your grade. Absences, lateness, and failure to participate fully in discussion and peer editing will lower your class participation grade.

Overall Grade Distribution:

Class participation+attendance:15%

BB posts (2): 5%

Oral presentations: 15%

Short response papers: 35%

Final project: 30%

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.

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.

Schedule

Week 1:

M 1/14- Introduction, review syllabus
W 1/16- Warm up! Get ready to write, overview of MLA;
how to use Pursue Owl?

Week 2:

M 1/21- Holiday
W 1/23- Intro to Edwidge Danticat's writing. Presentation on "Ways of Reading", sign up for presentations

Week 3:

M 1/30- **Last day to drop class without a W.** Read "Sunrise, Sunset"
W 2/1- Continue reading Danticat, presentation on reading Strategies/ effective writing strategies/ writing rubric

Week 4:

M 2/4- Read "Edwidge Danticat on Memory and Migration" and discuss assignment 1
W 2/6- Workshop draft #1 (1 page) due in class; presentation on "What is Plagiarism?"

Week 5:

M 2/11- Peer review of assignment 1, draft 2 (2-3 pages); discuss how to write an argumentative essay? How to cite properly?
W 2/13- Discuss Naipaul's writing style, the American South, presentation on "Reading with and against the grain"

Week 6:

M 2/18- Read "Down Home: A Landscape of Small Ruins"
W 2/20- Continue reading and discuss the main ideas of the text, **BB** post due in class
F 2/22- **Assignment #1 due via email by 12 a.m.**

Week 7:

M 2/25- Workshop draft #1 (1 page, intro para and thesis statement), discuss how to enter a research conversation?
W 2/27- Peer review draft #2, continue working on your final drafts

Week 8:

M 3/4- intro. *Biography of a Dress* by Jamaica Kincaid, discuss this genre of writing
W 3/6- continue reading, presentation on "Working with Difficulty"

Week 9:

M 3/11- Spring break **Assignment #2 due via email by 12 a.m.**
W 3/13- Spring break

Week 11:

M 3/18- More on Kincaid, **BB** post due in class
W 3/20- Workshop draft #1 of Kincaid, discuss major questions/themes, **BB** post due in class

Week 12:

M 3/25- Peer review draft #2

W 3/27: Last day to drop a course. Work on your final drafts

Week 13:

M 4/1- Presentations

W 4/3- Presentations

F 4/5- **Assignment #3 due via email by 12 a.m.**

Week 14:

M 4/6- Presentations, discuss the visual analysis project

W 4/8- **Visit Lowe Art Museum**

Week 15:

M 4/13- Work on your projects in class

W 4/15- Visual analysis projects due

Week 16

M4/20: Visual analysis projects due

W 4/22: Visual analysis projects due

Week 17

M 4/27: last day of class

Portfolios due on May 3.