English 1302 - Rhetoric II - Spring 2003 Course Syllabus - Sections 22, 23, 24, 25 - MWF

Autobiography and the Formation of Identity

Instructor: Dr. Mary Jackman - Office: Room 241E, Dallas Hall
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Office Hours: 3:00 - 4:00 p.m. MWF, and by appointment
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All sections meet in Computer Lab 18, Clements Hall, unless otherwise noted. All sections may access course on WebCT: <http:courses2.smu.edu:8900>

Course Description: This seminar is an exploration of autobiographical writings and life narratives as ways to (de)(re)form identity. We’ll be considering how the stories we tell and write about ourselves work to form our “selves.” How is the self being written connected to, created by, the self writing? What goes into this complicated interpretive act, particularly considering how “selves” exist in/are shaped by issues of gender, race, age, ethnicity, nationality, class, and culture? How significant are autobiographical accountings to the people telling and the people listening/reading? What work do they do in our lives?

Course Objectives: This second-semester of the first-year Rhetoric Program extends and develops further the skills practiced in English 1301; that is, through a sequence of directed reading and writing practice, you will:

* further develop your critical reading, thinking, and speaking skills;
* further develop your expository, analytic, and argumentative writing skills;
* become more familiar with the composing process and learn to adjust it to accomplish various writing tasks;
* become familiar with scholarly research techniques;
* reach a fuller understanding of the use of writing as an aid to learning;
* practice collaborative learning.

Required Texts and Materials:
Mary Karr, *The Liars’ Club, A Memoir*
John Edgar Wideman, *Brothers and Keepers*
Sandra Cisneros, *The House on Mango Street*
Tobias Wolff, *This Boy’s Life*
Films: *The Kid Stays in the Picture, The Truman Show, This Boy’s Life, and Chain Camera.*
Any good dictionary.
A letter-sized manila folder.
One or two 3 ½ - inch disks to save and backup work generated on computer.
Workload, Procedures, and Policies: This seminar is a reading, writing, and discussion workshop that meets in a computer lab and utilizes some web-based features. The writing assignments will emerge from the readings and our discussions of them. Reading assignments; in-class writing exercises; writing logs; collaborative learning activities; oral reports; whole-class, small-group, and on-line discussions; draft workshops; and private conferences with me will help you produce your best work. You are expected to provide copies of your drafts for members of your writing group during workshops, and you should be prepared to read your work aloud to others as well as to allow them to read it silently and provide you feedback. You are expected to have all reading assignments read by the day designated for our discussion of them, and all writing drafts ready for review on their due dates.

Come to class prepared to engage in discussion about the readings and about your writing. Come to class prepared to write. You should expect to respond to various writing prompts during the semester (Daily Responses) growing out of various assignments. Some of these writing prompts will be given to you in class; others will be given to you on-line. Check your WebCT homepage routinely each day for discussion prompts, scheduling changes, readings, and assignments.

The lab is a learning environment, so turn off all pagers and cellular phones before entering. Also our computers are writing and research tools, not toys. During mini-lectures and discussions, pay attention to and face the speaker, not the computer screen.

All essays and other work you turn in for evaluation and response must have a professional appearance: computer-printed, double-spaced, on substantial paper.

Reading Responses: You’ll prepare formal Reading Responses for each of the four major texts we’ll study this semester: The Liars’ Club, Brothers and Keepers, The House on Mango Street, and This Boy’s Life. You can find a more detailed assignment sheet setting out format and due dates under “Assignments” on the WebCT homepage.

Film Responses: Responses to two of the films we’ll watch this semester will be due after our viewing and discussion of them. I’ll provide a more detailed assignment sheet later on WebCT.

Writing Logs: Keeping logs on your essays should help you pinpoint specific areas in your writing that need work. The logs should also help you begin to recognize your strengths as a writer. I’ll provide the writing log forms when I return a graded essay to you, and we’ll discuss how to work the log in more detail later.

Oral Presentation: After spring break (I’ll provide sign-up sheets), you will give the whole class an up-date on your progress in researching and writing your third essay, your researched memoir. Your presentation should last about five minutes. We’ll discuss evaluation criteria for the reports later, and the assignment will appear on WebCT.
Disability Accommodation: If you need academic accommodation for a disability, you must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4568), to verify the disability and to establish eligibility for accommodation. Then, you should make an appointment with me to make the appropriate arrangements. Your notification will remain confidential.

Attendance and Punctuality: Rhetoric departmental policy stipulates that if a student has more than three unexcused absences from a MWF section, his or her grade should reflect those excessive absences. If a student has more than six unexcused absences in a MWF section, she or he should expect to fail the course. Only absences due to documented illness, family emergency, religious holidays per University Policy 1.9, and some University functions are excusable. Further, late arrival to or early exit from class meetings is discourteous and disruptive. Missing several minutes of class at either end will count as an absence. Note: You are responsible for work that is due and for material covered or assigned in class in your absence, whether that absence is excused or unexcused. I expect athletes, musicians, and others on extended University trips to access the class daily through WebCT.

Deadlines and Make-Ups: I’m not inclined to accept late work, so check with me if you know in advance that you will miss a class when something is due, and make arrangements for turning in the work on time. You are expected to meet due dates for reading responses, film responses, and for essay drafts at each stage of the writing cycle; your course grade will suffer if you don’t.

Course Work, Evaluation, and Grading: The breakdown of course work as it applies to the final grade you earn in this class is as follows:

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<thead>
<tr>
<th>Work Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay #1</td>
<td>10%</td>
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<tr>
<td>Essay #2</td>
<td>10%</td>
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<tr>
<td>Essay #3</td>
<td>15%</td>
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<tr>
<td>First Drafts of Essays #1, #2, #3 (2% each)</td>
<td>6%</td>
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<tr>
<td>Research Topic Proposal for Essay #3</td>
<td>1%</td>
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<tr>
<td>Annotated Bibliography for Essay #3</td>
<td>3%</td>
</tr>
<tr>
<td>Research Article Exercise for Essay #3</td>
<td>2%</td>
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<tr>
<td>Two in-class essays (2% each)</td>
<td>4%</td>
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<tr>
<td>Oral Presentation</td>
<td>3%</td>
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<tr>
<td>Four Reading Responses (3% each)</td>
<td>12%</td>
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<tr>
<td>Two Film Responses (1% each)</td>
<td>2%</td>
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<td>Four Writing Logs (1% each)</td>
<td>4%</td>
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<tr>
<td>Daily Written Responses (aggregate)</td>
<td>3%</td>
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<td>Final Examination Essay</td>
<td>15%</td>
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<tr>
<td>Daily Grade</td>
<td>10%</td>
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(Attendance, Preparation, Participation, Timeliness) 100%
Grades earned on your writing in this class are in conjunction with the standards for evaluation stated in *Criteria 2002-03*.

Successful completion of this course requires a grade of C- or better. To be eligible for a grade of C- or better, students must attend and participate, complete all assignments in a timely manner, and take the final exam. **This course cannot be dropped.**

**Plagiarism and Academic Dishonesty:** It is academically dishonest, and often illegal, to present someone else’s ideas or writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources unless you properly document those sources. Documentation includes marking quotations, as well as providing notes, citations, and a reference list. In addition, it is academically dishonest to submit your own previously written work for a current assignment or to submit an assignment in more than one class without the prior permission of the instructors.

You are responsible for furnishing upon request all the sources and preliminary work (notes, rough drafts, etc.) that you use preparing written assignments. If you cannot produce these materials upon request, the assignment will be considered unsatisfactory and given a failing grade. You are also responsible for protecting your own work. It is your responsibility to ensure that other students do not copy your work or submit your work as their own. Allowing your work to be used inappropriately makes you guilty of academic misconduct and subject to sanctions as set out in the Honor Code of SMU.