

English 102, Composition II, Spring 2010 Nevada: A Search for Place

Instructor: Katja Lektorich
Email: WebCampus
Office: Frandsen Humanities 024, Desk 4
Office Phone: (775) 682-6391
Office Hours: By appointment & Monday 11-12 noon

English 102.007 & 015
Frandsen Humanities, Room 207
Section 007 MWF 9:00-9:50 AM
Section 015 MWF 10:00-10:50 AM
Email: lektori@unr.nevada.edu

Course Description (from catalogue): Exploration of essay forms with particular attention to interpretation and argument; emphasis on analytical reading and writing, critical thinking, and research methodologies

Course Purpose: In this class, we will investigate the multiple ways that a geographic place, Nevada, comes to be constructed, represented, and recognized. We will investigate a variety of materials, texts, and media in order to begin investigating our understanding of Nevada and how our sense of this place has been produced through experience and various textual representations. We will endeavor to complicate our own notions of place and to develop, through research, our own contributions to the discourses regarding Nevada and sense of place.

Course Outcomes:

- Continue and improve the writing practices learned in 101: prewriting, composing, revising, responding, editing, attending to language and style, and writing with audience and purposed in mind;
- Engage in critical reading and interpretation of a wide range of texts;
- Be able to summarize, analyze, synthesize, evaluate, and apply what they read—both orally and in writing;
- Use writing as a means of understanding, organizing, and communicating what they read;
- Frame complex research questions or problems;
- Demonstrate awareness of their own beliefs, concepts, and biases;
- Be able to produce a coherent, well-supported argument that shows critical thinking and careful consideration of alternative viewpoints;
- Recognize, evaluate, and use a variety of information sources: expert people, publications of information agencies, popular and specialized periodicals, professional journals, books, and electronic resources;
- Conduct research that shows evidence of the ability to synthesize, use fairly, and credit the ideas of others using the appropriate citation style;
- Write coherently, drawing from diverse sources, assimilating information and ideas and producing work that represents the student's position on the material.

Required Materials: *The Curious Researcher*, Bruce Ballenger
Outside readings provided via electronic reserve or webcampus (please budget for copies)
Two 3-Ring Binders (one for Research Notebook and one for classwork)
UNR email account and access to WebCampus—netid and password
Dictionary or access to an online dictionary like www.thefreedictionary.com

POLICIES:

Attendance: Attendance is critical to your success in this class. I do not distinguish between excused and unexcused absences. You may miss a total of 4 classes without penalty (use them wisely). After 4 absences, your grade may drop a full letter grade with each additional absence. More than 6 absences may result in an F for the course. Please be aware that absences occurring on workshop and conference days will be counted as 2 absences. Excessive tardiness, that is, more than 3 occurrences, (arriving at any time after the beginning of class) as well as leaving class early may result in half-grade reductions. Absences due to **emergencies** may not affect your grade if properly documented. If you have a legitimate excuse you must contact me so that your case may be evaluated.

NOTE: If you do miss class, it is **YOUR** responsibility to find out what you missed and make it up. Absences do not excuse you from the timely completion of coursework or allow you to circumvent deadlines.

Deadlines: All assignments are due at the beginning of class on the specified date. Late assignments will be marked down one full grade each day that they are late. Assignments that are rushed in before the end of the class period will receive a minimum of a half grade reduction. **Keep in mind that you must still account for all required assignments in your Research Notebook in order to receive a passing grade.**

Classroom Etiquette: You are expected to treat your instructors, yourselves, and your classmates with dignity and respect. That is, you are to arrive to class on time, engage with differing ideas and opinions, and provide constructive critiques of your own and your classmate's work. A note about **cell phones** and electronic devices: turn off all electronic devices during class. Using any electronics in class will result in your being asked to leave the classroom and you will receive an absence for that day. If I have to interrupt class to address a behavior problem, you may be required to leave the classroom and will receive an absence for that day.

Academic Dishonesty/Plagiarism: "Cheating, plagiarism, or otherwise obtaining grades under false pretenses" constitute academic dishonesty according to the code of this university. Plagiarism is committed by presenting the work and ideas of others as one's own. It also includes presenting your own work as original when it is not. That is, turning the same paper in for more than one class. Academic dishonesty will not be tolerated and penalties may include an F for the assignment or for the course as well as referral to the appropriate authorities for further disciplinary action. More detailed discussion of the UNR policies is available online: <http://www.unr.edu/stsv/acdispol.html>.

Disability Accommodation: If you have a documented disability and may need accommodations in this class, please speak with me as soon as possible or visit the Disability Resource Center in Thompson Building Suite 101.

ASSIGNMENTS:

- You will be working on short research assignments throughout the semester as well as composing the following items for your Research Notebook: 1) Self-Examination Essay, 2) Research Proposal, 3) Annotated Bibliography, 4) Research Paper, and 5) Presentation Essay.
- **Self-Examination Essay (4-5pp):** In this informal essay, you will demonstrate knowledge of your own perspectives and assumptions as well as an understanding of how your ways of

knowing are in dialogue with those of others. This allows you a space to address the discourse communities that you are a part of and those you will be entering as you pursue your research.

- **Research Proposal (3pp):** This is a formal, yet brief, introduction to your proposed research topic and problem. It should provide preliminary information regarding your current position, knowledge base, research trajectory, and an idea of how you see the research paper taking shape.
- **Annotated Bibliography (8-10 sources for research notebook & 10 for the first 10 weeks of class):** Good annotations will help you write your research paper and will ask you to devote time to finding, reading, and evaluating sources. We will be working on this throughout the semester, generating one annotation per week (for the first 10 weeks of class) to be posted on WebCampus each Sunday at noon. For your Research Notebook you will include 8-10 annotations for the sources cited in your actual Research Paper.
- **Research Paper (10-12 pp):** The research paper will examine a topic of your own choosing. The paper requires you to provide a thoughtful and well constructed discussion and analysis of your research as well as to present your own thoughts and conclusions.
- **Presentation Essay (3-4 pp):** This essay will be prepared to accompany your presentation. You will generate 1.5-2 pages that provide a detailed rationale behind your presentation and a description of your purpose. This assignment asks you to present your research material and paper in a new way. That is, will determine both a new audience for your work and then design an effective strategy for reaching that audience. You may choose a different genre, a specific publication medium, audio or visual presentation. We will discuss this in more detail when we get there.
- You will be working on these assignments in the draft stages with your classmates. Remember to save all of the work relevant to your project including all drafts of your assignments for your Research Notebook.
 1. **Preliminary drafts** are for workshop and revision. Do not worry so much about grammar, punctuation, etc. It needs to be legible and typed, but these are expected to be first drafts. Come as close to length requirements as you can (you will not get credit for writing one paragraph on a 4 page paper, but being up to a page short will not be counted against you on this draft as long as it is an attempt at a full essay—intro/body/conclusion.) Include 3 questions to help lead your group feedback. Those questions need to be typed on the drafts for credit. You will only receive feedback to your peer drafts from your groups (not from me yet). You will write 1 page of typed comments on each others' peer drafts.
 2. **Revised drafts** are revisions of the peer drafts based on the feedback you receive in your workshop groups. I expect significant revision on these drafts in order for you to get full credit—not just editing. That is, you must change your paper beyond correcting run on sentences and spelling errors.
 3. **Polished drafts** undergo additional revision based on the goals and techniques discussed in conferences and are polished in regards to form, grammar, and content. These drafts will be due in your Research Notebook at the end of the semester. At this point, all drafts should meet every requirement of the assignment or you will not receive full credit.
- In order to get credit for revisions, you need to make significant revisions (not just editing.) If you turn in the same draft twice, you will only get credit for one.
- All draft writing in this class is considered public writing. Be prepared to read your drafts to your groups.

Workshop Groups

The workshop groups will function as mini-writing and research communities. This is the place where you have the opportunity to give and receive feedback with your peers. The way it will work in this class is as follows:

1. The class meeting before a workshop day, bring copies of your drafts to exchange in groups.

2. Take each others' drafts home, read them, annotate them, respond to the writer's questions, and type up comments.
3. During the next class meeting we will be in workshop groups. Read your draft aloud and then your groups will discuss your draft and give you typed comments as well.
4. After workshop sessions, you will write responses to your experience.

It is crucial that you come prepared on workshop days. Not being prepared to any part of this process will affect your grade. We will go into this more before we begin workshop sessions.

Failure to attend workshops with working drafts will give you TWO absences and may result in failure of the essay assignment.

Research Notebook

- Your Research Notebook should consist of your collected work through the semester. Research writing is the product of many stages of work and discovery. It is critical to invest in all stages of research in order to produce quality work. Failure to turn in the Research Notebook will result in a failing grade in the class.
- Your Research Notebook MAY include the following so save everything:
 - 1) All drafts of your essays from preliminary notes to polished drafts. If you do all writing and editing on your computer, you will need to save drafts before making major changes. I will expect a minimum of two drafts per essay with major revision, not just grammatical changes.
 - 2) Outlines and notes pertinent to the piece, even if they are jotted on a napkin.
 - 3) Responses to workshop process.
 - 4) Peer responses you have given to your group mates.
 - 5) Reflection papers.
 - 6) Core Writing Studio slip.
- The Research Notebook should be a representation of the progress you have made in this course. It should illustrate both the work you have done and how you have grown as a researcher and writer.

**Remember to keep everything: notes, drafts, workshop responses, reflections,
EVERYTHING for your Research Notebook!**

Writer's Notebook

Your notebook is for freewriting and responses. *Good writers are not born but created through regular effort and practice.*

- **Freewriting:** Most days of class will begin with a writing exercise. Some days I will give you an idea to write about and some days you can write about whatever you want. There will be days when we have other writing activities in class. These should be $\frac{3}{4}$ -1 full page long unless otherwise indicated.
- **Responses:** Write a response to each reading assignment. Some responses will be assigned and others will be of your own choosing. This is not a summary! These are your thoughts, questions, and ideas about the reading. It is the way that *you respond* to the reading. Maybe you agree, disagree, learned something, thought about something, etc. You will also write responses to your workshop experiences. These should be a minimum of one full page.

Failure to turn in the Writer's Notebook will result in a full grade reduction.

Conferences: You will meet with me individually to conference at least two of the four essays. You are to bring all drafts with you to our meeting as well as questions about how to tackle some of the problems you see with your particular essay. Conferences will be held after you turn in your revised drafts and before your portfolio drafts are due. **NOTE:** You must schedule one conference with me on your own time, outside of class, and before final presentations begin, so think ahead.

Presentation

At the end of the semester, you will give a short presentation to be discussed later in the semester.

WebCampus

- All assignments and handouts will be posted on WebCampus for you to reference. You will not receive hard copies of all class materials.
- I communicate announcements with you via WebCampus mail so you are required to check it **DAILY**. Anything from canceled classes to changes in homework or schedule to reminders will be communicated in this way. You will be held responsible for information sent out on WebCampus mail.
- You will post your annotations to the discussion thread on WebCampus so that the entire class has access to the resources you have found.
- You can also communicate with your workshop groups via WebCampus mail and are expected to check regularly in order to be prepared for group. For example, if someone is going to miss the class before a workshop, they may email you their draft so you will still have it to respond to.

Grading

You will receive 1, 2, or 3 for all draft stage assignments that you turn in. Your final grade will be decided based on the following breakdown:

Essays drafts — 25% which includes peer drafts and revised drafts for the following:

- Self Examination Essay
- Research Proposal
- Research Paper (completed in increments of 4-5 pages)
- Presentation Essay

WebCampus Annotations—10%

Research Notebook—30% composed of working drafts and notes as well as polished final drafts of the following:

- Research Proposal
- Self Examination Essay
- Annotated Bibliography—(including only the 8-10 sources used in your paper)
- Research Paper
- Presentation Essay

Writer's Notebooks—15% (organized collection of all class and homework writing assignments)

Participation—20% (class discussion and daily participation 10%, conferences 5%, presentation 5%)

Grades will be based on the progress you make in this class. Please feel free to see me to discuss your grade if you have questions or concerns.

A	95-100%	C+	77-79	D-	60-62
A-	90-94	C	73-76	F	59 or below
B+	87-89	C-	70-72		
B	83-86	D+	67-69		
B-	80-82	D	63-66		

Final Exam

There will be no written final. Your final consists of your Research Notebook and presentation. You are required to show up during the final exam time to pick up your portfolio and review your final grade. You may meet with me individually at this time if you have questions or concerns. This is the time to discuss your grade if you have questions. Please, do not wait to ask questions about your grade until after grades have been posted. If you do not show up, this may affect your grade.

If you have questions or concerns regarding class in general or specific assignments, meeting times, changes, etc., you should contact me via email as this is the best way to reach me. However, I am not awake or at the computer

every second of the day, so if emails are time sensitive, make sure that you get them to me with enough time as possible for response (24 hours). Last second appeals in the early hours of the morning may not reach me in time to respond.

This syllabus is a contract. By staying in this class, you are agreeing to the terms in this syllabus.

I, _____, agree to the terms of this class as are outlined in this syllabus for English 101.001 Fall 2009. I also understand that the class schedule is subject to change.

Students signature

Date

Class Schedule*

Assignments and readings are due at the beginning of class on the day which they appear on the schedule. Readings and responses, etc. are the basis for in-class discussion and work/learning. You will never be asked to read verbatim from your Writers Notebook; however, you should be ready to share your insights with the class every day. Annotations are due to be posted on WebCampus every Sunday by 12 noon for the first 10 weeks.

Week One, Jan 18-22

Monday : Martin Luther King, Jr. Day **NO CLASS**

Wednesday: Introduction to English 102, WebCampus, and peer interview assignment

Friday: Curious Researcher (CR) pp. 1-17, Rick Bass, *The Value of Place* (download from WebCampus ((WC))

Post peer interviews to WebCampus

Week Two, Jan 25-29

Monday : CR pp. 17-25, Laxalt (WC)

Wednesday: Wild Nevada excerpts (WC)

Friday: William Douglass (available via electronic reserve (ER))

Week Three, February 1-5

Monday : Doubtful River by Going and Webb (ER)

Wednesday: Sagebrush Ocean by Trimble (ER)

Friday: Readings from Literary Nevada TBA

Week Four, February 8-12

Monday : From Literary Nevada, Puzo, Thompson, Williams, & Harney (ER)

Wednesday: *Brother S. and St. Ed.* by Bergon (ER) and *How I Got Cultured* by Barber (ER)

Friday: *Motel Life* by Vlautin (ER), go over Self-Examination Essay Assignment

Week Five, February 15-19

Monday: **President's Day--NOCLASS**

Wednesday: Self-Examination Essay Due, Assign workshop Groups

Friday: In-Class Workshop of Essay, Proposal Handout

Week Six, February 22-26

Monday: Submit Proposals to WebCampus by 12 noon—individual meetings, respond to a minimum of two other proposals, note...respond to those that have not yet been responded to before repeating responses so that everyone gets good feedback--**NO CLASS**

Wednesday: In-Class proposal workshop activity, Individual Proposal Meetings

Friday: Individual Proposal Meetings, **NO CLASS**

Week Seven, March 1-5 Critical Autobiography Revision Due at the time of your conference

Monday: CR pp. 27-37

Wednesday: CR pp. 37-46

Friday: CR pp. 47-59

Week Eight, March 8-12

Monday: Library Research Instruction—MEET IN THE LOBBY OF THE KNOWLEDGE CENTER

Wednesday: Library Research Instruction—MEETING PLACE TBA

Friday: Library Research Day— MEET IN THE LOBBY OF THE KNOWLEDGE CENTER

Get your research paper materials before you leave for spring break

Final Day to Withdraw from Classes without receiving and "F"

Week Nine, March 15-19

Spring Break—NO CLASS

Chapter 2 of *The Curious Researcher* should be complete by return to class

Week Ten, March 22-26

Monday: CR pp.115-126, exercises 3.1 & 3.2

Wednesday: CR pp. 126-143, exercises 3.3-3.5

Friday: CR pp. 143-165, **Annotated Bibliography Revised Draft Due**

Week Eleven, March 29- April 2

Monday: CR pp. 169-201, exercise 4.2

Wednesday: CR pp. 201-219

Friday: **DUE** First paragraph(s) with **thesis** statement, and outline for entire paper, Workshop

Week Twelve, April 5-9

Monday: **DUE** preliminary draft of research paper, In-class exercise

Wednesday: Reader Directed Workshop (follow exercise 5.3 for your workshop responses)

Friday: **DUE** drafts of your complete paper with all revisions completed

Week Thirteen, April 12-16

Monday: CR pp. 235-248, Workshop—focus on helping each other revise for language as directed by your reading

Wednesday: CR pp. 248-256, Workshop Complete Draft with all revisions to date

Friday: **Revised Draft Research Paper Due**, Go over Next Assignment, Significant Re-vision

Week Fourteen, April 19-23

Monday: Peer Draft, Outline, or Précis Due, Workshop

Wednesday: Class Canceled so this is your WORK DAY...spend this time to get your projects together

Friday: **Revised Drafts Due at the time of your presentation**, Discuss Presentations, Presentation Schedule, bring your materials, questions and problems

Week Fifteen, April 26-29

Monday: Presentations

Wednesday: Presentations

Friday: Presentations

Week Sixteen, May 3-5

Monday: Presentations, RESEARCH NOTEBOOKS DUE

Wednesday: Prep. Day NO CLASS

Final Meeting, May

TBA final presentations Come pick up your research notebooks

*The class schedule is subject to change at any time. Students will be made aware of any changes both in class and via WebCampus.

NB: We did many class projects about how to read maps, field guides, and pop-culture bits in regard to identifying "places. These activities don't appear on the schedule, so I have briefly blurred them below. I tried to get a minimum of 1 of these alternative texts into the class per week throughout the semester and also gave students the opportunity to bring in things they found on their own for these discussions and an extra point or two.

Maps: look at place names, what is included vs. excluded and why, how maps work to claim spaces through naming and boundary marking, how we "come to understand" and evaluate/valuate places through maps, etc.

Field Guides: look at boundaries for species, etc. that don't agree with other "maps lines," what species or land types are privileged, how field guides generate a "value" for places, and how values compete, etc.

Pop Culture:

For example, I showed a clip from a popular movie "The Hangover" (something that most of our students love and are very familiar with) and then we practiced reading it, unpacking how it works by using stereotype, excess, tropes, etc. and then asking questions about how it defines Las Vegas and if those expectations are reasonable, positive, negative etc. how they work on, for, against, place and place value(s).