English 102 – F02

The American West

Class times: 5:30-7:30 MTWH

Instructor: George Brooks
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Classroom: Frandsen Humanities 109
Office Location: Frandsen Humanities 24 (downstairs)
Office Hours: TW 3:00 PM-5:30 PM & by appointment

Please feel free to discuss your progress in the course or ask any questions you may have.

Required Texts:

Other Required Materials:
A spiral notebook for homework, in-class note-taking, drafting, and journal assignments (8.5” x 11”).
A simple folder, to save loose writing assignments in.
Regular access to internet and printer (on campus or otherwise) for additional reading assignments
and something to store your documents on electronically (disc, jump/usb drive, etc.)

Course Description:
Welcome! This course looks broadly at the American West as a social, cultural, economic, political,
geographical, historical, and ecological region. We will be practicing research and writing through an
exploration of the West, and through a variety of assigned readings and class discussions. Students will
then have the opportunity to pursue a course of study of specific interest to them. Student research
topics may be related closely to the themes from readings and discussions, or they may apply
understandings and skills gained from these readings and discussions to a related topic of their choice.

COURSE POLICIES

Class Conduct & Honesty Code:
We are together in this course for only five weeks, so class time is very valuable. It is critical that students
consider themselves partners in creating and maintaining a respectful and supportive learning
community through their speech and conduct. Please avoid causing any disruption to the class. This
includes arriving late, leaving early, chatting during instruction or discussion, dealing with cell phones,
earphones or other electronics. Remember to turn cell phones off. If your electronic device becomes a
distraction, you may be asked to leave, which constitutes an absence.

The University also maintains a very strict honesty code. Plagiarism, cheating or academic dishonesty of
any form is not tolerated and will result in serious consequences for students engaging therein. At the
very least, you will get an F (zero credit) for a plagiarized assignment, and will also likely fail the course
and may be subject to disciplinary action. The papers you write for this course are to be your original
work for each given assignment. Do not turn in work for which you have already received credit in
another class. If you have questions regarding what constitutes plagiarism, consult your The Curious
Researcher pages 121-124. If you still have questions, talk to me.

More details regarding UNR policies are available online: http://www.unr.edu/stsv/acdispol.html.

Late Work:
Assignments are to be turned in on time (the beginning of class on the due date unless stated
otherwise). There is a good reason for this: class activities often involve peer responses to student work
and you need to have your work to participate. Furthermore, the rapid pace of this intensive five-week
term also makes the acceptance of late work even more impractical. However, late work may be
accepted for a full letter grade deduction (beginning with the day after) for each day following the
due date.

ADA: Students with documented medical, psychological, learning or other disabilities desiring
accommodations, academic adjustments or auxiliary aids may contact the Disability Resource Center
(Thomson Building, Suite 101) at (775) 784-6000. Please also feel free to speak with me to discuss any of
these needs for this course.
GRADING

Attendance, Preparation, and Participation 15%
The nature of this course requires students to contribute thoughtfully to class activities and discussions so attendance and participation are essential. Plan to attend class, and any one-on-one conferences, prepared with questions and comments that will contribute to a collaborative learning experience. This will require each student to read the assigned text and complete writing assignments before coming to class. Attendance is taken daily. If you are consistently late or frequently absent (more than 3 times) your final grade may be lowered a half letter for each additional absence. (2 tardies also equal an absence.) In other words, come to class, come on time, stay for the duration. Remember, there is no distinction here between an “excused” or “unexcused” absence. If you are going to miss class for any reason, it’s in your best interest to make arrangements beforehand. It’s also a good idea to get several other students’ phone numbers/emails so you can find out what you miss. I cannot summarize an entire class-worth of discussion after the fact for students who miss, and in class quizzes and exercises cannot be made up.

Written Work & Oral Presentations 85 %
You will be required to complete five written assignments and at least one oral presentation over the course of the semester. The objective and genre of the written work will vary from one to the other and more specific guidelines for each paper will be issued as we begin each unit. Although you will find a detailed breakdown of the point value for each of these assignments below, it may actually prove more helpful for you to think about your research process as cumulative and holistic, wherein your later work can build upon the strength and quality of your earlier assignments.

The course schedule covers, in chronological order:

Rhetorical analysis 10 %
Annotated bibliography 10 %
Research proposal 10 %
Brief research presentation 10 %
Research essay 30 %
Alternative genre revision 15 %

Rough due dates for these assignments are found on your course schedule and subject to change as the semester progresses.

English 102 Course Outcomes; students will:

• Continue and improve the writing practices learned in 101: prewriting, composing, revising, responding, editing, attending to language and style, and writing with audience and purpose 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.
Week 1  June 6  course introduction, syllabus, schedule, questions? &c. research (experience & expectations) and introductions, contact exchange philosophical discussion on why we research. HW: reading assignment: course syllabus and – Ballenger 1-60 (Ch 1) for Tuesday

June 7  discussion/activity/group quiz on Chapter 1: curiosity, process, reading & research cooperatives HW: Stegner reading, all: “Preface,” “Living Dry,” & “Striking the Rock,” “Variations on a Theme by Crèvecoeur,” bibliography final date to receive a full refund if dropping individual classes or withdrawing

June 8  Discussion of Stegner, Introduce rhetorical analysis. discussion and modeling of rhetorical analysis. HW: Ballenger 61-113 (Chapter 2)

June 9  discussion/activity on Chapter 2: strategy, technique, critical reading/thinking HW: Readings on Reserve (High Country News/Radio West?) – TBA Rhetorical Analysis, rough drafts due Monday June 7— final date to receive a 50% refund if dropping (a “W” will appear on your transcripts)

Week 2  June 13  workshop rhetorical analysis, first draft due. class discussion/activity: public policy & rhetoric. Assigned readings on e-reserve, TBA

June 14  final draft rhetorical analysis due, collect. Introduce annotated bibliographies HW for Wednesday: read Ballenger 115-167 (Chapter 3) source evaluation/selection: modeling & examples

June 15  class discussion/activity: focusing research HW for Friday - Assigned readings TBA, formulating questions, interrogating sources: modeling, examples & class activity

June 16  individual conferencing Final date to drop class and receive a 'W'
**Week 3**  June 20  annotated bibliography due, collect. Discuss findings, sources, research cooperative. survey/overview of current events, relevant applications, research directions. divided and assigned readings TBA

June 21  library tour

June 22  workshop research proposals, interrogating topics of interest  Film screening

June 23  research proposal due via email  Film screening

**Week 4**  June 27  workshop & discussion on films: (The Same River Twice, Chinatown, No Country for Old Men, &c. . . .)

June 28  brief student research presentations

June 29  current applications readings TBA research cooperative, review & discussion of source submissions (preview several) HW: Ballenger 169-219 (Chapter 4) and assigned readings TBA

June 30  discussion of Chapter 4 & assigned readings. Rough drafts of final paper due for workshop, peer feedback

**Week 5**  July 4  Independence Day — no class meeting

July 5  review, quiz (& bingo?) on MLA style, conventions, formatting audience, balancing content, research/inquiry vs. argument have read Ballenger 221-256 (Chapter 5)

July 6  research paper due, final draft any final presentations

July 7  alternative genre revisions due, final class meeting time

**Selected links of interest for the course**


UNR Library/ KC research tutorials: [http://knowledgecenter.unr.edu/help/tutorials.aspx](http://knowledgecenter.unr.edu/help/tutorials.aspx)

The Online Writing Lab at Purdue: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)


Center of the American West: [http://centerwest.org/](http://centerwest.org/)
Course readings, available electronically, will include selections from the following:


*High Country News* articles from Wayne Hare:
“Here’s a new way to think about Black History” [http://www.hcn.org/wotr/17506](http://www.hcn.org/wotr/17506)


Films available on course reserve:

*Chinatown* (1974), Polanski
*Dogtown and Z-Boys* (2001), Peralta
*No Country for Old Men* (2008), Cohen & Cohen
*Rango* (2011), Verbinski
*The Same River Twice* (2003), Moss