English 101X-11: College Writing –“Living in a Material World”
TR 11:00-12:20

INSTRUCTOR: Professor Cunningham
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OFFICE HOURS: T/Th 12:30-1:30

COURSE DESCRIPTION:
The primary goal of any English 101 course is to strengthen students’ skills in writing. As part of the “Living in a Material World” Learning Community, this particular 101 section will set out to accomplish this goal by practicing those skills in the context of our efforts to better understand the relationships between gender and power and to recognize social struggles to achieve equality in the workplace. This class will complement and reinforce the concepts and theories discussed in WGST 150. Our particular focus will be on how categories of identity contribute to individual’s experiences of the family, education, and, finally, the workplace. The content of our work together will focus on issues raised by the Learning Community’s subject matter, while the kinds of writing we do will represent the range of purposes writing serves throughout the academy.

In practice, working on writing entails considerable attention to reading, talking, listening, and thinking. Not coincidentally, these are the skills of constructing and exchanging knowledge—that is, learning. Class time will be spent in discussion (sometimes as a class and sometimes in smaller groups), in workshops, and in peer review sessions, during which you will share drafts of papers. The work we do, individually and collectively, should lead everyone to greater flexibility and resourcefulness as writers, increased awareness of an audience, better analytical thinking, and a heightened sense of control in understanding and presenting our ideas. These improvements are the objectives of the course.

Somewhat more specifically, the course aims to teach students:

- to read college-level writing and to respond with accurate summaries and effective analysis
- to understand and practice writing as a complex, recursive process, cycling and recycling through invention, drafting, and revision
- to use writing as a means to think through an issue, evaluate it, develop propositions about it, and support those propositions with appropriate and convincing evidence
- to reflect on and constructively critique their own writing and that of their classmates, and to use feedback from others to improve their own writing
- to communicate ideas effectively in discussions and oral presentations

REQUIRED TEXTS AND MATERIALS:
- Gary Colombo, Robert Cullen, Bonnie Lisle, *Rereading America, 7th edition*
• I also assume that every student owns *and uses* a good college-level dictionary.

**STUDENT RESPONSIBILITIES:**

**Writing:**
This is the core of our work, and we will do a lot of it, in many forms. The main writing assignments, listed below, will comprise 80% of your final course grade.

- Five formal papers including
  1. Identity Narrative
  2. Summary Analysis
  3. Comparative Analysis
  4. Op-Ed
  5. Gender and the Professions Essay (joint assignment with WGST 150)
- A final writing portfolio (joint assignment with WGST 150—save all your work)

You will receive detailed instructions for every paper due this semester. Please take the time to read these directions carefully. For every assignment, including response papers and short homework assignments, please follow the instructions below.

Assignments should be handed in at the beginning of the class that they are due. Five points will be deducted for each day that a paper is late. Papers will not be accepted one week past the due date. Late drafts will harm your grade for the final paper. **I will not accept late response papers or other homework assignments.**

All written work except for in-class exercises must be typed and printed on a good quality printer. Your papers should be double-spaced, and should use 10 or 11-point Times New Roman. Please do not use title pages. Instead, use the following heading on the top left corner of the first page of an assignment:

Your name
ENG 101
Professor Cunningham
Date

Beneath this heading you should include a descriptive title that is centered on its line (response papers do not require titles). Always include page numbers, and please staple your assignments. If you don’t own a stapler, now is a good time to get one.

**Participation:**
10% of your grade will cover class preparation and participation, which includes peer review, presentations, library exercise, homework, and of course reading the assigned materials on time and joining in on class discussions. It is crucial that you become an active member of the class by sharing your ideas and insights about the texts and topics that we discuss. Careful reading and thinking about daily assignments are essential to constructive discussion. It will help you to remember & participate more if you write down questions or comments about the reading in the margin of the text.

**Quizzes:**
10% of your grade will come from quizzes. These quizzes will be unannounced, but they are not designed to trick you, only to test that you have read the material carefully and thoroughly. You
should prepare for a quiz whenever an assignment is due. There are no make-ups for quizzes, so attending regularly and reading consistently is the best strategy for success here.

Attendance:

First, be here. Students may miss 2 classes without penalty. The next 3 absences will lower your class grade. Any student missing more than 5 classes will fail the course. There is no difference between excused and unexcused absences, except in the case of an emergency, so choose your absences with care. Except under unusual circumstances, students with more than 5 absences will receive grades of FA (failure due to absence). **Being present for peer review sessions is especially critical; try never to be absent on those days.** It is the student's responsibility to know how often she or he has been absent. Whenever you have been absent, check with a classmate about activities and assignments for that day.

Second, be here on time. The kind of workshop activity that we’ll often do in class takes time to accomplish and time to review. Slow starts and repeated explanations take away time that could be used for learning.

Finally, when you’re in class, be here completely: **turn all cell phones and pagers off as you come through the door.**

Plagiarism: The subject of academic honesty and plagiarism is treated in Fisher's *Student Handbook*, and you should be familiar with that discussion. The whole point of this class—in both its processes and its goals—is the exchange of ideas, but in written work it is vitally important to acknowledge any outside sources according to the conventions established for that purpose. Those conventions are reviewed in *A Pocket Style Manual*, and we will talk about them in class as they come up. Plagiarized work is never acceptable.

Help: Please keep in mind that the Writing Center (Basil Hall) is here to help you with any stage of the writing process from brainstorming to specific lessons on thesis, grammar, creating good transitions, or any other writing lesson that might help you.

Note:

In compliance with St. John Fisher College policy and applicable laws, appropriate academic accommodations are available if you are a student with a disability. Requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students with documented disabilities (physical, learning or psychological) who may need academic accommodations are advised to make an appointment with the Coordinator of Services for Students with Disabilities in the Office of Academic Affairs, Kearney 202. Late notification will delay requested accommodations.
**COURSE SCHEDULE**
Read all assignments prior to the day they are listed

SEPT. R 6 Introduction

UNIT 1: Upbringings and Personal Identity

T 11 Working Families
Gary Soto, “Looking for Work” (26-31), Stephanie Coontz, “What we Really Miss About the 1950s” (31-48), and Anne Witte Garland, “Good Noise: Cora Tucker” (358-368)

R 13 Education
Mike Rose, “I Just Wanna Be Average” (161-173), Malcolm X, “Learning to Read” (210-219), and Judith Ortiz Cofer, “The Story of My Body” (393-402)

T 18 Marriage
Judy Root Aulette, *Changing American Families* (61-79), Rick Santorum, “It Takes a Family: Conservatism and the Common Good” (88-98), and Evan Wolfson, “What is Marriage?” (98-112)

R 20 Peer Review
Bring 3 copies of Personal Narrative draft

T 25 Revision Workshop

UNIT 2: Education and Success

R 27 The American Dream I
Horace Mann, “Report of the Massachusetts Board of Education” (121-132)
Education Narrative Due: include draft, comment sheets, revision and writers memo

OCT T 2 Questioning the Dream
Michael Moore, “Idiot Nation,” 132-152

R 4 Access and Education

T 9 Library Orientation – Class will meet in Lavery Library L100
Jean Anyon, “Social Class and the Hidden Curriculum of Work” (173-190)

R 11 Peer Review
Bring 3 copies of Summary draft

T 16 Revision Workshop
Library Exercise Due

UNIT 3: The Workplace
R 18  The American Dream II

T 23  Equity in the workplace
       Barbara Ehrenreich, “Serving in Florida” (294-307) and Studs Terkel, “Stephen Cruz” (353-357)

R 25  Thesis Workshop
       Gregory Mantsios, “Class in America—2003” (307-325)

T 30  Peer Review
       **Bring 3 copies of Comparative Analysis draft**

NOV  R 1  Conferences

**Unit 4: Equality Now**

T 6   Representations
       Diana Kendall, “Framing Class, Vicarious Living, and Conspicuous Consumption” (334-352),
       Jean Kilbourne, “‘Two Ways A Woman Can Get Hurt’: Advertising and Violence” (417-442),
       and Carmen Vázquez, “Appearances” (472-478)

R 8   Style and Opinion
       Readings will be posted on Blackboard.

T 13  Finding your Voice
       **Comparative Analysis Due:** include draft, comment sheets, revision and writer’s memo

R 15  What Matters to You
       Find your own relevant material and bring to class.

T 20  Peer Review
       **Bring 3 copies of Op-Ed draft 1**

R 22  Thanksgiving – No Class!

T 27  Conferences

R 29  Revision Workshop

DEC T 4  Introduction to the Portfolio
       **OpEd Due: include draft, comment sheets, revision and writer’s memo**

R 6   Discuss Op Ed pieces, Writing Workshop

F 7   **Portfolio and Gender in the Professions Essay Due**
All readings are from *Rereading America* unless otherwise indicated.

This schedule is subject to revision. Check Blackboard for announcements and changes.

Abbreviations:

PSM = *The Pocket Style Manual*

RP = Response Paper

TBA = To Be Announced

(Please note there may be assignments due on days when none is currently listed.)