

Composition: Heroism, Anti-Heroism, & Villainy in U.S. Culture

EN110.01-0290 (Spring 2011)
Wednesdays/Fridays 11:30-1:18 p.m. (Denney Hall 0312)

Instructor: Michael Marberry
Email: [INSERT]

Office: Denney Hall 461
Office Hours: W/F 1:30-3:00 p.m. (appt.)

Required Texts & Materials:

- Rossenwasser, David & Jill Stephen. *Writing Analytically*.
- Commonplace Online. Full Access Code (www.commonplaceuniversity.com).
- Miscellaneous thematic readings available through Carmen.
- USB flash-drive (optional but recommended).
- Notebook for note-taking and in-class writing activities.

Course Description:

In America, we're constantly confronted with stories of both heroism and villainy, characters we are encouraged to either admire or dislike, and behaviors we are taught to interpret as "good" or "bad." But what does it *really* mean to be a hero or a villain in America today? What exactly is a hero and what is a villain? What is an anti-hero? Where do our understandings of heroes and villains come from? How do our ideologies (our backgrounds and beliefs) influence our perception of heroism and villainy? And how can these perceptions change over time?

Throughout this course, we will attempt to navigate the complexities at the heart of heroism, anti-heroism, and villainy in American culture by analyzing a variety of visual, audio, and written texts. Along the way, we will consider how certain individuals (real or imaginary) are heroes to some and villains to others, the degree to which heroes and villains are manufactured products, some classic depictions of heroes and villains, as well as how the image of these characters might be defined and perpetuated today.

In doing this, our goal as a class is *not* to uncover an "absolute" answer regarding heroes and villains in American culture – indeed, there may be a number of possible answers to these questions. Our goal, rather, is to thoughtfully explore the questions themselves and consider the ways in which this issue informs and influences our understanding of both the world around us and ourselves.

Course Goals & Objectives:

Writing and related skills coursework develops students' skills in written communication, reading, critical-thinking, and oral expression. (1) Students apply basic skills in expository writing; (2) Students demonstrate critical-thinking through written and oral expression; & (3) Students retrieve and use written information analytically and effectively.

In EN110.01, you will develop your capacity for academic research and analysis. Identifying an area of interest within our course theme, you will find materials to analyze, develop analytical research questions, explore secondary texts, and make claims connected to the evidence you have discovered. After completing the research project, you will then re-frame your findings in the form of a short, persuasive article meant for public audience—the goal being submission and (hopefully) publication on the Commonplace website. Over the course of the quarter, you will also be asked to respond to

prompts on our class blog—responses that will provide additional analytical practice and serve as a basis for some of our classroom activities and discussions.

Course Requirements & Grade Breakdown:

During this quarter, you will complete several major assignments designed to build on each other intellectually and conceptually. Technical and emblematic readings will be assigned to correspond with discussions and spur in-class writing activities.

Assignment:	Due Date:	Percent:
Daily Work & Homework <u>Skills:</u> Active participation in discussion, in-class writing, collaboration, and respect for peers.	Throughout Quarter	10%
The Blog Project <u>Skills:</u> Transfer of analytical skills to genres and media and contribute meaningfully to ongoing discussions.	Throughout Quarter	10%
Primary Source Analysis (Project Part 1) <u>Skills:</u> Identification of appropriate primary source and analysis of primary source.	Wednesday, April 20	15%
Secondary Source Integration (Project Part 2) <u>Skills:</u> Accessing university library databases, analysis of secondary sources, application of analytical and rhetorical frameworks and methods.	Wednesday, May 4	15%
Argumentative Research Paper (Project Part 3) <u>Skills:</u> Synthesis of multiple critical viewpoints into new interpretations, thesis developments, and composing process, style, and grammar.	Wednesday, May 18	30%
Commonplace Editorship <u>Skills:</u> Editorial reading, responding to author with clear and practical advice, and suggesting revisions.	May 27, June 1, & June 3	10%
Commonplace Public Essay <u>Skills:</u> Making appropriate rhetorical decisions to re-frame the results of academic research for a new audience and understanding genre expectations, revising, style, and grammar.	May 20 & June 3	10%

OSU Grade Scale:

Standard Scale:			Final Grade Scale:		
	A = 4.0	A- = 3.7		A = 3.85-4.00	A- = 3.50-3.84
B+ = 3.3	B = 3.0	B- = 2.7	B+ = 3.15-3.49	B = 2.85-3.14	B- = 2.50-2.84
C+ = 2.3	C = 2.0	C- = 1.7	C+ = 2.15-2.49	C = 1.85-2.14	C- = 1.50-1.84
D+ = 1.3	D = 1.0		D+ = 1.15-1.49	D = 1.00-1.14	
	E = 0.0			E = 0.00-0.99	

Late Paper Policy:

Student work must be completed and submitted on time. All assignments should be turned in during the class period when they are due.

- **Rough Draft Assignments:** Turning in your draft assignments late will mean that you cannot receive a timely or full response from your peers, so turn in your draft on time. *Failure to turn in a draft assignment at all will result in the deduction of one-third of a letter grade on the final version of the paper (e.g. B+ to B).* Further, since the draft assignment is also part of a peer group exercise, failure to turn in the draft will lower your daily work grade as well.
- **Final Draft Assignments:** Like your rough drafts, it's very important that you turn in your final drafts on time. *Late submission of a final graded assignment will result in the deduction of one full letter grade for EACH DAY past the due date (e.g. B+ to C+).*

Your grade will not be affected when a rough draft or final draft is late for reasons that would result in an excused absence. Students who know that they will miss class when the assignment is due must contact the instructor *as soon as possible* in advance of class to arrange for submission of the assignment. Please pick up all late-quarter work as soon as possible. Materials will be held until the end of the second quarter subsequent to the quarter in which you take EN110.

Attendance & Tardiness Policy:

Attendance is important to the success of this class and to your development as a writer. As such, you are expected to attend class regularly (on time) and participate fully. For this course, you are allowed to accumulate up to four (4) **UNEXCUSED** absences. However, **unexcused** absence after two (2) will *result in the lowering of your final grade by one-third of a letter grade (e.g. B to B-)*. Please note: Accumulating five (5) **unexcused** absences will automatically result in failure of the course.

Absences may be **EXCUSED** if it would be “fair” and “reasonable” to do so. Examples of **excused** absences include participation in intercollegiate sporting events, religious holidays, family tragedy, and extreme illness. If you must miss class for these reasons, notify me *as soon as possible*.

Tardiness is disruptive to the class environment and prevents full participation and assimilation of class information. Any in-class work that you miss due to tardiness cannot be made up. Excessive tardiness will negatively affect your grade.

Class Cancellation & Late Instructor Instructions:

In the unlikely event of class cancellation, I will contact the class via email to inform you as well as have an official note posted on the classroom door. If, for some unknown reason, I am late to class and haven't notified anyone via email about my tardiness (or class cancellation), please wait for 15 minutes. If I still haven't shown up by that point, please send someone to the English Office (421 Denney Hall) or call the English Office (614-292-6065) to notify them that I am missing-in-action.

Complaints & the Ombudsman:

If you have a problem with anything in class, please see me first. If we're unable to resolve the issue, your next step would be to visit the Writing Program Ombudsman in Denney Hall 412 or contact him via email/phone . All conversations with the Ombudsman are confidential.

Student Disabilities:

If you are registered with the Office of Disability Services, please make an appointment with me *as soon as possible* to discuss any course accommodations that may be necessary. I will be happy to help you. If you have a disability but have not contacted the Office of Disability Services, I encourage

you to do so as soon as possible by calling them (614-292-3307) or by visiting their offices (150 Pomerene Hall).

The Writing Center:

The Writing Center – located in 475 Mendenhall Laboratories – is available to provide free, professional writing tutoring and consultation. The Writing Center is NOT a proofreading center (meaning they won't simply "fix" your paper for you); rather, they will work with you one-on-one to help improve your writing among various facets of the writing process. More information about the Writing Center's hours and policies can be found at <http://cstw.osu.edu/writingcenter>. Because they get busy, I strongly encourage you to make an appointment on their website to insure that a tutor will be available.

Carmen:

For this class, we'll be using Carmen as a hub for class handouts, readings, *some* turn-ins, etc. You can access Carmen by going to <http://carmen.osu.edu>. Before you can access your particular Carmen page, you'll be asked to log-in using your OSU name.number and your OSU password. (NOTE: This should be the same username and password that you use to access your OSU Buckeyelink.) Please let me know if you still have any problems logging-in to Carmen.

The Blog Project:

In this class, we will also consider forms of public argument (in addition to academic argument). One way that we will consider public argument is by maintaining a class blog – in which you'll be responsible for posting and commenting on articles, websites, videos, etc. that speak to our course theme in some way.

Weekly blog posts will be graded on a scale of 0 – 4, where "0" represents failure to post anything substantive that week and "4" represents a *very* interesting/complex reflection on the source's content and/or rhetoric. (Obviously, receiving a "1," "2," or "3" on a weekly blog post indicates a level of analytical work that is somewhere in-between.)

Our class blog can be found at: <http://springheroesandvillains.blogspot.com>

Course Schedule

* This schedule is subject to revision at my discretion.

** Bring the relevant texts/readings/books to class each day.

*** Come prepared to write, take notes, and participate each day.

DATE / TOPIC:	READINGS DUE:	ASSIGNMENTS DUE:
Wednesday, March 30 --Syllabus Review --First-Day Writing		
Friday, April 1 --The Blog Project --Defining Terms --Review PSA Assignment		--AMS due --First-Day Writing due (via Carmen) --Blog Comments due Sunday, 1/3 by 10:00 p.m.
Wednesday, April 6 --Summary & Analysis	-- <u>WA</u> Chap 1 (pp. 3-10) -- <u>WA</u> Chap 2 (pp. 17-26)	
Friday, April 8 --Summary & Analysis (cont.) --Locating Primary Sources -- <i>PSA Conferences</i> (<i>Thursday & Friday</i>)	-- <u>WA</u> Chap 3 (pp. 31-48)	--Blog Group 1 Posts due --Blog Comments due Sunday, 4/10 by 10:00 p.m.
Wednesday, April 13 --Summary & Analysis (cont.) --Formulating Research Questions (cont.)		
Friday, April 15 --PSA Peer Review Workshop		--PSA <u>Rough Draft</u> due --Blog Group 2 Posts due --Blog Comments due Sunday, 4/17 by 10:00 p.m.
Wednesday, April 20 --What are Sources? --How to Use Sources --Review SSI Assignment	-- <u>WA</u> Chap 14 (pp. 215-226)	--PSA <u>Final Draft</u> due
Friday, April 22 --Finding & Evaluating Sources	-- <u>WA</u> Chap 16 (pp. 241-254)	--Blog Group 3 Posts due --Blog Comments due Sunday, 4/22 by 10:00 p.m.
Wednesday, April 27 --Source Integration	-- <u>WA</u> Chap 16 (pp. 254-267)	
Friday, April 29 --SSI Peer Review Workshop		--SSI <u>Rough Draft</u> due --Blog Group 4 Posts due --Blog Comments due Sunday, 5/1 by 10:00 p.m.
Wednesday, May 4 --What is Rhetoric? --Review ARP Assignment		--SSI <u>Final Draft</u> due
Friday, May 6	-- <u>WA</u> Chap 12 (pp. 193-202)	--Blog Group 5 Posts due

--What is Rhetoric? (cont.) --Brainstorming & Developing a Thesis -- <i>ARP Conferences</i> <i>(Thursday & Friday)</i>		--Blog Comments due Sunday, 5/8 by 10:00 p.m.
Wednesday, May 11 --Building & Using Evidence --Connecting Evidence to Claims	-- <u>WA</u> Chap 7 (pp. 109-122)	
Friday, May 13 --ARP Peer Review Workshop		--ARP <u>Rough Draft</u> due --Blog Group 6 Posts due --Blog Comments due Sunday, 5/15 by 10:00 p.m.
Wednesday, May 18 --What is Commonplace? --Considering Style --Argumentative Writing --Review CP Assignment	-- <u>CP</u> Intro & Chap 1 -- <u>CP</u> Sample Essay (TBA)	--ARP <u>Final Draft</u> due
Friday, May 20 --Style (cont.) --Argument (cont.)	-- <u>CP</u> Chap 2 & 2.5	--CP <u>Publication Draft</u> due by 2:00 p.m. (via Carmen) --Blog Group 7 Posts due --Blog Comments due Sunday, 5/22 by 10:00 p.m.
Wednesday, May 25 --Evaluating Arguments --Logical Fallacy	-- <u>WA</u> Chap 5 (pp. 90-91) -- <u>CP</u> Chap 3	
Friday, May 27 --CP Workshop I (Becoming an Editor) --CP Practice	-- <u>CP</u> Chap 4	
Wednesday, June 1 --CP Workshop II (Writing Individual Memos) --Class Evaluations		
Friday, June 3 --CP Workshop III (Writing Group Memos) --Class Evaluations		--CP Individual Memo due (via Carmen) --CP <u>Graded Draft</u> due by 4:00 p.m. (via Carmen) --Extra-Credit due by 4:00 p.m. (via Carmen)