

Language, Identity, & Culture in the U.S. Experience: “The American (Ab)Normal”

ENGL2367.01 (Fall 2012)
MWF 1:50-2:45 p.m. (Denney Hall 307)

Instructor: Michael Marberry
Email: [INSERT]

Office: Denney Hall 461
Hours: MWF 12:00-1:30 p.m. (and by appt.)

Required Texts & Materials:

- Graff, Gerald & Cathy Birkenstein. They Say / I Say: The Moves That Matter in Academic Writing. [ISBN: 039393361X.]
 - Bechdel, Alison. Fun Home: A Family Tragicomic. [ISBN: 0618871713].
 - Tan, Shaun. The Arrival. [ISBN: 0439895294].
 - Thompson, Hunter S. & Ralph Steadman. Fear and Loathing in Las Vegas: A Savage Journey to the Heart of the American Dream. [ISBN: 0679785892].
 - Miscellaneous thematic readings (on Carmen).
 - Notebook for note-taking and in-class exercises.
 - Computer jump-drive (optional but recommended).
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Course & Theme Descriptions:

In this 3-hour, second-level writing course for which EN1110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in EN1110. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will also build on and improve your master of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become even more proficient with and sophisticated in your research strategies and employment of the conventions of academic discourses.

What does it mean to be “normal” in America today? What does it mean to be “abnormal”? Where do our understandings of these concepts originate? How do our personal and communal ideologies (i.e. our backgrounds and beliefs) inform and influence our perceptions of both normalcy and abnormalcy? How can these perceptions evolve, reverse, and even conflate over time?

Throughout this course, we will attempt to navigate the complexities at the heart of these designations – “normal” and “abnormal” – insofar as they are manifest in and revealing of American language, culture, and identity. We will consider a variety of visual, aural, and written texts. Along the way, we will consider topics like advertising, superheroes, monsters, reality-TV, sports/fashion, marginalized groups, political propaganda, etc. to see the ways in which we encounter this tension between the American (ab)normal everyday. We will explore the role that language plays in unifying, codifying, demonizing, and/or resisting these modes of identification and how both the concepts of “normal” and “abnormal” are often co-opted. We will see how the “normal-abnormal” dynamic is sometimes bolstered, sometimes destroyed, and sometimes problematized in interesting ways.

In doing this, our goal as a class is not to uncover the “absolute answer” regarding this issue of normalcy and abnormalcy in American culture today. Indeed, there may be a number of possible

answers to the aforementioned questions. Our goal, rather, is to carefully and thoughtfully explore the questions themselves and consider the ways in which this issue affects our understanding of the world around us and of ourselves.

Goals & Objectives of the OSU GEC:

As a second-level writing course at OSU, EN2367 fulfills the following GEC categories:

- **Writing & Communication** coursework develops students’ skills in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Level Two (2367) courses have the following Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

- **Diversity** coursework fosters students’ understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Social Diversity in the United States courses have the following Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender, sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course Requirements:

During this quarter, you will complete several major assignments designed to build upon each other intellectually and conceptually. Regular in-class assignments will help you practice the skills that you learn. Readings will also be assigned to correspond with discussions.

| Assignment: | Due Date: | Percentage: |
|---|---|--------------------|
| Daily Work & Participation (e.g. free-writing, reading-quizzes, in-class exercises, in-class group work, peer-review comments, etc.) | Throughout Quarter | 10% |
| Reading Discussion Groups (i.e. <u>Fun Home</u> , <u>The Arrival</u> , or <u>Fear and Loathing</u>) | Throughout Quarter | 15% |
| Primary Source Exploration (Project #1) | Monday, September 24 th by 11:59 p.m. (via Carmen) | 15% |
| Annotated Bibliography of Sources (Project #2) | Monday, October 22 nd by 11:59 p.m. (via Carmen) | 15% |
| Argumentative Research Paper (Project #3) | Wednesday, November 21 st by 11:59 p.m. (via Carmen) | 30% |
| Research Presentation & Summary (Project #4) | Wednesday, November 28 th by 1:50 p.m. (via Carmen) & Friday, December 7 th by 1:50 p.m. (via Carmen) | 15% |

Official 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 | | | E = 0.00 – 0.99 | |

Late Assignment Policy:

Work must be completed and submitted on time. *Late submission of a major assignment will result in a deduction of one full letter-grade for each day past the due date (e.g. B+ to C+).* Your grade will not be affected if a major assignment 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 the submission of the assignment.

Peer-Review Policy:

For this course, we will peer-review each paper prior to turning in a final draft. Obviously, in order for these peer-review sessions to work, you will need to be present to comment on others' papers and also bring a rough draft (electronically) of your own paper. For the purposes of our peer-review, your rough draft does not have to be "finished" per se. It simply has to be a *substantial* portion of your final draft – i.e. enough that someone could read your paper, understand the overall aim/argument, and provide you with valuable suggestions, questions, and critiques.

Because collaboration is a crucial part of our course and because peer-review is one of the most beneficial forms of academic collaboration, failure to attend our peer-review sessions will negatively affect your daily-work and participation grade. Failure to bring an electronic copy of your rough draft will mean that you also miss out on receiving very valuable feedback and will result in a deduction of *one-third of a letter grade (e.g. A- to B+)* on the final draft of that particular paper. If you must miss peer-review for a reason that would constitute an excused absence, you must let me know as soon as possible.

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 (and on time) and participate fully. For this course, you are allowed to accumulate three (3) UNEXCUSED absences for any reason. However, each unexcused absence after three (3) will result in *the lowering of your final grade by one-third of a letter-grade (e.g. B to B-)*. Accumulating six (6) unexcused absences will automatically result in course-failure.

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 one of those reasons, notify me as soon as possible. [Please note that attending fraternity/sorority events, tailgating for the football game on Friday afternoon, studying for other classes, etc. do NOT count as excused absences.]

Tardiness is disruptive to the class environment and prevents the full participation and assimilation of class information. Any in-class work that you miss due to tardiness (e.g. quizzes, free-writing, etc.) cannot be made up, so remember that excessive tardiness will 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 have not notified anyone via email about my tardiness (or class cancellation), please wait 15 minutes. If I still have not shown up by that point, please send someone to the English Office (Denney Hall 421) or call the English Office (614-292-6065) to notify someone that I am missing.

Academic Misconduct & Plagiarism:

The Ohio State University's Committee on Academic Misconduct defines academic misconduct as any activity that tends to compromise the academic integrity of the university or subvert the educational process. Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee. (Faculty Rule 3335-5-487)

At no point in the writing process should the work of others be presented as your own. For more information on OSU's stance on academic integrity, visit: <http://oaa.osu.edu/coam.html>.

Student Classroom Conduct:

The Ohio State University's Code of Student Conduct is established to foster and protect the core missions of the university, to foster scholarly and civic development of students in a safe and secure environment, and to protect the people, properties, and processes that support the university and its missions. For more information on OSU's expectations for student behavior in the classroom, visit: <http://studentlife.osu.edu/resources>.

Disruptive or obstructive behavior includes (but is not limited to) the following: physical abuse, verbal abuse, threats, stalking, intimidation, harassment, hazing, possession of controlled substances, possession of alcoholic beverages, irresponsible use of class computers, cell phone use (**including texting**), etc. If there is an emergency situation that requires you to exit class in order to answer a call or text during class, please let me know beforehand.

Basically...college is an extremely valuable opportunity – a chance to connect with people from all sorts of different political, religious, socio-economic, cultural, and academic backgrounds. As such, all classroom conversations should remain civil, even in the event of disagreement, in order to ensure a space that fosters new and different ideas. Any action that jeopardizes a safe, secure learning/teaching environment will absolutely not be tolerated.

Complaints & Concerns:

If you have a problem with anything that happens in class, please see me first. If we are unable to resolve the problem, your next step would be to visit the Writing Program Ombudsman. The Ombudsman mediates conflicts between instructors and students in English Department Writing Program classes. His office is located in Denney Hall 441, and his weekly office-hours for Autumn 2012 are Mondays 1:00-3:00 p.m. Other times are available by appointment. All conversations with the Ombudsman are confidential.

Student Disabilities:

The OSU Office for Disability Services provides services to any student who feels he/she may need an accommodation based on the impact of a disability. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located at Pomerene Hall 150 and can be reached at 205-292-3307. More information can be found at the ODS website: <http://ods.osu.edu>.

Counseling & Consultation Services:

The OSU Counseling and Consultation Services can provide help regarding a number of personal, mental-health, academic, and career concerns (among others). For more information, call 205-292-5766 or visit the CCS website at: <http://ccs.ohio-state.edu>.

OSU Writing Center:

The Ohio State University Writing Center is available to provide free, professional writing tutoring and consultation. You may set up an appointment by calling 205-688-4291 or by dropping by the center at 475 Mendenhall Laboratories. If you are interested in online writing advice, visit the OWL (Online Writing Lab) at <http://www.cstw.osu.edu>. You can also visit the Younkin Success Center in Building 052 at 1640 Neil Avenue. You can walk in without an appointment.

Carmen:

For this class, we'll be using Carmen as a hub for class handouts, assignments, readings, submissions, etc. You can access Carmen by going to <http://carmen.osu.edu>. Before you can access your Carmen page, you'll be asked to log-in using your OSU name.number and password. Please let me know if you have problems finding or accessing Carmen.

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: |
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| Wed, 8/22 - Syllabus Review - Intros & Icebreakers | | |
| Fri, 8/24 - Brainstorming the Theme - Personal Thematic Essay | | - Academic Misconduct Statement DUE by 1:50 p.m. |
| Mon, 8/27 - <u>TS/IS</u> Discussion - Summary & Analysis (Visual) - Toolkit: Notice & Focus | - <u>TS/IS</u> (Chap. 11, pp. 141-144) | |
| Wed, 8/29 - Summary & Analysis (Written) - Toolkit: The Method - Locating Primary Sources | | |
| Fri, 8/31 - <u>Fun Home</u> Discussion 1 | - <u>Fun Home</u> (Chap. 1-3) | - Discussion Group 1 DUE by 1:50 p.m. (Carmen) |
| Mon, 9/3 - NO CLASS!!! (Labor Day) | | |
| Wed, 9/5 - <u>TS/IS</u> Discussion - The Rhetorical Triangle - Toolkit: Paraphrase x3 | - <u>TS/IS</u> (Chap. 12, pp. 145-155) | |
| Fri, 9/7 - <u>Fun Home</u> Discussion 2 | - <u>Fun Home</u> (Chap. 4-5) | - Discussion Group 2 DUE by 1:50 p.m. (Carmen) |
| Mon, 9/10 - <u>TS/IS</u> Discussion - Rhetoric: Logos - <i>PSE Conferences in DE 461</i> | - <u>TS/IS</u> (Chap. 8, pp. 105-120) | |
| Wed, 9/12 - Rhetoric: Pathos - <i>PSE Conferences in DE 461</i> | | |
| Fri, 9/14 - <u>Fun Home</u> Discussion 3 - <i>PSE Conferences in DE 461</i> | - <u>Fun Home</u> (Chap. 6-7) | - Discussion Group 3 DUE by 1:50 p.m. (Carmen) |
| Mon, 9/17 - <u>TS/IS</u> Discussion - Rhetoric: Ethos | - <u>TS/IS</u> (Chap. 9, pp. 121-128) | |
| Wed, 9/19 - Pre-Writing Techniques - Organization: Block vs. PBP | | |

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| Fri, 9/21 - Peer Review (PSE) | | - PSE Rough Draft DUE by 1:50 p.m. (electronic) |
| Mon, 9/24 - <u>TS/IS</u> Discussion - Sources: Types & Purposes | - <u>TS/IS</u> (Intro, pp. 1-15) | - PSE Final Draft DUE by 11:59 p.m. (Carmen) |
| Wed, 9/26 - Navigating the OSU Library - Finding Sources | | |
| Fri, 9/28 - <u>The Arrival</u> Discussion 1 | - <u>The Arrival</u> (Parts I-II) | - Discussion Group 4 DUE by 1:50 p.m. (Carmen) |
| Mon, 10/1 - <u>TS/IS</u> Discussion - Evaluating Sources | - <u>TS/IS</u> (Chap. 1, pp. 19-29) | |
| Wed, 10/3 - MLA Style Citations - MLA Works Cited Page | | |
| Fri, 10/5 - <u>The Arrival</u> Discussion 2 | - <u>The Arrival</u> (Parts III-IV) | - Discussion Group 5 DUE by 1:50 p.m. (Carmen) |
| Mon, 10/8 - <u>TS/IS</u> Discussion - Source Incorp.: Summary - <i>ABS Conferences in DE 461</i> | - <u>TS/IS</u> (Chap. 2, pp. 30-41) | |
| Wed, 10/10 - Summary (cont) - Annotated Bibliographies - <i>ABS Conferences in DE 461</i> | | |
| Fri, 10/12 - <u>The Arrival</u> Discussion 3 - <i>ABS Conferences in DE 461</i> | - <u>The Arrival</u> (Parts V-VI) | - Discussion Group 6 DUE by 1:50 p.m. (Carmen) |
| Mon, 10/15 - <u>TS/IS</u> Discussion - Source Incorp.: Quoting | - <u>TS/IS</u> (Chap. 3, pp. 42-51) | |
| Wed, 10/17 - Quoting (cont) - Source Incorp.: Paraphrasing | | |
| Fri, 10/19 - Peer Review (ABS) | | - ABS Rough Draft DUE by 1:50 p.m. (electronic) |
| Mon, 10/22 - <u>TS/IS</u> Discussion - Reasons for Argumentation | - <u>TS/IS</u> (Chap. 4, pp. 55-67) | - ABS Final Draft DUE by 11:59 p.m. (Carmen) |
| Wed, 10/24 - Aristotelian Argumentation - Rogerian Argumentation | | |
| Fri, 10/26 - <u>Fear & Loathing</u> Discussion 1 | - <u>Fear & Loathing</u> (Part 1, Chap. 1-8) | - Discussion Group 7 DUE by 1:50 p.m. (Carmen) |
| Mon, 10/29 - <u>TS/IS</u> Discussion | - <u>TS/IS</u> (Chap. 5, pp. 68-77) | |

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| - Thesis Statements | | |
| Wed, 10/31 - Putting Sources to Work - Source Incorporation Review | | |
| Fri, 11/2 - <u>Fear & Loathing</u> Discussion 2 | - <u>Fear & Loathing</u> (Pt. 1, Chap. 9 – Pt. 2, Chap. 5) | - Discussion Group 8 DUE by 1:50 p.m. (Carmen) |
| Mon, 11/5 - <u>TS/IS</u> Discussion - Logical Fallacy Awareness - <i>ARP Conferences in DE 461</i> | - <u>TS/IS</u> (Chap. 6, pp. 78-91) | |
| Wed, 11/7 - The Art of Paragraphing - Topic & Support Sentences - <i>ARP Conferences in DE 461</i> | | |
| Fri, 11/9 - <u>Fear & Loathing</u> Discussion 3 | - <u>Fear & Loathing</u> (Part 2, Chap. 6-14) | - Discussion Group 9 DUE by 1:50 p.m. (Carmen) |
| Mon, 11/12 - NO CLASS!!! (Veteran's Day) | | |
| Wed, 11/14 - <u>TS/IS</u> Discussion - Intros & Conclusions | - <u>TS/IS</u> (Chap. 7, pp. 92-101) | |
| Fri, 11/16 - Course Review Day - ARP Studio Day | | |
| Mon, 11/19 - Course Evaluations - Peer Review (ARP) | | - ARP Rough Draft DUE by 1:50 p.m. (electronic) |
| Wed, 11/21 - ARP Studio Day | | - ARP Final Draft DUE by 11:59 p.m. (Carmen) |
| Fri, 11/23 - NO CLASS!!! (Thanksgiving) | | |
| Mon, 11/26 - The Art of Presentation - RPS Studio Day | | |
| Wed, 11/28 - RPS Presentations Day 1 | | - All RPS Presentations DUE by 1:50 p.m. (Carmen) |
| Fri, 11/30 - RPS Presentations Day 2 | | |
| Mon, 12/3 - RPS Presentations Day 3 | | |
| EXAM WEEK - NO CLASS!!! | | - All RPS Summaries DUE by Fri, 12/7 @ 1:50 p.m. (Carmen) |