

English 102

Rebecca Skidmore, ENGL 102, Fall 2005, Composition and Rhetoric

Fieldworking is not your traditional research course. While you will spend time in the library and reading published works, you will also spend time in the community, studying and learning from the people in the world around you. This course aims to help you sharpen your critical thinking skills, write and research more effectively, and learn more about yourself through others.

Required Texts Chiseri-Strater, Elizabeth and Bonnie Stone Sunstein. *FieldWorking: Reading and Writing Research*. 2nd ed. Boston: Bedford/St. Martin's, 2002. Lunsford, Andrea. *The Everyday Writer*. 3rd ed. Boston: Bedford/St. Martin's, 2005. Ryan, Kathleen, ed. *Entering Academic Conversations: Research and Argumentation in English 102*. 12th ed. Littleton, MA: Tapestry Press, 2005.

You will also be part of a reading group working with one of the following books: Atwood, Margaret. *The Handmaid's Tale*. Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. Ensler, Eve. *The Vagina Monologues*. Smith, Anna Deavere. *Twilight*: Los Angeles, 1992. Toth, Jennifer. *The Mole People: Life in the Tunnels Beneath New York City*. **These texts are not available in the university bookstore. You will need to purchase your text immediately via another bookstore or through amazon.com.

Attendance Because of the interactive nature of this course, daily attendance is essential. You may miss three classes without penalty. At four absences, your participation grade will be compromised. If you miss six classes, you will receive a failing grade for the course. I will take attendance at the start of every class, and no distinctions will be made between excused and unexcused absences. If you must miss a class, it is your responsibility to obtain any handouts or assignments.

Late Work I do not accept late work for any reason. Should you have a problem with a particular deadline, speak with me in advance. All work is due at the beginning of class on the scheduled due date. Homework is due at the beginning of the next class after it is assigned. I do not accept emailed submissions unless I have given you prior permission. If you know you must miss a class when an assignment is due, you should make arrangements to turn it in prior to the due date.

Participation Participation includes arriving to class prepared and on time. Habitual lateness will affect your participation grade. You are expected to bring your textbooks to every class, to take

active part in class discussion, to ask questions, and to contribute your knowledge and insight to the class. Preparation is crucial. You cannot participate effectively if you have not done the required reading and writing for class. If you arrive unprepared for a workshop or conference you will be asked to leave and counted absent. Expect to bring copies for your group members to workshops and conferences. I will not accept late papers, or no papers at workshops, due to technical mishaps. Save your work often, and be aware that you can print papers in several different places around campus. Please budget the cost of copies and print early.

Email This class requires you to activate and use your free MIX account, provided by WVU automatically when you begin attending classes. You may receive important information via email, including but not limited to, emergency cancellations, preparation information for group conferences, and assignments. After week 1, there will be no acceptable excuse as to why you do not check your MIX account.

Office Hours My office hours are M/W 12:30-1:30. Office hours provide us with an opportunity to talk one on one. You may drop in during these times or make an appointment with me to talk about any questions or comments you may have about your progress in the course. I'd be happy to talk with you via email as well, and you can expect that I will respond to you within 48 hours Monday through Friday.

Academic Honesty I do not tolerate academic dishonesty of any kind. Forms of plagiarism include misrepresenting another's work as your own, whether in part or whole; submitting the same paper or substantially similar papers to meet the requirements of more than one course without the written consent of all instructors concerned; interfering with another's work. Cases of cheating or plagiarism will result in a failing grade for the course and appropriate academic discipline. If you have any questions regarding this issue or proper documentation rules, please speak with me.

Social Justice I concur with WVU's commitment to social justice and expect to maintain a positive learning environment based on open communication, mutual respect and non-discrimination. I expect comments to be made with regard and respect for other classmates' differing positions and points of view. Any suggestions about how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you have any special needs or concerns, please talk to me so that we can plan accommodations.

Collection of Material Over the course of the semester we will be engaged in several different projects, we will learn and practice research techniques, we will respond to readings in our texts,

we will read and respond to other students' work, and we will write and revise multiple drafts of papers. In addition, smaller projects that we do earlier in the semester will lead up to and inform later projects. Keep everything! You will need to purchase a binder or notebook in which to store hard copies of your work. You will also want to store your work, including research, formal writing, and informal writing, on a disk and/or otherwise electronically. Keep all of your work, and be sure to have back ups for your electronic work. We will also be working on more than one project at a time, so you will need to be organized about collecting your materials.

Assignments and Grading Please see grade descriptors in Entering Academic Conversations. You will receive additional handouts for each individual assignment. You must turn in all of these assignments to pass the course.

Participation 10% Group Book Review and Presentation 15% Project Proposal 10% Annotated Bibliography 10% Ethnography 20% Research Journal 35%

Schedule of Work Assignments and due dates are subject to change.

Week Date Topic for Class Homework 1

8/22 Introductions Buy Books; Read Entering Academic Conversations (EAC) p. 13-21

8/24 Syllabus and course policies Read Fieldworking (FW) p. 1-19

8/26 Fieldworking terms and definitions; choose book groups Buy book for book group

*Last day to add/make changes

1. 8/29 Box 1: "Looking at Subcultures"; assign project proposal Box 2: "Making the Ordinary Extraordinary"; brainstorm subcultures

8/31 Discuss subcultures and making decisions Read FW p. 23-53

9/2 Discuss reading; subculture workshop Box 3: "Engaging the Ethnographic Perspective"

2. 9/5 Labor Day Recess

9/7 Assign book group project; book group meeting #1 Draft project proposal

9/9 Workshop project proposal Prepare for conferences

3. 9/12 Class cancelled for conferences

9/14 Class cancelled for conferences Revise project proposal; Read EAC p. 25-27

9/16 Project proposal due; assign annotated bibliography Read EAC p. 34-37, 55-110

4. 9/19 Discuss traditional research methods Read Everyday Writer (EW) p. 369-402

9/21 MLA exercise Read EAC p. 40-46

9/23 Discuss in-text citation, paraphrasing, summarizing Draft annotated bibliography

5. 9/26 Workshop annotated bibliography Prepare for book group meeting

9/28 Book group meeting #2 Revise annotated bibliography

9/30 Annotated bibliography due; discuss research journal; choose research partners Read FW p. 118-128; prepare Informed Consent Forms

6. 10/3 Discuss reading; Box 11: "Positioning Yourself" Read FW p. 64-94, 128-131; bring in an artifact related to your site

10/5 Discuss reading; practice double-entry notes (Box 7) Visit site alone or with partner; take double-entry notes; prepare for book group meeting

10/7 Book group meeting #3 Read FW p. 95-101 *mid-semester

7. 10/10 Discuss assumptions and observations; Box 8: "Questioning Your Fieldnotes" Read FW p. 217-245; Box 19: "Mapping Space"

10/12 Discuss reading; Box 20: "Finding a Focal Point" Read FW p. 245-289

10/14 Discuss reading Read FW p. 293-315; Box 21: "Listening for 'the Word': Creating a Glossary"

8. 10/17 Storytelling and oral histories Read FW p. 345-391; prepare interview questions for an informant from your site

10/19 Discuss reading; workshop interview questions Prepare for book group meeting

10/21 Book group meeting #4 Bring in a cultural artifact of your own

9. 10/24 Box 27: "Using a Cultural Artifact: An Interview" Read FW p. 147-149, 208-211, 336-338; bring markers and sticky notes; bring "working" journal

10/26 Discuss reading and practice reflection; review research journal goals and requirements Choose and complete one unassigned "Box" exercise to add to your research journal; prepare for conferences *Last day to drop

10/28 Class cancelled for conferences Prepare for book group presentations; work on research journal

10. 10/31 Book group presentations Prepare for book group presentations; work on research journal

11/2 Book group presentations Bring "draft" of edited research journal

11/4 Book group presentations; workshop research journal Continue working on research journal; finishing touches

11. 11/7 Research day

Ethnography prewriting; read FW p. 339-341, 409-412, 417-437, 462-465

11/9 Research journal due; assign ethnography; ethnography components and style Draft thesis statements for presentation to the class

11/11 Thesis workshop (Mrs. Gearhart) Begin drafting ethnography

12. 11/14 In-class writing workshop (Mrs. Gearhart) Read FW p. 149-154

11/16 Incorporating and acknowledging traditional and field sources Complete first full draft of ethnography

11/19 Drafting and revision strategies; workshop ethnography first draft Revise ethnography

13. 11/21-11/25 Thanksgiving Recess

14. 11/28 Workshop ethnography revised draft (for clarity and coherence) Prepare for conferences

11/30 Class cancelled for conferences Revise ethnography

12/2 Class cancelled for conferences Revise ethnography

15. 12/5 Workshop ethnography (for style and mechanics); read around Revise ethnography

12/7 Course evaluations Revise ethnography

12/9 Ethnography due

16. 12/12-12/16 Finals Finals

Participation Grade Descriptors

A—Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his or her verbal and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshops and conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.

B—Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are completed on time and with attention. In workshops and conferences, suggestions to group members are tactful, specific, and helpful.

C—Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. In workshops and conferences, suggestions to group members are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

D—Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are incomplete or insufficient. In workshops and conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.

F—Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and unable to contribute to classroom discussions or small group workshops. The student may be disruptive in class. Reading and writing assignments are regularly missing or insufficient. In workshops and conferences, the student has a pattern of missing, being completely unprepared, or being disruptive.