Salt Lake Community College

Course Curriculum Outline

Catalog Information

[Course Abbreviation](#ccocourseabbreviation): ENGL [and Number](#ccoandnumber): 1050

[Course Title](#ccotitle): Intr/Rdg Diverse Culture HU/DV

[**Course Description**](#ccodescription)**:** Study of written and visual genres about diverse

U.S. culture in order to explore the structures that

serve to the advantage of certain social groups

and to the disadvantage of others.

[**Course Prerequisites**](#ccoprerequisites)**:**  None

[Number of credits](#ccocredits): 3

[Number of instructional contact hours](#ccocontacthours): 3

[Number of lecture hours per week](#ccolecturelab): 3 [Number of lab hours per week](#ccolecturelab): 0

(hours per week or equivalent number per week for a full semester or equivalent)

[Type of credit](#ccotypeofcredit): Transfer

[Course Fee](#ccofee) (if applicable):

[Course will be offered](#ccooffered): All

[Semester of Implementation](#ccosemester): Summer 2011

Approvals:

**Faculty Submitting Proposal:**  Louise Bown, Sue Briggs March 1, 2011

**School Curriculum Committee:** ( dean's name and date)

**Technical Review:** (advisor's name and date)

**Received by Articulation:** (Articulation advisor's name and date)

**General Education Committee:** (chair's name and date)

**Other Committees** (specify): (chair's name and date)

**Curriculum Committee:**  (chair's name and date)

**Accepted by Senate:** (curriculum chair's name and date)

**Final Curriculum Approval:** (AVP name and date)

Institutional Impact

[Rationale](#ccorationale) for the change or addition of course: The course is up for 5-year review. While the course already received HU and DV designations, the CCO and the course itself have been revised to more clearly reflect the diversity criteria.

[Financial impact](#ccofinancialimpact): What resources will be needed?: Routine funding from Department

[What programs](#ccoprgraminfo) will utilize this course? Will it be General Education, a required course or an elective in those programs?: General Education with Diversity and Humanities Designations.

**Syllabi Information**

|  |  |  |
| --- | --- | --- |
| [**ASLO**](#aslo) | [**Course Objectives/Student Outcomes**](#ccooutassess) | [**Assessments**](#ccooutassess) |
| 1, 4 | Students will think critically and analytically about representations of diversity. | Reader Responses/Reflections  Essay Assignments  Class Discussions  Presentations |
| 1, 4, 5 | Students will examine the effects of our diverse culture on individuals and groups. | Reader Responses/Reflections  Essay Assignments  Class Discussions  Presentations |
| 1, 2, 4 | Students will examine how social structures and discourses may legitimate one social group’s power over another group based on race, ethnicity, class, or gender. | Reader Responses/Reflections  Essay Assignments  Class Discussions |
| 1, 2, 4 | Students will rhetorically analyze written and visual genres. | Essay Assignments  Class Discussions  Presentations |
| 1, 2, 4 | Students will synthesize sources in developing both oral and written arguments. | Class Discussions  Essay Assignments |
| 4, 5 | Students will critically examine their own beliefs and attitudes as they relate to diverse cultures. | Reader Responses/Reflections  Class Discussions |

[**Delivery Format(s):**](#ccodelivery) Classroom, Online, Hybrid

Online and hybrid classes will meet the same requirements as traditional in-person classes. Discussions in the online venue will fulfill the response/reflection requirement.

**Instructions on** [**Specific Assignments and** **Processes**](#ccoassignments)**:**

**Classroom Discussions**

Students will demonstrate careful reading and consideration of assignments through classroom discussion; this may include both small-group and whole-class discussion.

**Formal Essays**

Students will write 2 or more essay assignments. These essays will require analysis and synthesis of pieces we study, as well as MLA documentation.

**Reader Response/Reflections**

Students will keep a reader response/reflection journal in which they respond to assigned pieces; or, if the instructor chooses, they may instead do shorter informal writing assignments.

**Presentations**

Students may collaborate with other students to present analysis and discussion of an approved poem, short story, essay, or visual representation of diversity. Their discussion will place that piece in the context of our diversity studies.

[**Other**](#ccoother)**:**

[**Additional designation(s)**](#ccoadditional)

**This course requests** [**General Education**](#h4) **designation as:**

**1. Communication:** This course emphasizes analytical reading and writing, as well as group and whole-class discussion. Discussions revolve around well-known issues on matters of culture. Students generate drafts of writing assignments and provide substantive revision feedback for one another.

**2. Creativity:** Students read, analyze, and compare/contrast multiple genres—both written and visual--to discern how they are impacted by the social positions of their authors/creators, and how they impact the diverse societies they are part of. As students engage in whole-class and small-group discussion, various writing activities, and presentations, they enhance their own abilities in creative thinking and production.

3. **Critical Thinking:** Students will think critically about diversity as they carefully read and analyze assigned selections and, especially, as they engage in comparative study of these selections and explore other students’ views and reactions.

**4. Esthetics:** Students will study the elements of rhetorical effectiveness and write about essays, literature, and images; they will explore how these different modes of inquiry have represented aspects of diversity, historically and in the present.

**5. Social Web:** As students examine the cultures around them, they will be exposed to societal/political implications for various groups in U. S. culture, especially along the lines of race, class, and gender. Students will examine their individual relationship to this diverse culture--its impact on their present life and on their past and future.

**6. Substance:** This course is a study of written and visual texts and how they reflect the marginalization of various groups according to such elements as race, ethnicity, class, and gender. Students will consider, compare and contrast rhetorical techniques and ideas of authors, as well as the cultural aspects that have shaped them.

**7. Interdisciplinary: (only if requesting** [**ID**](#ID) **designation)**

**8. Diversity (only if requesting** [**DV**](#DV) **designation)**

**8a Course Content:** The course includes study of texts and genres, created by and about people of diverse backgrounds. Through rhetorical analysis, students consider how the pieces we study accomplish their intent, and how individuals are shaped, advantaged, or marginalized by such elements as race, gender, and class. Through this course, students will examine their own positions, assumptions, and reactions, using analysis to move toward a more tolerant society.

The course defines, analyzes, and challenges discourses that oppress social groups in U.S. society. Students explore how differences are defined, talked about, written about, represented visually, and how those differences create the conditions in which people experience their lives.

**8b Methods:** One of the central aims of English 1050 is to provide students with reading and writing assignments that increase their understanding of the “diverse, mass-mediated, multicultural realities of contemporary America” (*Reading Culture*, 7th ed., xvii). Through careful reading, analysis, discussion, and writing, students broaden their understanding of the diverse American culture, and how individuals and groups are impacted by that diverse culture.

Assigned reading and writing assignments and class discussion invite exploration and open discussion about issues such as race, class, and gender, as well as analysis of how these issues are represented and developed in assigned pieces.

**Sample Syllabus**

**English 1050: Introduction to Reading Contemporary Culture**

**Semester:**

**Course Info (CRN, section, time, place):**

**Instructor:**

**Office: Phone:**

**Email:**

**Office Hours:**

**Course Description**

This course is a study of written and visual genres that reflect how the diverse United States culture has evolved and is still evolving, and how this diverse culture includes and marginalizes various groups according to race, ethnicity, class, or gender.

Our selections for study are varied in genre, including what we typically understand as “literary” genres, such as short stories, essays, and poetry, but also including social commentary in such forms as graffiti and advertising. As we study these selections, we will consider, compare, and contrast rhetorical techniques and ideas of authors, as well as the cultural aspects that have shaped them.

The course will also ask you to critically analyze your own stances and place in our diverse society as you engage in thoughtful and respectful class discussion and writing. There is frequently a tendency to oversimplify issues of diversity; our study will ask that you acknowledge and address their complexity as you consider various perspectives and situations.

**Course Objectives**

In this course, you will

think critically and analytically about representations of diversity.

examine the effects of our diverse culture on individuals and groups.

examine how social structures and discourses may legitimate one

social group’s power over another group based on such aspects as language, race, and gender.

rhetorically analyze written and visual genres.

synthesize sources in developing both oral and written arguments.

critically examine your own beliefs and attitudes as they relate to

diverse cultures.

**Text**

George,Diana and John Trimbur. Reading Culture: Contexts for Critical Reading and Writing.7th ed. New York: Longman, 2010.

You will also find some pieces online--sometimes, you’ll do this as an outside assignment; other times, we’ll do it in class.

**Assignments and Grades**

3 essay assignments 25% each

Attendance, Participation, Reader Responses,

And Presentations 25%

**Essays**

You’ll write 3 essay assignments. We’ll have ongoing discussions about essays, and topics will develop from our study and discussion. I’ll give you a handout for each one explaining its requirements. These essays will require development of thesis and support; analysis and synthesis of pieces we study; and MLA documentation.

Essay One: Issues of Race and Ethnicity

Essay Two: Issues of Gender and/or Class

Essay Three: Influence of Media/Reflection on Diversity

**Reader Response/Reflections**

You will also receive a separate handout detailing the reader responses.

You will do typed responsesto your assignments immediately after you read them (or, in some cases, while you do so). Sometimes, I’ll request that you respond to a specific prompt; other times, you’ll respond to what you see as important and relevant. You may, for example, respond to a particular passage, technique, or idea in a work; or you may respond to its overall impact. Comment on both the subject matter and the style and rhetorical technique of the piece. And comment on how pieces relate to each other and to other pieces you’ve seen or read. Sometimes responses may be observations; other times, they may be questions. Be sure that your responses specifically reflect careful reading and thoughtful consideration, and try to respond in ways that may elicit thought and discussion; we will often use your responses as a starting point for discussions.

Entries should include date of your assignment/response, title, author, page, etc. Entries should always be typed and turned in on the day the assignment is due; I will usually comment on them and return them at the next class meeting. After I return them, keep them in a standard-size pocket folder; they will be helpful as you develop your essays, and I may periodically take up the folder for review.

**Presentations**

You will collaborate with other students to present analysis and discussion of an approved piece of your choosing. Your discussion will place that piece in the context of our studies. We’ll clarify further in class.

**Attendance and Punctuality**

* You are expected to attend all class meetings, and you are expected to be on time and remain for the entire class time. If you must be absent, you are nevertheless responsible for everything we did in class that day.
* It’s a good idea to get phone numbers and email addresses from some of your classmates.
* Excessive absence or tardiness will certainly affect your grade. If you miss class more than 3 times, you can expect your final grade to be lowered.
* Coming to class late or leaving early is distracting to other students and is, therefore, rude and not acceptable. 2 tardies (or leaving early) = 1 absence.
* It is not acceptable to bring children to this class.
* I don’t send or accept assignments by email.

**Plagiarism and Academic Integrity**

If you submit any work that is not the product of your own study and effort, you will receive a grade of 0 for that work.

**Late Assignments**

Outside assignments are late if they are turned in after the beginning of the class period on the due date. I accept these assignments up to three days late, with a penalty of one letter grade, or, for reader responses, one point (we’ll discuss grades and points in class). I don’t accept assignments after three days past the due date. I don’t write comments on late work, but you can make an appointment in my office if you’d like to review that material.

You may make up some in-class work within three days after you have missed such work. Be aware, though, that the nature of some in-class work—group work, for example, or videos-- means that it simply can’t be made up.

**Student Writing Center**

SLCC has a Student Writing Center at each campus. The Writing Center is a great place to get a peer review or talk with a writing tutor about how to overcome writer’s block. At the Redwood Campus, the WC is located in AD 218. At the South City Campus, you can find writing advisors in the Learning Center (N308). Also, check SLCC’s online Writing Center at [www.slcc.edu/swc](http://www.slcc.edu/swc).

**Tentative Schedule of Assignments**

You should have the following assignments prepared by the day they are on the schedule; read the assignment and complete your reader response/reflection by the time you come to class on that day. If there are page numbers by the selection, it’s to be found in the course text.

These assignments may be changed to suit our needs and purposes. You are responsible for all changes, even if you aren’t in class when those changes are made; it is, therefore, a good idea to establish contact with classmates so that you can get in touch with them should you need to clarify/discuss an assignment.

In-class activity will include discussion and analysis of these assignments, as well as other activities such as watching film, studying pieces together, both in hard copy and on the internet, and small group work.

**Immigration and Assimilation**

**January**

10: Introduction to class

12: Introduction and Gordon: “More Than Just a Shrine: Paying Homage to the

Ghosts of Ellis Island,” 437-41;

Go online and research the history of Angel Island in CA

14: Poetry by early Chinese Immigrants: “Angel Island Immigration Station Poetry,” online

17: **Martin Luther King Day: No Class**

19: Mead, “We Are All Third Generation,” 90-96

21: Naylor, “Kiswana Browne,” 79-85

**Racial Issues**

24: “Making Connections,” 476; “Rhetorical Stance,” 477; Douglass, “What to the Slave

is the Fourth of July?” 477-492

26: Obama, “A More Perfect Union,” 493-500

28: Cervantes, “Poem for the Young White Man…,” online; in class, discuss essay

31: Malcolm X, “From the Autobiobraphy of Malcolm X,” 27-29;

In class, speech excerpts

**February**

2: Cockroft and Barnet-Sanchez, “Signs from the Heart: California Chicano

Murels,” 300-305; “Claiming Interpretive Space,” 305-309

4: Online Activity: Rodolfo Acuna, Bansky; in class, discuss essay

**Language**

7: Anzaldua, “How to Tame a Wild Tongue,” 530-553; “To live in the borderlands,” online

9: Lu: “From Silence to Words: Writing as Struggle,” 153-162

11: Jordan, “Nobody Mean More to Me than You and the Future Life of Willie Jordan,”

171-180

14: Bring draft of essay

16: Peer edit, workshop, conference

18: continue workshop and conference

21: **President’s Day: No Class**

23: **Essay Due**

**Gender Issues**

25: “The Graphic Novel: Reader Participation,” 369;

Online Activity: Graphic Novel, Satrapi

28: Satrapi, “The Veil,” 370-379

**March**

2: Kincaid, “Girl,” online; Chopin, “The Story of an Hour,” online;

Olson, “I Stand Here Ironing,” 388-393

4: Schiff, “Our Little Women Problem,” 394-395; Cisneros, “The First Job,” 386-387;

Cisneros, “Old Maids,” “Las Girlfriends,” online

7: Berger, “Ways of Seeing,” 207-216; Leppert, “The Female Nude,” 216-219

9: Bronsky, “A Gay Man’s Case Against Gay Marriage,” online

11: In class, video

14 - 18: **Spring Break: No Class**

**Class Discrimination**

21: Berry, “Cancer Alley: The Poisoning of the American South,” 316-321;

Davis, “Fortress Los Angeles,” 294-299

23: Greenhouse, “Worked and Overworked,” 408-418

25: Reading Documentary Photography,” 420; Bowden, “Camera of Dirt,” 421-427; discuss

essay

28: Bring draft of essay

30: Peer edit, workshop, conference

**April**

1: continue workshop and conference

4: **Essay Due;** in class, work with groups for presentation

**Influence of Media as Relevant to Issues of Diversity**

6: “Images,” 194-196; Trachtenberg, “Reading American Photographs,” 451-456

8: Gefter, “Photographic Icons: Fact, Fiction, or Metaphor?” 230-239

11: “Reading the Gaze: Gender Roles in Advertising,” 220-224;

“Rewriting the Image,” 237-239

**Intersection of Cultures**

13: “Living in a Transnational World,” 513-514; Kumar, “Passport Photos,” 515-518

15: Kincaid, “Columbus in Chains,” 519-524; Orwell, “Shooting an Elephant,” 525-529

18: Small group discussion

20: Presentations

22: Presentations

25: Presentations

27: Peer edit, workshop, conference

Final Essay is due during the final exam period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Code of Conduct**

Students are expected to abide by the SLCC Student Code of Conduct, which states:

“I will practice personal and academic integrity. I will respect the dignity of all

persons.  I will respect the rights and property of others. I will discourage bigotry,

striving to learn from differences in people, ideas and opinions. I will demonstrate

concern for others, their feelings and their need for conditions, which support

their work and development.  Allegiance to these ideals obligates each student to

refrain from and discourage behaviors which threaten the freedom and the

respect all community members deserve.”

*The Carolinian Creed*

The full Code can be found at http://www.slcc.edu/policies/docs/Student\_Code\_of\_Conduct.pdf

**ADA Statement** <http://www.slcc.edu/drc/>

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, can contact the Disability Resource Center (DRC).  The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college.   Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123.  Phone: (801) 957-4659, TTY:  957-4646, Fax:  957- 4947

**General Education Statement**

This course is part of the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student’s knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is the ability to use information in meaningful ways in order to enrich one’s life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

**This course fulfills two General Education categories: *Diversity and Humanities.***

**Diversity** is the study of certain differences (race, ethnicity, social class, gender, ability, sexual orientation, age, religion, etc.) and how those differences translate throughout U.S. history into disparities of power, privilege, and access to opportunity. This course will identify and challenge your assumptions and encourage you to consider multiple perspectives so that you can become a more responsible and effective citizen in this multicultural society.

**Humanities** courses express the human spirit and celebrate our emotions and intelligence by making connections between the forces that shape reality in culture and society: language, history, beliefs, and philosophy. Students will recognize and appreciate the different cultural achievements and legacies of civilization. Students will learn to integrate moral, ethical and esthetic judgments in many contexts.

This course will invite engaged discussion and authentic personal reflection. Because we will often express contrasting views it will be essential to be respectful by listening and asking questions of those with whom we disagree.