**English 1050 Syllabus**

**Announcements from Instructor**

**Watch for announcements each time you login. You will see a star next to the announcements link on the left side of the screen when there is a new announcement. Also, check your Vista email regularly.**

[**Text**](https://online.uen.org/webct/urw/lc2606979418002.tp2606979436002/RelativeResourceManager/2606979436002/syllabus0.html#text)

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

[**Introduction**](https://online.uen.org/webct/urw/lc2606979418002.tp2606979436002/RelativeResourceManager/2606979436002/introduction)

The term culture is a familiar one, although it is used in a variety of ways. We often associate it with the notion of “high” culture, that is, with works of art such as classical music, literature, painting, or anything considered “refined.” In other words, the term means to distinguish itself from “low” culture.” This course, on the other hand, views culture differently and is in some sense informed by the emergence of an academic field referred to as Cultural Studies, a field started by scholars with working-class backgrounds that concerns itself with matters traditionally deemed unworthy of academic study. For our purposes, we would define culture, simply, as “the world that surrounds us and the experience of everyday life” (from the Preface to Reading Culture). Therefore, the reading and writing you will be engaged in this semester will reflect the realities of social life as we experience it. In this respect, we will be “reading” culture, which is a loose way of saying that we will be investigating the impact of the social world and its conditions on people (ourselves and others). As the authors of our text say, this semester we will explore “how people make sense of their worlds and about the values, beliefs and practices in which they invest their energies and allegiances. One of our central aims is to provide students with reading and writing assignments in their familiar ways of life, and to understand how these ways of life fit into the diverse, mass-mediated, multicultural realities of contemporary America” (Preface).

[**Overview of Course Objectives**](https://online.uen.org/webct/urw/lc2606979418002.tp2606979436002/RelativeResourceManager/2606979436002/syllabus0.html#overview)

You will

* Read carefully and critically a range of writing about culture
* Develop fluency with talking, reading, and writing about culture from different perspectives
* Investigate the effects of culture on individuals and groups
* Analyze the formation of discourses by which one social group legitimates its power over another group based on race, class, gender, language, ethnicity, age, occupation, region, politics, and religion.
* Gain an understanding of how social structures and discourses oppress social groups in the U.S. and how these relationships function to maintain, challenge and change social systems of power.
* Analyze artifacts of contemporary culture found in the media and public places are through discussing the issues of history, style, public space, work, school, images, etc.
* Learn to “read culture” i.e. investigate the impact of the social world and its conditions on people.
* Explore how people make sense of their worlds and investigate the values, beliefs and practices in which they invest their energies and allegiances.
* Discuss various social issues such as the forms of discrimination, class struggle, and identity formation, and attempt to better understand the cultural divisions within the U.S. and their effects on culture.

**Writing Assignments**

**Writing Assignment One: Storytelling Analysis Essay**

Choose your topic for this essay from one of the following:

(1) “Writing Assignment” on p. 341 in relation to Brunvand. If you choose this topic, respond to at least **two** of Brunvand’s interpretations of urban legends (or one of Brunvand’s and one that you know about) that you find particularly interesting or striking. Be sure that your main discussion is about whether or not the interpretation is adequate or inadequate. Also, include discussion of alternative interpretations.

(2) “Writing from the Reading” on p. 378 in relation to Satrapi.

Storytelling Analysis Essay 3-5 pages, double spaced, 14 point font Arial or Verdana. Cite 1-2 sources. Use MLA format and documentation, including in-text citation and a Works Cited page. See pages 42-47 for examples of MLA formatting and documentation. Please save in Word as I cannot open files saved in any other format.

**Storytelling Analysis Essay Peer Review Questions:**

**Questions for the Brunvand essay prompt:**

* What do you think is particularly effective about the summary?  Where does it need more detail?
* How well does the writer explain why the interpretation seems adequate or inadequate?
* What alternative interpretations does the writer offer?  Are they sufficient?  Why or why not?
* Are sources used appropriate for the topic? Are sources cited correctly? Are in-text citations used correctly? Is a Works Cited page included with correct citations?

**Questions for the Satrapi assignment prompt:**

* How does the essay examine preconceptions about Iran and the Middle East?
* How does the essay include reference to “The Veil”? Where could do so more?
* Does the essay thoroughly discuss the visual telling of the story? What more could be added?
* Are sources used appropriate for the topic? Are sources cited correctly? Are in-text citations used correctly? Is a Works Cited page included with correct citations?

**Writing Assignment Two: Public Space/Image Analysis-History Essay**

Select a photograph, advertisement, or place to analyze. Review the readings and suggested Writing Assignments in Chapters 4, 6 and 9 as you develop ideas for your essay.

As you look for an image or place to observe, find something that allows for some analysis of culture, not simply an image or site of pragmatic activity.

For example, if you choose a photograph or advertisement, be sure to go beyond just describing what you see. Discuss what the photograph or advertisement reflects about culture.

If you choose a place to analyze, go beyond just describing the place. Again, discuss what the place reflects about culture. For example, observing that people go to a grocery store to buy food isn't necessarily informative about culture; however, observing shoppers at a store like Wild Oats may allow you to describe the values of a specific subculture.

Public Space/Image Analysis- History Essay 4-5 pages, double spaced, 14 point font Arial or Verdana. Cite 2-3 sources. Use MLA format and documentation, including in-text citation and a Works Cited page. If you use a photograph or advertisement, also cite the source and, if possible, include the image. Please save in Word as I cannot open files saved in any other format.

**Public Space/Image Analysis-History Essay Peer Review Questions:**

1. Does the student writer go beyond describing the photo, ad or place? Is a major part of the essay a comment on the cultural impact of the photo, ad or place? What more could the student do to highlight cultural significance?
2. What do you see as the greatest strength of this essay?
3. What is the main suggestion you would make for improving it?
4. Are sources used appropriate for the topic? Are sources cited correctly? Are in-text citations used correctly? Is a Works Cited page included with correct citations?

**Writing Assignment Three: Mining the Archive**

At the end of each chapter, your textbook provides a "Mining the Archive" section which encourages a more detailed exploration of one aspect of cultural production. Your final assignment will be to research a cultural archive (For ideas, consult your textbook and the book's [companion website](http://wps.ablongman.com/long_george_5/0,8066,893792-,00.html) (www.ablongman.com/george)--**look for the "Mining the Archive" links in each chapter.** If the website is for the 6th ed. of the text, it still will have useful information.

**At the beginning of the essay, please identify the chapter and page number of the Mining the Archive assignment you are addressing.**

From your research, you will define a paper topic that both interests you and allows you to make observations and analysis of culture. The goal is to make a careful observation of some aspect of culture by analyzing a series of cultural artifacts. The assignment is in many ways similar to our first assignment, but this time you will be looking at a wider collection of materials. Focus your attention on a specific archive, spend ample time reading and analyzing materials, and write a paper that describes what you discovered and how the archive helps you to better understand American Culture. The paper should not only describe what you observed in your chosen archive, but also present a detailed and focused analysis of how the archive helps you to better understand culture.

Mining the Archive Paper approx. 5-7 pages, double-spaced, 14 point font Arial or Verdana. In the heading or title of your essay, identify the chapter and page number you are responding to. Cite 3-5 sources. Use MLA format and documentation, including in-text citation and a Works Cited page. Please save in Word as I cannot open files saved in any other format.

**Mining the Archive Peer Review Questions:**

1. Review the Mining the Archive the writer is responding to.
2. What does the essay say about culture?
3. How could the essay more clearly reflect the Mining the Archive writing prompt?
4. Are sources used appropriate for the topic? Are sources cited correctly? Are in-text citations used correctly? Is a Works Cited page included with correct citations?

**MLA Documentation**

MLA Documentation which includes documentation of sources cited is required for each assignment. This includes in-text and a Works Cited page. See the MLA Power Point on the course main page for information on how to cite sources.

[**Participation**](https://online.uen.org/webct/urw/lc2606979418002.tp2606979436002/RelativeResourceManager/2606979436002/syllabus0.html#participation)

Much of the work we will be doing will be discussing the readings, concepts and issues in your groups. Each student is to write an initial detailed response to the weekly discussion questions, submit to your group discussion space and then respond to at least two students in your group. You will need to participate in these discussions several times a week in order for this class to be successful.

[**Grading**](https://online.uen.org/webct/urw/lc2606979418002.tp2606979436002/RelativeResourceManager/2606979436002/syllabus0.html#grading)

* Storytelling Analysis Essay 25%
* Public Space/Image Analysis-History Essay 25%
* Mining the Archive 25%
* Participation in Weekly Discussions 25%
* **Criteria for Grading Essays:**
* **Storytelling Analysis Essay**

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| **Brunvand Essay Prompt:**   * Summary is effective and detailed. |
| * The interpretation seems adequate. |
| * Alternative interpretations are sufficient. |
| * Sources are appropriate and cited correctly, including both in-text citations and a Works Cited page. |
| * Essay is clear and organized and free of grammar and mechanical errors. |
| **Satrapi Essay Prompt:**   * Essay examines preconceptions about Iran and the Middle East. |
| * Essay includes reference to “The Veil.” |
| * Essay thoroughly discusses the visual telling of the story. |
| * Sources are appropriate and cited correctly, including both in-text citations and a Works Cited page. |
| * Essay is clear and organized and free of grammar and mechanical errors. |

**Public Space/Image Analysis-History Essay**

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| * Writer goes beyond describing the photo, ad or place. Major part of the essay is commentary on the cultural impact of the photo, ad or place. |
| * Sources are appropriate and cited correctly, including both in-text citations and a Works Cited page. |
| * Essay is clear and organized and free of grammar and mechanical errors. |

**Mining the Archive Essay**

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| * Essay is clearly driven by the Mining the Archive assignment selected. |
| * Essay focuses on cultural analysis and commentary. |
| * Sources are appropriate and cited correctly, including both in-text citations and a Works Cited page. |
| * Essay is clear and organized and free of grammar and mechanical errors. |

**Accommodation for Disabilities**

If you need accommodation, please talk with me and/or someone at the Disability Resource Center (DRC) at the beginning of the semester or as soon as you are aware that accommodation is necessary. The DRC is in CC 230 or you can call them at 957-4659 (voice) or 957-4646 (TTY).

**Student Code of Conduct**

Students are expected to abide by the 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>

**Plagiarism**

Students commit plagiarism when they submit another author’s work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Plagiarism is a violation of the student code of conduct. Students who commit plagiarism will receive either an automatic E for that assignment or an E for the course, depending upon the severity of the plagiarism.

**Policy on Completion of Assignments**

Failure to complete work such as peer responses, participation in reading discussions, active participation in small group work, and so forth, will result in the lowering of your grade.  In addition, **to earn at least a C in this course, you must complete all major assignments on time.**If there are extenuating circumstances that keep you from turning in an assignment on time, please discuss it with me before the assignment is due.

**Writing Center**

SLCC's Writing Center is multi-functional. In addition to computers for class use, the Writing Center also offers an advising program where you have the opportunity to discuss your work with a peer tutor or faculty writing advisor. The intent of the Writing Center advisor is to help you think about your writing process by sharing their impressions of your materials, offering revision strategies, discussing different ways to approach an assignment, as well as to provide another reader and voice for you. The Writing Center is not simply a place to go to get a paper "fixed" or "corrected." Be prepared with questions for your advisor. Ask yourself what you want to work on, whether it's understanding an assignment, having an advisor give you his/her impressions of a passage you've written, or to talk about "what you want to say." Advisors are available to help you with any writing assignment for any class you take. You can sign up for an appointment in the Writing Center in AD 218 at the Redwood Campus, the Learning Center at the South City Campus or the Annex at Sandy. You can also call 957-4893 to sign up for an appointment at Redwood. You may also send a draft to an advisor through email. Be sure to include questions and concerns you may have and a copy of the writing assignment provided by your instructor. Live online tutoring is also available. For information go to the Writing Center website, www.slcc.edu/wc. Click on SLCC Student Writing Center.