

**College Composition/English 001 Syllabus**  
**Fall 2012 (Revised)—Term 2**  
**Wesleyan Honors Academy**

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*“There’s no place like home, there’s no place like home.”*

Dorothy, from  
*The Wizard of Oz.*

**Scope:** College Composition focuses on the themes of sense of identity, sense of place, and sense of purpose. The inquiry for this course is based upon three questions I want you to consider for the term:

- 1) Who am I?
- 2) Where am I?
- 3) What is my purpose?

Throughout the course of this semester, I want you to consider these questions about your identity and how this place, geographically speaking, has influenced who you are. Concerning question No. 1, I want you to consider questions about your identity. How well do you know yourself? How have you grown as a person in the past 17 or 18 years? Concerning question No. 2, I want you to consider questions about your place. What do you know about the place where you live? What do you know about it in terms of the history, culture, science or economy? What does your community have to do with who you are? Does your community shape who you are becoming? Why or why not? What issues are important to your community? What issues will you investigate that are important to your community? Concerning question No. 3, I want you to consider your purpose in life. What is it that you feel convicted about? What will you do with your life? What is important to you? What job, vocation, or profession will you pursue once you leave this school and community?

**Rationale:** For the past thirteen years, I have explored the importance of identity and place within my thesis and dissertation work at the University of Nebraska-Lincoln. In the process of that inquiry I have found that learning begins with self-knowledge. I also believe that self-knowledge is connected to the geographic place one calls home. The communities where we grow up and the people and friends in them have a lasting impact upon who we become. For each individual that impact differs. We are not all the same, hence the importance of exploring our unique identities and discovering just who we are. I have also learned after thirteen years in my close association with the Nebraska Writing Project, an affiliate of the federally funded National Writing Project, that the best writing comes from our own experiences and beliefs. It is because, time and time again, I have seen the extraordinary writing of teachers and students emerge from the NWP model of the teaching of writing, I am convinced that *writing about our*

*lives* is the most important writing we can do. **It is rich and deep and what we really care about.**

**Organization:** We will both write and read throughout this term. Most days you will be writing—sometimes the entire block will be devoted to writing—other times we’ll read mentor texts and respond to them. A small group and response model will be presented in class. Throughout the term, we will be utilizing Google.docs as a means to write collaboratively and to read and respond to each other’s work. We will also be reading exemplary and model essays throughout the semester especially essays that focus on place and identity, including work by Carr & Kefalas, Wes Jackson, Paul Gruchow, James E. Miller, Jr., and Mary Pipher. We will read former students’ benchmark final papers to gain an understanding of how one might research a local topic and use local resources to investigate his or her inquiry. We will also include national and global resources to see how other areas of the country and world address the problems we also face. We will utilize several writing exercises that help us focus on place consciousness, including “Deep Maps,” a writing marathon downtown, life soundtracks, etc.

**Student Expectations:** You can expect to write several essays, responses to articles, responses to peers and a symposium research paper. Feedback and revision are important, so we will engage in them. In addition to essays, we will also construct a blog using the free blog service Blogger. The blog will focus on our three themes and must have three postings. On **November 29-December 5**, we will conduct workshop days for your final paper. Each of you will have the opportunity to have your final paper read during a workshop day. Each of you will respond to the paper and each writer will receive feedback on that day. **You are required to have a substantial working draft of your final paper by this time, i.e. 4 or 5 pages. You are required to bring enough copies for each student in the classroom, or to have the paper to the instructor one day prior to their workshop day so photocopies can be made.**

The final research paper will be presented in the classroom as a symposium paper at the end of the term. You also have the option of creating a mini-documentary film that can be presented in lieu of the symposium paper. You are expected to be an active audience during these symposiums (or digital presentations), which means we must ask valid or viable questions of the writer, which means analyzing the writer’s argument. You must show respect to each other in these symposiums just as all professionals would at a symposium. The “final exam” for this course will be your final symposium presentation which will be graded the day of your symposium.

**Assignments for the Course:**

- ◆ Sense of Place Blog (three postings; see syllabus for due dates; requirements will be a separate handout).
- ◆ Two elective essays of *final* draft quality. (800-1000 words)
- ◆ Two symposium drafts of *final* draft quality due **November 12** and **December 5**.
- ◆ Written responses to in class texts
- ◆ Final inquiry/symposium presentations beginning **December 12**.

**Course objectives:** Upon completion of this course, students will effectively write compositions in Standard English using inquiry and analysis to critique the themes of this course, their sense of

identity, sense of place and sense of purpose. Students will also effectively create a blog and effectively utilize the American Psychological Association (APA) style of documentation in a final inquiry or research project.

**Attendance/Grading Scale:** Please refer to the student handbook pp. 6-8 concerning attendance and p. 14 for the grading scale.

**Resources:**

- Bartholomea, David and Anthony Petrosky. *Ways of Reading*.  
Berry, Wendell. "Going to Work" from *Citizenship Papers*  
---. *The Unsettling of America: Culture and Agriculture*.  
Brooke, Robert E. and Jason McIntosh. "Deep Maps: Teaching Rhetorical Engagement through Place Conscious Education." *The Location of Composition*.  
Carr, Patrick J. and Maria Kefalas. *Hollowing Out the Middle: The Rural Brain Drain and What it Means for America*  
Jackson, Wes. "Matfield Green."  
Janovy, John. *Dunwoody Pond*.  
Knopp, Lisa. *The Nature of Home*.  
Kooser, Ted. *Local Wonders*.  
Lunsford, Andrea and John Ruskiewicz. *Everything's an Argument*.  
McPhee, John. *Rising from the Plains*  
Miller, James E. Jr. "Writing as Self-Discovery."  
Owens, Derek. "Work." *Composition and Sustainability: Teaching for a Threatened Generation*.  
Pipher, Mary. "Know Thyself." *Writing to Change the World*.

**Class Schedule:**

**Unit 1—Oct. 15-Nov.9—Who Am I?**

October 15-19

- 15—Introduction to the course, initial writing prompt ("Memory Chain") and random small groups. Instruction on small group procedures; get ready for "Deep Maps"; give instructions
- 16—Deep Map Instructions; working on Deep Maps; **\*Please sign into your Huskie Google Accounts so we can share documents\***
- 17— Symposium and final project expectations; selection of permanent small groups; "Deep Map" sharing.
- 18— Finish discussion of symposium final project—Writing day—writing in response to "Deep Maps" assignment
- 19— Permanent small groups—responding to Deep Map writing; discussion of initial essays that emerge from assignment.

October 22-26

- 22—Introduction to Place Conscious Blog; instructions on blogging. Going over due dates for postings. Assignment for tomorrow: Life Soundtracks
- 23—“Life Soundtrack” sharing in class
- **24—Senior College Visit Day**
- **25—No School—Parent Teacher Conferences**
- **26—No School—Fall Break**

October 29-Nov. 2

- 29—Topic research day in class—local newspapers, etc. Generate ideas.
- **30—Writing Lab—\*\*\*\*First elective essay due—October 30\*\*\*\*(Select Memory Chain, Deep Map, or Life Soundtrack essays).**
- 31—Read “Know Thyself” by Mary Pipher and respond in small groups. Bring a “tradition.”
- 1—Read “The Medicine Bundle.” Respond in writing.
- 2— Writing strong inquiry questions activity

November 5-9

- 5—“Thinking Moves” activity
- 6—Bring a working draft of symposium paper. Hotspotting activity.
- **7—No Class—Senior Seminar**
- 8—Writing Lab—writing and posting 1<sup>st</sup> blog entry. **\*\*\*First Blog Posting Due\*\*\*\***
- 9—Writing Lab—working on symposium draft #1.

*Unit 2—Nov. 12-Nov. 23—Where am I?*

November 12-16

- 12— Writing Marathon instructions—writing around the school. **\*\*\*\*First symposium draft due—November 12\*\*\*\***
- 13— Writing Marathon—Downtown Aurora
- 14— Debrief Writing Marathon. Reflective writing about both marathons.
- 15—Read and discuss James E. Miller’s essay, “Writing as Self-Discovery.” Small group work.
- 16—Reading Paul Gruchow’s “What We Teach Rural Children.” Writing in response to Gruchow. Small group sharing.

November 19-23

- 19— Reading excerpt from *Hollowing Out the Middle* by Patrick J. Carr and Maria Kefalas; writing in response to Carr and Kefalas. Small group sharing..
- 20—Writing Day—work on second elective essay.
- **21—No School—Thanksgiving Break**
- **22—No School—Thanksgiving Break**
- **23—No School—Thanksgiving Break**

*Unit 3—Nov. 26-Dec. 19—What is my purpose?*

November 26-30

- 26—Writing Day—**\*\*\*\*Second elective essay due—Nov. 26\*\*\*\***
- 27— Reading Wes Jackson’s “Matfield Green”; small group share
- 28—Writing Day
- 29—**\*\*\*\*Second Blog Posting Due\*\*\*\* Workshop day** for three students’ symposium final paper rough drafts; students need to bring copies of rough drafts for photocopying for entire class **one day** in advance.
- 30— **Workshop day** for three students’ symposium final paper rough drafts; students need to bring copies of rough drafts for photocopying for entire class **one day** in advance.

December 3-7

- 3— **Workshop day** for three students’ symposium final paper rough drafts; students need to bring copies of rough drafts for photocopying for entire class **one day** in advance.
- 4— **Workshop day** for three students’ symposium final paper rough drafts; students need to bring copies of rough drafts for photocopying for entire class **one day** in advance.
- 5— **\*\*\*\*Second symposium draft due—Dec. 5!!!!\*\*\*\*\***  
**Workshop day** for two students’ symposium final paper rough drafts; students need to bring copies of rough drafts for photocopying for entire class **one day** in advance.
- 6—Introduce work histories; read “Going to Work” by Wendell Berry. Small group share out.
- 7—Writing Day—work final symposium drafts or final blog posting.

December 10-14

- 10—Read “Square One” by Peter Kilborn. Write in response. Small group share out.  
**\*\*\*Third Blog Posting Due\*\*\*\***
- 11—Writing Day—symposiums
- 12— Symposiums—two students
- 13—Symposiums—three students
- 14—Symposiums—three students

December 17-19

- 17—Symposiums—three students
- 18—Symposiums—three students
- 19—Symposiums—three students

**\*\*\*\*Please note: This syllabus is tentative and subject to change throughout the term due to unanticipated activities or events that may arise. Thank you!\*\*\*\***

## **Nebraska Wesleyan University Policies (For Students Enrolled for Dual Credit)**

**Dropping this Course:** If a student doubts that he or she will be able to complete this course with a satisfactory grade, he or she should consult with the instructor about the option of dropping the course. If the student decides to drop the course from his or her college level experience, he or she must inform the Registrar at Nebraska Wesleyan University of the intention to drop. If this request falls after the established drop date for the Honors Academy courses, a special petition will need to be filed for the student. The contact information for the Registrar's Office is given in the handbook. If the college course is not dropped, and the student fails the course, a grade of "F" will appear on the transcript.

### **Adding Honors Academy course credit late:**

Due to past requests to sign up for Honors Academy credit after the registration deadline, the following policy has been implemented:

Regular registration: Regular registrations must be post-marked by the registration deadline noted on the registration form. Please check the form and mail in the registration form and payment by the deadline.

Late registration: Late registrations will be accepted for registrations post-marked within two weeks of the registration deadline. There will be a \$15.00 late registration fee assessed for late registrations post-marked between the registration deadline and two weeks after the registration deadline. The \$15.00 fee should be included with the payment of the course. Failure to pay the fee will result in the student not being registered.

Late registration by committee petition: Students who wish to register for Honors Academy credit after the two-week, late registration time period will have their request considered through the University's Academic Petition process. The student must have a legitimate reason for the request. Paperwork must be requested from the Honors Academy program director, must be signed by the high school instructor and the high school counselor who must both support the legitimacy of the request. The petition will also require the signature of the Honors Academy director and the University College Dean. If permission to add is granted, the student must pay for the credit and the late registration fee immediately.

**STUDENTS HAVING COMPLETED A HIGH SCHOOL COURSE WITHOUT REGISTERING FOR HONORS ACADEMY CREDIT WILL NEVER BE ALLOWED TO REGISTER AFTER THE FACT.**

### **Academic Integrity (Code of Conduct):**

The Code of Student Conduct states that students found to have engaged in academic dishonesty, which encompasses such activities as cheating, plagiarism, unauthorized collaboration, misrepresentation, and bribery, are subject to disciplinary sanctions. (See Article V of the NWU Code of Student Conduct for a comprehensive listing of misconduct that is subject to disciplinary sanctions, as well as relevant terms and definitions.)

Faculty members have full authority in determining the action to be taken in cases of academic dishonesty. In addition to implementing the statements of the course syllabus addressing academic dishonesty, faculty may file a Report of Academic Dishonesty, or file a complaint with the University Judiciary. If a Report of Academic Dishonesty is filed, a first report on a student prompts no further action. However, if a second report for a student is filed, a formal complaint is submitted against the student with the University Judiciary. Any report after a second will launch another complaint. Complaints submitted to University Judiciary prompt a formal judicial

investigation. Students should contact the Academic Affairs Office, Student Life Office, or Registrar's Office for more information.