

APPENDIX A

ENGLISH DEPARTMENT APPLIED INTERMEDIATE COMPOSITION THE CONSTRUCTION OF SELF, OTHERS, AND THE FUTURE

AN INTRODUCTION

“I am not claiming that public or higher education are free from corporate influence and dominant ideologies, but that such models of education, at best, provide the spaces and conditions for prioritizing civic values over commercial interests (i.e., they self-consciously educate future citizens capable of participating in and reproducing a democratic society). In spite of its present embattled status and contradictory roles, institutional schooling remains uniquely placed to prepare students to both understand and influence the larger educational forces that shape their lives.” —Henry Giroux

Higher education, then, remains a uniquely *public* space to question the social forces that compete for our attention, our time, and, on the whole, our lives. The issue at hand, in this sense, *is* our livelihood in so many ways, as individuals, as citizens in a democratic society, and as human beings. The 20th century French philosopher Louis Althusser demonstrates in “Ideology and Ideological State Apparatuses” that the primary force of public education (or public *pedagogy*) had evolved from the church to the school apparatus. We might wonder if the primary force of public pedagogy today has once again moved from the school to the communications apparatus, to mass media. Accepting this proposal, this course will utilize critical reading, writing, and thinking in order to analyze the consequences and unexamined assumptions at the core of today’s Western communications apparatus, involving, but not excluded to, social media, television, internet, and especially advertising and marketing on the whole. We will read and write about articles within this framework, examining what is at stake in this international pedagogical shift. Here we will use *Brave New World* to see where such a future might lie, all with the hope that we *can* and *will* have a significant role in creating an alternate future of our critical choosing.

REQUIRED MATERIALS

- *Signs of Life in the USA*, Maasik & Solomon (7th Edition)
- *Brave New World*, Aldous Huxley (1998: ISBN: 9780060929879)
- *iLearn Materials* assigned throughout the course

MAIN OBJECTIVES

- To engage each other in lively discussions which unearth diverse points of view
- To investigate societies, customs, codes, languages, and ideologies influencing us
- To analyze and evaluate our positions within societies through texts and writing
- To develop a picture of our evolution of literacy, individuality, and socialization
- To deconstruct and reconstruct our social and literate realities with critical minds

COURSE ACTIVITIES

Participation & Attendance: We are here to *discuss* ways of effective communication. Interactivity depends on you! So speak up! And don't hesitate to ask questions of any kind at any time.

Reading Assignments: Let's face it: reading requires motivation, and these short, in-classes quizzes and take-home reading questions will test you on core ideas and prepare you for assignments.

Essays & Final: This class requires you to write **3 essays** of increasing sophistication and length, including a **midterm** and **final**, to be discussed. All essays will be graded on the basis of how well they meet the requirements of the assignment; the final essay is to be turned in via **Safe Assignment** on iLearn. Papers will need to meet the standards of written English and be free of significant grammatical and structural errors. More importantly, they must demonstrate a critical capacity to interact with and contribute to the course material.

Peer Workshops: You will be responding to students' papers anonymously and in peer groups. Any written responses and self-evaluations will be turned in with the final draft of each paper. Not attending a workshop will lower your essay's grade by **5%**. Missing 1 document will result in a **5%** drop in your essay's grade, 2 or more documents in a **10% drop**. Stay organized and be prepared!

Portfolio & Artifacts: The portfolio will be a collection mainly of four **cultural artifacts** (see handout online) and the **autoethnography**, as well as a **cover page** and dear reader **letter**, which will illustrate the evolution of your critical reading, writing, and thinking abilities throughout the course.

Formatting: Follow the MLA System of Documentation found on pages 709-730 of *The St. Martin's Guide*, if you have it. See 731-738 for an example final draft. Failure to meet these requirements will result in grade penalties. Alternatively, the *Purdue Owl MLA* site addresses all formatting needs.

BASIC EXPECTATIONS

- **Participation** – All students, not a mere few, must regularly participate during class discussions for full credit so that our environment remains interactive and elucidating.
- **Attendance** – Your **4th** and subsequent absences will result in eternal damnation, or 10% off your entire grade *per absence*—your choice. All *emergencies* are included as absences!
- **Late Arrivals** – Two late arrivals count as *one* absence; being that you only have *three* absences total, be sure to be on time! Lateness also affects performance and participation.
- **Peer Feedback** – As your professor I will offer every insight, suggestion, and accolade I can muster on your writing. I expect the same from you as a *reader* of others' works.

- **Materials** – This class requires textbooks as well as other materials you will print out and bring to class. Most importantly, bring a *well-developed draft* to the peer workshop.
- **Late Work** – Assignments are due at the *beginning* of class. There are *no exceptions* besides documented reasons, like the spontaneous combustion of your house or loved ones.
- **Academic Honesty** – Plagiarism will result in a *failing grade* on your work or in the course. Plagiarism is quoting or stating someone else’s ideas or work without proper citation.
- **Courtesy** – No gadgets, side-conversations, doing homework, sleeping, drumming, eating or drinking except for water, or planning trips to the Caribbean or other exotic destinations.

GRADE BREAKDOWN

Main Assignments:

Participation (and in class assignments)	10%
Reading Assignments & Quizzes	20%
Midterm	20%
Autoethnography	25%
Final Portfolio	10%
Final Exam	15%

Grading Scale:

94 - 100%	A	70 - 73%	C-
90 - 93%	A-	67 - 69%	D+
87 - 89%	B+	64 - 66%	D
84 - 86%	B	60 - 63%	D-
80 - 83%	B-	< 60%	F
77 - 79%	C+		
74 - 76%	C		

TIPS & RESOURCES

- **Office Hours:** If you struggle at any point or have *particular needs*, contact or visit me during office hours. I am here to help and am more than willing to answer questions and review your writing.
- **E-mail & iLearn:** It is a college-wide policy *to check your school e-mail at least once a day* as you will be notified of changes and messages via e-mail. I will post documents, links, PowerPoints, and readings on iLearn, so check the site for updates and assignments.
- **Conduct:** If you have questions on the conduct expected of you at the university, including matters of personal conduct, professionalism, and behavior, see <http://conduct.ucr.edu>.

- **Special Needs:** If you need an accommodation based on the impact of a physical, psychiatric/emotional, medical, or learning disability, you should contact Student Special Services: <http://specialservices.ucr.edu>.
- **Academic Resource Center:** If you feel you need *additional help* outside of class to overcome any obstacles, please speak with me immediately, make regular use of office hours, and consult with a tutor in the Academic Resource Center: <http://arc.ucr.edu>.
- **Just Start Writing:** If you are stuck on an assignment and do not know what to say, just start writing. Write anything. Sometimes just *freewriting* helps the mind generate ideas.
- **Prewrite First:** Before you begin a paper, *think* about it a lot! Think about it while driving, walking, or doing *anything*. Then draft an outline to ease the writing process and the blinking cursor!

TENTATIVE COURSE SCHEDULE

Please **check your campus email every day** to remain current.
This schedule may change based on the needs of the class.

Week 1:	4/3	T	Introduction; Syllabus Review
	4/5	R	Video Due: <i>Stanford</i> (iL) Reading Due: <i>SOL</i> 542-52 (Solomon) In Class: Response & Discussion
Week 2:	4/10	T	Reading Due: <i>SOL</i> 227-45 (Corbett) Reading Due: <i>Thoreau "Walking"</i> (iL) In Class: Response & Discussion
	4/12	R	Reading Due: <i>Thoreau "Walking"</i> (iL) Reading Due: <i>Heidegger</i> (iL) In Class: Response & Discussion
Week 3:	4/17	T	Reading Due: <i>Althusser</i> (iL) In Class: Discussion & Response
	4/19	R	Reading Due: <i>Althusser</i> (iL) Reading Due: <i>BNW</i> Chapters 1-6
Week 4:	4/24	T	Reading Due: <i>Zizek</i> (iL) Writing Due: Artifact One In Class: Discussion & Response
	4/26	R	Reading Due: <i>Foucault</i> (iL) In Class: <i>Into the Wild</i> Intro
Week 5:	5/1	T	Reading Due: <i>BNW</i> Chapters 7-12 In Class: Response & Discussion In Class: Midterm Preview
	5/3	R	Reading Due: <i>Kirby</i> (iL) Writing Due: Artifact Two

Week 6:	5/8	T	Reading Due: <i>Taleb</i> (iL) Writing Due: <i>Gee</i> Questions (iL) Writing Due: <i>Into the Wild</i> Notes
	5/10	R	Midterm Essay
Week 7:	5/15	T	Reading Due: <i>Bachelard</i> (iL) In Class: Autoethnography Intro In Class: Prewriting & Drafting
	5/17	R	Reading Due: <i>BNW</i> Chapters 13-18 In Class: Response & Discussion
Week 8:	5/22	T	Reading Due: <i>Elbow</i> (iL) In Class: Essay Drafting In Class: Styling Sentences
	5/24	R	Reading Due: <i>STEM Article</i> (iL) Writing Due: Artifact Three In Class: Science/Philosophy Debate
Week 9:	5/29	T	Reading Due: <i>SOL</i> 667-71 (Algranati) In Class: Discussion & Response In Class: Final Preview
	5/31	R	Reading Due: <i>Davis</i> (iL) In Class: Discussion & Response
Week 10:	6/5	T	Reading Due: <i>Shor & Giroux</i> (iL) In Class: Discussion & Response Peer Review Autoethnography
	6/7	R	Writing Due: Everything In Class: Final Exam
Finals Week:	6/12	T	Evaluation Consultations

