

Course: **English 105 (Fall 2019)**

Course Title: English Composition I

Class Location: Dooley Memorial 104 at University of Miami, Coral Gables, FL

Class time: M/W at 5:05-6:20pm

Instructor: Preston Taylor Stone (pts25@miami.edu)

Office: Ferre 101

Tel: 864-401-6676

Office hours: Mondays 1:30-3:30 & by appt.



Migrant Detention Center, Homestead, FL, US

Course Description:

English 105 is intended to serve as an introduction to the kind of writing, reading, and thinking that take place at a university. We will read challenging essays that will help to formulate our own writing. Peer review, collaboration with class-mates, active participation in classroom discussions, and revision are some of the methods that you will employ in order to develop your own writing. The primary goal of this course is to polish your writing skills and help you become a more expedient, more thorough, and more sophisticated writer. Students will work with multiple sources, engage in inquiry-based projects, and present their findings in non-written formats (e.g., oral, visual, multimodal) where appropriate.

Citizenship and Migration: This course will center around arguments of citizenship, migration, and incarceration. We will read different accounts of experience, theory, and law surrounding these themes in order first to have a better and more holistic understanding of the issues of our present day and second to deconstruct the arguments and evidence each of the readings put forward so that we can understand how to make compelling arguments of our own. The contemporary world has seen more changes in status of citizenship, nationality, legal personhood, and migration than ever before. It is, therefore, important that

we discuss how these changes impact our lives and the lives of others with whom we share this world.

Required Texts and Materials:

- *Regarding the Pain of Others* by Susan Sontag (ISBN 0-312-42219-9)
- *The Drowned and the Saved: Essays* by Primo Levi (ISBN 978-1-5011-6763-8)
- *Life and Debt* film access (on Amazon for \$4)
- All other texts will be provided on Blackboard and linked on the schedule page on the course site. You will be expected to print and bring these to class or have full access to them during class.
- Regular access to a computer
- Ruled notebook (lined paper) for in-class writing assignments
- Portable storage (flashdrive, email, cloud, etc)

As a result of English 105, students will demonstrate how to:

- Discuss writing metacognitively
- Engage in critical forms of inquiry about culture, writing, and structures of power
- Use texts as invitations and opportunities for writing and thinking
- Deploy more sophisticated rhetorical strategies in writing
- Achieve the smooth flow of ideas through appropriate use of transitional words, phrases, sentences, and paragraphs
- Express ideas clearly and concisely
- Edit and proofread writing in order to correct mechanical errors
- Maintain the focus of an argument
- Reflect on their own writing and the writing of others (peers and professionals)
- Describe the choices made in composing texts and why those were or were not appropriate or effective
- Cite sources informally

Policies & Assignments

Participation

Students are required to attend class, come to class on time and prepared (having done the reading/s or assignment/s), at least attempt all classwork activities, turn in assigned work when due, participate fully in good faith in any peer work, participate in class discussion, focus on the work at hand, and conduct oneself in a manner appropriate to the college classroom.

On Writing/Reading

This class will ask a lot of you in terms of writing. You are likely to do more writing in a quicker time in this course than any other course you have taken before. I will, for class, ask that you respond to several informal prompts in the hopes you will do this work. Outside of class, you will be required to pre-write, draft, re-write, and revise your work. I understand that this may be the first or one of the first times you have done this. Moreover, I understand this is not your only class and I respect that you have a personal life beyond our classroom. Nonetheless, I expect you will come to class having done the assigned reading and writing and having prepared notes or ideas to discuss with the class. If I sense that many have done the reading and prepared adequately for class, we will have a graded writing assignment in class based on the reading. Other in-class writing assignments will encourage students to think through the topics of the readings, as well. Doing the reading prior to class is a

requirement of this course. Be sure not to get behind as this will result in your not succeeding in the class.

Attendance

Each student is allotted 4 unexcused absences (two whole weeks) and 3 tardies. After a student has missed 4 classes, each following absence will result in a half-letter grade deduction from the student's final grade. More than 10 absences will result in the student failing the course. After a student has been late (tardy) 3 times, each following time the student is late will result in 1/3 an absence. This means once a student has been late to class 6 times, they will receive an absence. Students who are consistently distracted in class (texting, browsing the internet, etc.) will be warned to pay closer attention to class. After this warning, if a student is continuedly distracted in class, they will be marked absent. Students who acknowledge holy days on the same day(s) we have class will be excused if they have alerted the professor of *all* of these by the end of the second week of class.

Electronics Policy

Students are welcome to bring their cell phones, tablets, laptops or other electronic devices to class so long as they are silent and not a distraction to anyone. The use of laptops or tablets is allowed *only to access readings or notes* for class discussion. If electronic devices become a distraction or a means by which students avoid class participation, they will be prohibited from the classroom for everyone.

Academic Honor Code

As a student of the University of Miami, you have agreed to uphold the Honor Code. Violation of this code includes but is not limited to cheating, plagiarism, collusion, or academic dishonesty. The Undergraduate Student Rights and Responsibilities Handbook defines each of these violations:

Cheating – Implies the intent to deceive. It includes all actions, devices and deceptions used in the attempt to commit this act. Examples include, but are not limited to, copying answers from another student's exam, and using a cheat sheet or crib notes in an exam.

Plagiarism – is representing the words or ideas of someone else as your own. Examples include, but are not limited to, failing to properly cite direct quotes and failing to give credit for someone else's ideas.

Collusion – is the act of working together on an academic undertaking for which a student is individually responsible. Examples include, but are not limited to, sharing information in labs that are to be done individually.

Academic Dishonesty – includes any other act not specifically covered that compromises the integrity of a student or intrudes, violates, or disturbs the academic environment of the university community. Examples are attempting or agreeing to commit, or assisting in or facilitating the commission of, any scholastic dishonesty violation, failing to appear or testify without good cause when requested by the Honor Council, failing to keep information about cases confidential, supplying false information to the Honor Council and accusing a student of a violation of this Code in bad faith." (Title III, B)

Any student who violates the Honor Code will fail not only the assignment but the entire course. Each of you has the ability to think through your own unique ideas. If you are thinking of violating the Honor Code because you are overwhelmed or in distress, speak with me and we will come up with a better solution.

On Accessibility and Acceptance

Every student, no matter their identity, ideology, or ability, is welcome and valued in this classroom. This class will require that we confront political, social, and ideological questions that may be deemed controversial. I encourage you not to shy away from this opportunity to think through these issues. No matter what, no student should ever feel unwelcome or unsafe in this classroom. If you find that you feel inappropriately uncomfortable, consistently unsafe, or need help, please let me know immediately and I will direct you to the resources that may help. The University of Miami Counseling Center (UMCC) provides professional support to students no matter their gender identity, sexuality, sex, race, financial or immigration status. You can make an appointment by calling 305-284-5511, by visiting counseling.studentaffairs.miami.edu, or by visiting the counseling center on Merrick Dr. (across from the Pavia Garage).

Students with accessibility requirements are provided for by the University of Miami's Office of Disability Services (ODS) and may contact this office at 305-284-2374 or disabilityservices@miami.edu to make any requests for accessibility. If you have trouble contacting the ODS, let me know and I will help you. If you have contacted the ODS and have any requirements of me, please be sure to let me know as soon as possible.

Essays

Each student will write three essays. These will be inquiry-based exercises modeled after the respective readings we will discuss during class time throughout the semester. Emphasis will be placed on being able to make and hold a worthwhile argument while exhibiting discipline in your use of language and evidence in support of your argument. Each essay must be 1000-1500 words in length, in Times New Roman 12-point font, and double-spaced with your name and page numbers on each page. You will be required to turn in Essays 1 & 2 in hard-copy **and** upload a copy to Blackboard. Essay 3 must be uploaded to Blackboard.

Conferences

At least twice during the semester, each student will be required to meet with me outside of class time about your progress in the class and about specific revisions to your papers. My office hours are listed above. If you are unable to meet during this time, you must contact me to schedule this meeting. I do encourage you to email and schedule a specific time with me nonetheless since office hours may become crowded if everyone drops in.

On Drafting and Revision

You are required to take each of your essays for this class through multiple drafts or stages. As you work through the cycle, you'll have the chance to assess your work and receive feedback from me and your peers. Do not treat early drafts as blow-off work, and plan to write the "real" essay at the final stage. Throughout the semester, the feedback you receive from me and your classmates should give you ideas for revision and help you meet the standards of college-level writing. Each time you revise a draft, your essay should show substantial improvement in form, cohesion, and complexity of ideas. If you are ever uncertain about your standing in the class or about any of your papers, or if you need individual help with this course, schedule an appointment with me.

The Writing Center (305-284-2956, www.as.miami.edu/writingcenter) can also help you at any stage of the writing process. Appointments are suggested, but they also accept walk-in visits. If I think it's necessary, I will ask you to use the Writing Center on a regular basis.

On Communication

I will make a point to learn each of your names and I expect you will learn to use one another's name in conversation ("I agree with what ___ said"). This will create a welcoming and meaningful culture for our classroom. If you have a question about the policies or assignments for this class, you may speak to me before, during, or after class, via email, or in office hours. I will make a point to reply to your email within 24-to-48 hours. If you have not received a response from me after two days, you should email me again. Please do not email me to ask questions about an assignment one or two days before it is due as this will not allow due time for me to respond and for you to use this answer in writing your assignment.

Grades

If you have a question or concern about an assignment or participation grade, please come and see me during my office hours or talk with me before or after class to arrange a meeting. Due to federal requirements, UM faculty are not permitted to discuss grades via email or phone, so we will need to meet in person and in private.

Overall Grade Distribution:

Attendance:	200pts
Class participation:	100pts
Blackboard posts:	250pts
3 Peer Reviews (50pts each):	150pts
<u>3 Essays (100pts each):</u>	<u>300pts</u>
Total:	1000pts

Grading Scale:

A	940-1000	B+	870-899	C+	770-799	D+	670-699
A-	900-939	B	830-869	C	730-769	D	600-669
		B-	800-829	C-	700-729	F	0-599

A – Exemplary B – Effective C – Sufficient D – Unsatisfactory F – Failure

Rubric for class participation

5	Student is always attentive and contributes relevant insight very often, completing all in-class assignments in a collaborative and receptive manner
4	Student is attentive and completes all in-class assignments in a collaborative and receptive manner
3	Student is distracted but completes all in-class assignments
2	Student is often distracted and off-task, hesitant and unreceptive to collaboration
1	Student does not complete in-class assignments
0	Student is absent

Rubric for written assignments

A	<ul style="list-style-type: none"> ● Student's argument is clear, concise, and thought-through. ● Student's essay has little to no grammatical errors ● Student's essay is carefully crafted to suit its reader and contains a strong personal voice ● Student's writing itself is effective because it offers fierce insight, vivid details, strong analysis, and solid evidence ● Evidence is selected and presented carefully for relevance and effectiveness ● Student's essay demonstrates the writer's ability to actively read and respond to difficult texts ● Student's essay is turned in on time.
B	<ul style="list-style-type: none"> ● Student's argument is fairly clear and concise but lingers about at times. ● Student's essay has a few grammatical errors ● Student's essay needs further development in areas such as organization, textual support, or analysis ● Student's essay needs further revision to adjust sentence structure and/or provide smoother transitions between sentences and paragraphs ● Student's essay showcases clear and strong writing but the writer may still be unsure of her voice, audience, or style ● Writing demonstrates strong awareness of assignment goals and purpose but may not incorporate relevant evidence effectively ● Student's essay is turned in on time.
C	<ul style="list-style-type: none"> ● Student's argument is unclear but the essay meets the word requirement ● Student's essay has more than a few grammatical errors but is still readable ● Student's essay contains all the requirements of the assignment in adequate form, but shows vague or confused awareness of assignment goals and purpose ● Student's essay does not include relevant evidence or does not connect this evidence effectively to argument ● Student's assignment is turned in late
D	<ul style="list-style-type: none"> ● Student's argument is unclear and awkwardly phrased ● Student's essay under the word requirement ● Student's grammar is nearly unreadable ● Student's writing shows a carelessness in structure and mechanics which detract from the overall quality of the work ● Writing reflects serious problems with development of ideas, organization, and minimal effort toward revision ● Student's essay offers no evidence from the text to support claims
F	<ul style="list-style-type: none"> ● Student did not turn in assignment

ENG 105 Fall 2019 Course Schedule

(subject to change—any changes will be announced with due notice. Homework is due for the next class session)

Week 1	In Class	Homework
M 8/19	-Review syllabus -Read and discuss “Academia, Love Me Back” by Tiffany Martínez -In-class assignment: “What is an argument/thesis statement?”	-Read “The Parent Who Stays” by Reyna Grande -Write a post on Blackboard introducing yourself.
W	-Discuss “The Parent Who Stays” by Reyna Grande -Discuss Essay 1 Assignment	-Read “Beside Oneself: On the Limits of Sexual Autonomy” by Judith Butler -Post on Blackboard an answer to the question “How does culture define our identity?”

Week 2	In Class	Homework
M 8/26	-In-class exercise on “Beside Oneself: On the Limits of Sexual Autonomy” by Judith Butler -Discuss Butler’s argument and evidence	-Read first half of “Survival Migration: A New Protection Framework” by Alexander Betts. -Post on Blackboard what survival migration is, according to Betts.
W	Discuss “Survival Migration: A New Protection Framework” by Alexander Betts	-Read the rest of “Survival Migration: A New Protection Framework” by Alexander Betts.

Week 3	In Class	Homework
M 9/2	Labor Day Holiday	Labor Day Holiday (don’t forget to read the remainder of Betts article)
W	-Discuss “Survival Migration: A New Protection Framework” -Watch <i>Deportation Nation</i> from <i>The Atlantic</i> on YouTube and discuss argument/evidence from each side Last Day to Drop Course Without a “W”	-Read Independent article “Donald Trump’s new immigration rule would have kept his German grandfather out” (BB) -Read Wikipedia list of US immigration laws: https://en.wikipedia.org/wiki/List_of_United_States_immigration_laws -Post on BB what you think the argument and evidence are in the Independent article

Week 4	In Class	Homework
M 9/9	-Discuss Independent article, Immigration Laws -Watch Ch 1 of <i>The Chinese Exclusion Act</i> from American Experience (PBS)	-Post draft thesis statement for Essay 1 on Blackboard AND respond to <i>The Chinese Exclusion Act</i> that we watched in class. (150 word min) -Read “Useless Violence” by Primo Levi
W	-Discuss “Useless Violence” by Primo Levi -Introductory paragraphs	-Post feedback for at least 3 of your peers’ theses (50-100 words each)

		<i>before</i> Friday at midnight. -Post a draft of your introductory paragraph for Essay 1 on Blackboard <i>before</i> noon Monday.
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Week 5	In Class	Homework
M 9/16	-Go over MLA formatting -"What is Peer Review?" in-class assignment -Peer Review introductory paragraphs	-Write a draft of Essay 1 (bring 2 printed copies of draft to class)
W	-Peer review Essay 1 in class -Go over peer review letter format	-Write peer review letter, email to partner (cc professor) <i>before</i> Friday at midnight -Essay due Monday

Week 6	In Class	Homework
M 9/23	- Essay 1 Due ; Post-mortem -Review Essay 2 Assignment -Watch "Economics of Immigration" from CrashCourse in class and discuss	-Read "Foucauldian Resonances: Agamben on Race, Citizenship, and the Modern State" by Elvira Basevich -Post a discussion question for the class on Blackboard.
W	-Discuss Basevich's argument	-Read "From Zoēpolitics to Biopolitics: Citizenship and the Construction of 'Society'" by Willem Schinkel -Post on Blackboard an answer the question "What is the difference between zoēpolitics and biopolitics? Give an example of each/both."

Week 7	In Class	Homework
M 9/30	-Discuss Schinkel's argument	-Read "Coloniality and Modernity/Rationality" by Aníbal Quijano -Post on Blackboard the definition of "intersubjective construction" and give an example.
W	-Discuss Aníbal	-Read "What is a nation?" by Ernst Renan -Post on Blackboard Renan's answer to the title question "What is a nation?"

Week 8	In Class	Homework
M 10/7	-Discuss Renan	-Read "The Decline of the Nation-State and the End of the Rights of Man" by Hannah Arendt -Post a discussion question based on the Arendt reading
W	-Discuss Arendt	-Read "The Creation of a Geoculture: Ideologies, Social Movements, Social Science" by

		Immanuel Wallerstein -Post an answer to the discussion question based on the Wallerstein reading that is on Blackboard (150 word min)
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Week 9	In Class	Homework
M 10/14	-Discuss Wallerstein	-Read "Stereotypes" by Primo Levi -Post draft thesis for Essay 2 on Blackboard
W	-Discuss Levi	-Read "Conclusion" of Primo Levi book -Post feedback for at least 3 of your peers' theses (50-100 words each) on Blackboard before Friday at midnight. -Post a draft of your introductory paragraph for Essay 2 on Blackboard before Monday at noon.

Week 10	In Class	Homework
M 10/21	-Discuss Levi Last Day to Drop a Course (Receive "W" on transcript)	Write a draft of Essay 2 (bring 2 printed copies of draft to class)
W	-Peer review Essay 2 in class -Go over peer review letter format	-Write peer review letter, email to partner (cc professor) before Friday at midnight -Essay 2 due Monday

Week 11	In Class	Homework
M 10/28	- Essay 2 due ; Post-mortem -Go over assignment for Essay 3 -Watch videos of European migrant camps	-Read Ch 1-2 of <i>Regarding the Pain of Others</i> by Susan Sontag -Post an answer to the following question on blackboard: Why does Sontag disagree with Woolf's "general" abhorrence of war? (150 word min)
W	Discuss Sontag	-Read Ch 3-4 of <i>Regarding the Pain of Others</i> by Susan Sontag -Post an answer to the following question on Blackboard: What are the reasons for censorship/suppression of photography according to Sontag? (150 word min)

Week 12	In Class	Homework
M 11/4	Discuss Sontag	-Read Ch 5-6 of <i>Regarding the Pain of Others</i> by Susan Sontag -Post and answer to the following question on Blackboard: How does collective instruction work? (150

		word min)
W	Discuss Sontag	-Read Ch 7-9 of <i>Regarding the Pain of Others</i> by Susan Sontag -Post an answer to the following question(s) on Blackboard: Is there a seductiveness to images of suffering? Is it moral to look at photos that depict suffering? (150 word min)

Week 13	In Class	Homework
M 11/11	Discuss Sontag	-Read "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and Its Others" by Lila Abu-Lughod -Post on Blackboard what you think Abu-Lughod's argument is.
W	Discuss Abu-Lughod	-Read "My Muslim American Life" by Moustafa Bayoumi -Post an answer to the following question on Blackboard: According to Bayoumi, why is it important that all Americans understand the treatment of Muslim Americans? (150 word min)

Week 14	In Class	Homework
M 11/18	Discuss Bayoumi	-Read "Introduction" of <i>Inter/Nationalism: Decolonizing Native America and Palestine</i> by Steven Salaita -Post on Blackboard an answer to the questions "What is inter/nationalism? Why is it important, according to Salaita?"
W	-Discuss Salaita	-Post draft thesis for Essay 3 on Blackboard -Watch <i>Life and Debt</i> film (available on Amazon for \$4)

NOVEMBER 23-DECEMBER 1: THANKSGIVING RECESS

Week 15	In Class	Homework
M 11/25	-Discuss <i>Life and Debt</i>	-Post feedback for at least 3 of your peers' theses (50-100 words each) on Blackboard. -Post a draft of your introductory paragraph for Essay 3 on Blackboard.
W	-Peer Review Introductory paragraphs for Essay 3	- Write a draft of Essay 3 (bring 2 printed copies of draft to class)

Week 16	In Class	Homework
M 12/2	-Peer review Essay 3 in class	-Essay 3 due Monday

****Essay 3 must be submitted on Blackboard by Monday, December 9 at 11:59pm EST****

Essay 1 – Identity

(1000-1500 words double-spaced)

Prompt: How is one’s identity defined?

As a framework, consider the following scaffolding. These are by no means a laundry list of things you ought to include; they are just places that may help you begin.

Examine your identity or the identity of others. What most defines our identification? We have encountered readings that have rendered identity in economic means (Betts), migratory means (Betts, Grande, *Deportation Nation*), criminal and legal means (Grande, *Deportation Nation*), and socio-personal means (Butler, Grande). What, then, is most essential about one’s identity? In what situations are we required to identify and how do we do so? Is our identity meant to capture the fullness of our selfhood or does it depend on context? Write an analysis paper including evidential information that begins with a thesis statement arguing how identity is defined. In considering this, you might discuss the readings and viewings from the first part of our course; although, you are not required to do so.

Essay 2 – Citizenship

(1000-1500 words double-spaced)

Prompt: How does citizenship define us?

As a framework, consider the following scaffolding. These are by no means a laundry list of things you ought to include; they are just places that may help you begin.

Think back to the first essay and our discussions of identity, politics, and citizenship. How has citizenship arisen to define our experience today? Does one’s citizenship dictate the experience one has in any given situation? Does citizenship capture the fullness of our selfhood or does it offer something else meaningful? Consider how the readings of the course so far have thought through issues of citizenship, nationality, and race. How do these inter-relate? Write an analysis paper including evidential information that begins with a thesis statement arguing how citizenship defines us. In considering this, you might discuss the readings and viewings from the course so far; although, you are not required to do so.

Essay 3 – Observation Assignment

(1000-1500 words double-spaced)

Prompt: How is identity and/or citizenship shown in portrait art?

As a framework, consider the following scaffolding. These are by no means a laundry list of things you ought to include; they are just places that may help you begin.

A portrait is defined by the OED as “A drawing or painting of (a) person(s), often mounted and framed for display, esp. one of the face or head and shoulders; (also) an engraving, photograph, etc., in a similar style.” Consider the portraits available in the Portraits folder in the class Blackboard platform. Choose one and write an analysis paper including evidential information that begins with a thesis

statement arguing how identity and citizenship is shown in the art. You may not use outside sources for this assignment. Instead, use specific elements of the portrait as evidence for your argument. Be sure to include the name of the portrait in your title.