

English 103: “Composition and Rhetoric III: Thematic Analysis Across Genres”
Spring 2018-2019

The power of words

‘There’s a blaze of light in every word...’
from the song *Hallelujah* by Leonard Cohen

Reading mostly contemporary poetry and prose, our focus will be on the power that language has to fascinate, incite, and move us. Focusing on the issues of free speech and censorship, we will look at the power of poetry, music, and how words can praise or demean others. We will read books that have been banned or challenged and create our own empowering written and spoken words.

“We make out of the quarrel with others, rhetoric, but of the quarrel with ourselves, poetry.”
----William Butler Yeats

<p>Professor: Jill Moses, <i>Virtual office hours - Tuesday - Noon – 1 pm and by appt</i> Classroom: ZOOM, BBLearn and Email: jrm378@drexel.edu, Phone: 760-815-3753 Class days/times: Tuesday 2:00 (180) and 3:30 (196), Thursday 2:00 (150) and 3:30(149)</p>

Course Requirements

Required Texts:

A banned/challenged book of your own choosing

Writing Down the Bones -- Natalie Goldberg **ISBN-13:** 978-1590307946

The Color of my Words - Lynn Joseph **ISBN-13:** 978-0064472043

Poetry 180: A Turning Back to Poetry --ed Billy Collins **ISBN-13:** 978-0812968873 (available online)

In addition, you will be required to read additional short stories, poems, and excerpts from articles.

Remote class requirements:

This class is being taught remotely. Since it originated as a hybrid class, we will meet at our designated time through Zoom. You will need a computer that has audio and video. A phone works as well but it won't allow you to attend the breakout rooms. To access Zoom (Drexel.zoom.us), you will receive an email from me with a link of the scheduled reoccurring meeting. I also listed the link for our reoccurring meeting in the home page of BBLearn. Our class will be comprised of a weekly synchronous class along with asynchronous activities through BBLearn. The expectation is that you will attend our virtual class as if it's a real classroom. If you live in a different time zone other than EST, and it is challenging for you to meet during our designated class time, please notify me.

Zoom-etiquette:

1. Please turn on your video but turn off your audio, unless you are speaking.
2. To make a comment or ask a question, please raise your hand (either literally) or use the hand icon.
3. If your name comes up as your Drexel email address, please rename yourself.

4. Participate as if you're in a real class but be mindful and polite that we're in a virtual classroom.
5. Don't allow distractions at home (phones, parents, siblings, pets, viruses, tsunamis) get in the way of your focus.

You will always need a writing utensil and paper next to you during our Zoom session. Or you will need to be able to use your word processor at the same time. I recommend using paper and pen.

In BBLearn, click on the week and you will discover what to do before class begins, what we'll do on our Class Zoom Session, and what to do after class.

Composition Project 1 --Banned Books Project – 15% of your grade

“Intellectual Freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas.”—[Intellectual Freedom and Censorship Q & A](#)

“[I]t's not just the books under fire now that worry me. It is the books that will never be written. The books that will never be read. And all due to the fear of censorship. As always, young readers will be the real losers.”—[Judy Blume](#)

During the last week every September, the American Library Association celebrates Banned Books Week. Since 1982, Banned Books Week is a national celebration of the freedom to read and a response to the thousands of books that have been challenged in schools, bookstores and libraries. The challenges have occurred due to a reaction to perceived sexuality, violence, profanity, slang, characters acting disrespectful, or because of offensive portrayals of racial or religious groups. Books that have been challenged range from contemporary novels to classic and beloved works of American literature.

Banned Books Week celebrates the freedom to express one's opinion even if that opinion might be considered unorthodox and stresses the importance of ensuring the availability of those unorthodox viewpoints to all who wish to read them. This relates to our American notion of free speech and intellectual freedom.

From the list of titles and authors below that have been challenged or banned over the years for a variety of reasons, choose a book to read. You will be able to find most of the titles in the library or bookstore. Keep in mind that some books may not be appropriate for you or perhaps you prefer to avoid certain titles. That is not censorship. Some questions that we will discuss: What is censorship? What's the difference between a banned book and a challenged book? What's a book burning? Why does the written word carry so much power? <http://www.ala.org/bbooks/frequentlychallengedbooks>

Writing Assignment: 500-750 words

Write a clear and coherent essay on your specific banned book. Keep in mind that this is an analysis of the book and not a plot summary. Here are some questions to consider for your essay, but don't just answer

the questions as an essay. Think about these questions and use them to formulate a clear thesis or purpose. These questions are merely a guideline for brainstorming.

Why do you think this book was challenged or banned? Do you agree? Do you think this book should be kept out of schools or libraries? What arguments can you make for keeping this title in the schools and libraries?

Perhaps write your own review of the book. What did you like and dislike about the book? Would you recommend this book to friends? Would it have been better if it had never been written? Who does it offend, if anyone? What does the “freedom to read” and the “freedom to write” mean to you? Do you feel that other countries have the same freedom of speech and intellectual freedoms that we have in America? Do you think that we should have the right to say whatever we want, whenever we want? What topics, if any, in literature are taboo to you? Are there different rules for literature than for blogs or facebook or snapchat?

Composition Project 2: Song and poem match and group presentation – 25 % (15 % for paper and 10% for group presentation)

Each student will choose a poem from Poetry 180 or from any of the following reputable poetry websites. If you want to choose poems from elsewhere, you need to ok it with me first.

Academy of American Poets -- www.poets.org

Poetry Foundation -- www.poetryfoundation.org

Poetry 180 -- <http://www.loc.gov/poetry/180/>

Poetry Out Loud -- www.poetryoutloud.org

Penn Sound -- <http://writing.upenn.edu/pennsound/>

Poetry in Voice -- <https://www.poetryinvoic.com/>

Button Poetry -- <https://www.youtube.com/user/ButtonPoetry>

Sara Kaye’s Spoken Word playlist –

https://www.youtube.com/view_play_list?annotation_id=annotation_251976&feature=iv&p=DFBC4DBF7976778A&src_vid=adP2RxVqSjU

Choose a poem and find a song that connects with it or reiterates the theme of the poem. Perhaps the songs and poems connect in some other ways – the imagery or the tone? You will write a 500-750 words paper that discusses the similarities and the differences between the poem and the song.

Your group will then coordinate a way to present your songs and poems to the class. Are there any ways that you can connect the poems and the songs that each of you has chosen? Perhaps you will play an excerpt of the songs for us and discuss the connections that you make between the poems and the songs. Or maybe you will write your own RAP or original song to match the poem that you choose. You can do a powerpoint, create a writing prompt exercise as a sample lesson plan, make a music/poetry video, do a podcast, or conduct a singalong.

Composition Project 3: Reading and reflection: 20% of your grade (10% for paper and 5% for reading)

There are **two** parts to this paper--- **a reflection and a reading.**

Reading: Choose from the creative writing that you've done over the term from our in-class writing prompts. We will have a final reading on the last day where you will share one piece of your own original work. This is an empowerment exercise.

Reflection: Write a 500 -750 words reflection where you discuss your own growth as a writer. How has reading literature and writing your own poems and stories empowered you as a writer? How have you grown as a writer and as a reader since September? Do you like writing more? Do you feel more confident as a writer? Do you have a deeper understanding of how powerful words can be?

Class Participation

Since this is a remote class that meets once a week through a zoom session and asynchronously at other times, your participation is important. Class participation means being present, prepared, and actively engaged with discussion boards, readings, and writing prompts. Your participation is essential to your success in this class. There will be weekly discussion boards worth 2.5 points each for a total of 22.5 points and there will be weekly writing prompts worth 2.5 points each for a total of 22.5 points. The discussion board is due BEFORE class, but the writing prompt is due AFTER we meet for class. Many of the writing prompts will be started in class so you'll only need to finish the prompt offline. Two online writings (discussion board and writing prompt) for 9 weeks will add up to a total of 45 points or 45% of your grade. Weekly discussion boards and writing prompts are due in the week they are assigned. I will give 0 credit for late ones.

DUE dates : Weekly Discussion Board (1-9) due BEFORE class Zoom Meeting.
Weekly Writing Prompt (1-9) due SUNDAY at the end of the week.
Responding to 2 other student's writing prompts only – DUE by Class Zoom Meeting.
Paper 1 -FIRST Paragraph only -rough draft due Week 3 by Class Zoom Meeting.
Paper 1 final draft due Week 4 by SUNDAY at the end of the week.
Paper 2 final draft due Week 7 by SUNDAY at the end of the week.
Paper 2 group presentation due Week 8 by Class Zoom Meeting.
Reading – DUE last Class Zoom Meeting.
Paper 3 – DUE SUNDAY at the end of Week 9.

Grading and Policies

A+: 97-100	B+: 87-89	C+: 77-79	D+: 67-69
A: 93-96	B: 83-86	C: 73-76	D: 60-66
A-: 90-92	B-: 80-82	C-: 70-72	F: below 60
Composition Project 1 --15% Informal Writing Prompts --45%			
Composition Project 2 and presentation --25% Composition Project 3 - reflection and reading 15%			

Academic Integrity

All students must abide by Drexel's academic integrity policy. The *Student Handbook 2013-2014* states:
If an act of academic dishonesty is determined to have occurred, one or more of the following sanctions will be imposed, depending on the severity of the offense:

- Reduction of a course grade
- An "F" for the assignment or exam

- Failure for the entire course
- Other action deemed appropriate by the faculty member
- Any of the above sanctions with the inability to withdraw

Examples of other action deemed appropriate include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Student Conduct and Community Standards, which is responsible for maintaining student conduct records. The incident will result in an official conduct record for the student(s). Students may also be required to attend or complete an educational activity as determined by the Office of Student Conduct and Community Standards. (*Student Handbook 2013-2014*)

A violation of academic integrity is *not limited to* copying a passage from a source word for word. If you acquire specific information from a source, you *must* acknowledge that source, even if you have used your own words and paraphrased that information. You must also refrain from fabricating source material, stealing or buying compositions, or being complicit in a violation of academic integrity (e.g., writing a peer's paper for him/her) (*Student Handbook 2013-2014*). You should also refrain from submitting the same paper to more than one course, or multiple submission (unless you have permission from your instructor).

The *Student Handbook 2013-2014* states that a second academic integrity offense may result in "suspension or expulsion, in addition to any sanction issued from the list above." For further questions about Drexel's academic integrity policy, please talk with your instructor, and consult the *Student Handbook 2013-2014*, which may be found here:

http://drexel.edu/studentaffairs/community_standards/studentHandbook/general_information/code_of_conduct/

Drexel University Writing Center

The Drexel Writing Center (DWC) is located in 0032 MacAlister (x6633). Whether you are developing a draft or trying to put the finishing touches on a well-developed project, peer and faculty readers will help you evaluate your writing and improve it according to your purpose and audience. The DWC's Web page has more details: <http://www.drexel.edu/engphil/about/DrexelWritingCenter/>

Drexel Office of Disability Resources

Students with disabilities who request accommodations and services at Drexel need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVLs are issued by the Office of Disability Resources (ODR). For additional information, contact the ODR online at <http://www.drexel.edu/oed/disabilityResources/Overview/>. The ODR is located at 3201 Arch St., Ste. 210, Philadelphia, PA, 19104. Phone: 215-895-1401; TTY: 215-895-2299.

Deadlines and Assignment Submission

Whether you submit your assignments in hard copy or electronically, it is your responsibility to ensure that your professor receives your work. Late assignments will receive a grade reduction.

Add/Drop/Withdraw

You will have until the end of the 1st week to add or drop a course. Please note that you are responsible for any work you miss in the late addition of a course. For more information on Add/Drop, please visit <http://drexel.edu/drexelcentral/courses/adjustments/Adding%20and%20Dropping%20Courses/>. Undergraduates have until the end of the 7th week of the term to withdraw. For details on the withdrawal policy, see <http://drexel.edu/drexelcentral/courses/adjustments/course-withdraw/>

Library Skills

In order to engage in the research-based inquiry of this course, you must know how to use the Libraries' resources. Be sure to view the Research Skills 101 Tutorials at <http://library.drexel.edu/tutorials/getting-started>. You may also contact your Personal Librarian for guidance.

Technology Expectations and Tech Support

You need to be able to access *Blackboard Learn*, and you also must have an active Drexel email account. If you are having problems accessing *Learn*, setting up your email, or using *iWebfolio*, please contact <http://www.drexel.edu/irt/> or call the Help Desk at 215.895.2020. Support for using *iWebfolio* may also be found here: <http://www.drexel.edu/irt/coursetools/toolList/eportfolios/iWebfolioTutorials/>.

First-Year Writing Program Learning Outcomes

The First-Year Writing Program (FWP) at Drexel is a three-course, yearlong sequence that fundamentally supports Drexel's Student Learning Priority of *Communication*, which states that students will "employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media."* In your FWP courses (ENGL 101, 102, and 103), you will develop your ability to

1. Use writing and reading for inquiry, thinking, and communicating
2. Craft messages for different kinds of rhetorical situations and purposes
3. Use research to develop, support, and enhance your ideas
4. Understand writing and revision as processes
5. Critique your own and others' works
6. Use writing technologies to address a range of audiences
7. Cite sources correctly using documentation styles such as MLA format
8. Understand and use correct grammar and mechanics

Course Schedule

(Syllabus is subject to change)

Week	Due Date	Details
Week 1 4/7 4/9	DUE :	Introductions Class orientation and syllabus Banned books and the power of words Identity and Song of Yourself - "Delight Song of Tsoai Talee" N Scott Momaday and "Song of Myself" Walt Whitman and "Ego Tripping" Nikki Giovanni Select a banned book, get the OK from me and begin reading it. Read your syllabus Read Writer's Guide to Poetry pp 4-29 Discussion Board 1 and Writing Prompt 1

Week 2 4/14 4/16	DUE:	<p>Watch the video "The Power of the Word" with Bill Moyers - Watch “The Simple Acts of Life” only.</p> <p>Read Poetic Forms and Terms with examples https://www.poetryinvoice.com/poems/forms-terms</p> <p>Poem “Oranges</p> <p>Discussion Board 2 and writing prompt 2</p>
Week 3 4/21 4/23	DUE:	<p>Prose and My Name</p> <p>Prezi II – elements of a short story</p> <p>George Saunders on story video</p> <p>Writing Down the Bones – pp 19-40</p> <p>Read 3 short stories -- "The Story of an Hour", "Thank You M'am", and "The Lottery" along with an excerpt "My Name" from the novel <i>The House on Mango Street</i>.</p> <p>Banned Books project -- Rough draft first paragraph only due by Class Zoom Session.</p> <p>Discussion board 3 and writing prompt 3</p>
Week 4 4/28 4/30	DUE:	<p>Spoken word and Rap</p> <p>Poetry Themes related to contemporary songs</p> <p>Writing to music</p> <p>Writing Down the Bones pp 41-78, Poetry 180 Selections</p> <p>Discussion board 4 and writing prompt 4</p> <p>Paper #1 DUE</p>
Week 5 5/5 5/7	DUE:	<p>Odes and Anti-Odes: Praising and Elevating the Ordinary</p> <p>Writing Down the Bones pp 79-112, Color of My Words pp 1-59</p> <p>“Ode to mi Gato,” Gary Soto, “Ode to my socks,” Pablo Neruda</p> <p>Discussion board 5 and writing prompt 5</p>
Week 6 5/12 5/14	DUE:	<p>Working with Photographs</p> <p>Writing Down the Bones pp 113-146, Color of my Words pp 60-93</p> <p>Discussion board 6 and Writing Prompt 6</p>

Week 7 5/19 5/21	DUE:	<p>Magic of Rocks –What’s inside</p> <p>Writing Down the Bones pp 147-170, Color of My Words pp 94-138, Poetry 180 Selections</p> <p>Discussion board 7 and Writing Prompt 7</p> <p>Paper #2 DUE</p>
Week 8 5/26 5/28	DUE:	<p>The Mysteries of Harris Burdick</p> <p>Discussion board 8 and Writing Prompt 8</p> <p>Group Presentations are DUE</p>
Week 9 6/2 6/4	DUE:	<p>TED Talk –“Do Schools Kill Creativity?”</p> <p>Reflecting on your growth as a writer</p> <p>Final Reflection due – paper #3</p>