

ENG 111: Women Crossing Borders

Block 3 2016-2017

Professor
Shannon Reed

Email
sreed@

Office Location
South Hall 105

Phone
895-4329

Web page
<http://www.cornellcollege.edu/academics/our-faculty/faculty-profile/index.php/show/sreed>

Classroom
Beijing

Description

This course will examine literature about crossing borders--cultural as well as national. The course will focus particularly on the experiences of women crossing borders as immigrants, using historical, social, political, and cultural points of view. Readings will include short stories and novels by and about women. Because this is a W course, we will read these stories with an intention not only to appreciate them, but also to analyze them critically.

Specific goals for the FYS can be found here: <http://www.cornellcollege.edu/first-year-program/first-year-seminar/index.shtml>

Course Format

We will spend most of our class time meeting in Beijing discussing, analyzing, reflecting on, and writing about the assigned readings for the course. We will meet on a fairly regular schedule, but class times and locations do vary, so look carefully at the schedule every day. Sometimes we will have individual conferences or small group meetings to check in or work on projects. Those meetings will usually be in my office, South hall 105.

Because this course requires individual and small group meetings outside of regular class time we will likely meet together, as a class, for a little less than 15 hours per week.

You should plan to spend an average of 6 hours on work out of class per day, and should expect reading and writing assignments over the weekend.

Goals and Expectations

This course fulfills the following Educational Priorities:

Communication: The primary purpose of this class is to work on reading, writing, and speaking skills for college. All of the projects and papers in ENG 111 call for you to demonstrate and cultivate effective reading, writing, and speaking skills.

Inquiry: ENG 105 invites you to engage with enduring questions--specifically about identity and how that changes as we cross borders--and investigate it using research, creative thinking, and analysis

Intercultural Literacy: The readings in this course examine different national and cultural perspectives on immigration, thus they ask you to connect with diverse ideas and people whose experiences differ from your own and that may be separated from you by time, space, and culture.

My Expectations:

for me	for you
Show up for class and appointments on time and prepared to work	
spend sufficient time and planning to create assignments that are clear and meaningful	spend sufficient time reading and writing to create work that is clear and meaningful
Prepare for discussion and projects by devoting time to read carefully, prepare notes and questions	
Be available for appointments and conversations; respond to email within 24 hours	communicate with the CTL people (librarians and Writing Studio staff) and me, especially when you have questions, something isn't clear, or you're uncertain about how to proceed
work together to understand evaluation criteria	
Be responsive to class needs	Be willing to try new ways of thinking and of reading and writing (even if you think it won't work)

Responsibility:

As students at a liberal arts college, you are responsible not merely for showing up but also for actively engaging in this course. At the minimum, engagement means reading the syllabus carefully and often, reading all the assigned material for the course, and turning in assignments on time. It means looking at the course materials before you ask me when something's due, what happens if you miss class, etc.

More importantly, responsible engagement means asking questions, coming to class having already formulated your own thoughts about the material. It means relying on your own reading for your opinions. Finally, it means asking for clarification or help if you do not understand an assignment, expectations, the readings, a grade, what it means to come to class prepared, and so on. For some of these questions, you can ask me or the course mentor or a librarian or someone who works in the Center for Teaching and Learning. I am always willing to talk with you about the course and about your work here at Cornell College.

General Guidelines for Coursework

Reading.

When you read: Pay attention to the argument as well as the information. What does the author focus on? Can you anticipate the direction of the written text? What questions would you ask the writer, if you could? And what kinds of details or information does the writer leave out or minimize?

Discussion. I have structured this course so that we spend most of our in-class time discussing the reading assignments.

To encourage productive class discussions, I ask that you:

- Read the assignment.
- Listen carefully.
- Speak constructively.

Writing. There are informal and formal writing assignments in this class. Though some are called "informal," all writing assignments should be typed, proofread for errors, and (usually) posted to Moodle.

Informal writing assignments should help you think about what you've read before class and/or to plan for the writing assignments. Formal writing assignments give you a chance to present your revised, polished thoughts.

Required Work:

(10%) **Oral and Written Participation.** Participation in this class includes preparation for class through careful reading, note-taking, and informal writing; active participation in discussion; and posting, reading, and commenting on drafts.

In class participation means coming to class ready to discuss, examine, and rethink your responses to the text. I base this part of your grade on how well your presence in class helps discussion. Please keep in mind that side conversations are distracting for everyone and hinder class discussion. Things to think about: do you come to class prepared, having read and taken notes on the assignment? Do you listen to others? Do you offer your own insights and questions? I will post on Moodle some guidelines for grading participation in order to help you evaluate yourself.

In order to help you prepare for class discussion, I will sometimes assign, in class, informal writing assignments to be completed for the next day. Because these are designed for class discussion, they cannot be submitted late or made up.

(10%) **Drafting and Workshopping.** This grade includes submitting drafts on time, conscientiously reading and commenting on workshop group papers before workshop, and participating fully in every workshop. All papers--even drafts-- should be uploaded to the appropriate Moodle forum as **Microsoft Word** (.doc) attachments; papers should be double-spaced in 12-point, Times New Roman font; all papers should have 1-inch margins on all sides. When appropriate, you should use MLA citation format. Missing a draft or workshop may lower your final course grade by 10% per incident. Additional details on Drafts, Workshops, and Papers are available on Moodle.

(70%). **The Portfolio** Because this course should allow you to develop and improve your writing skills, I will defer actually grading your writing until the end of the block, after you have had time to practice, experiment, and--most importantly--revise. The last day of the block, you will submit a portfolio of your best work. The portfolio should include:

- * The first two papers from class, carefully and conscientiously revised
- * The final research paper, carefully and conscientiously revised
- * A cover letter (2-3 pages) which introduces your portfolio, explains your writing and revision process, and analyzes your work.

We will discuss the portfolio further as we go through the block. Refer to "Portfolio Guidelines" on Moodle for more information about the portfolio

(15%) **Oral Presentation and Annotated Bibliography.** Oral communication and research skills are vital to your success in college. The final assignment for the course asks you to research a topic related to the course material and develop a 10 minute presentation. Specific details on this assignment may be found on Moodle.

Class Policies:

Check your Cornell email account at least once per day in this course.

Set your cell phone so that it does not make any noise during class. "Off" is always a good option.

Attendance:

In this class, attendance is not optional. I realize that sometimes exigent circumstances or illness may require you to miss a class session.

In those cases:

1. let me know and
2. contact a fellow student to get notes and assignment information.

Because absences and tardiness affect the entire class, excessive tardiness or missing **more than two class sessions** may lower your final grade. More than four absences may be grounds for failure in the course. *Note: In accordance with college policy, I will consider signing 15th day drop forms only for students who have attended the majority of class sessions and who have turned in all assignments.

Laptops: Students stay more engaged with class discussion when they take notes by hand. Check with me before bringing a laptop to class. If you get permission to use a laptop, and you check Facebook, email, or any other website during class, you are not actually engaged with the class, so I will count you as absent.

Graded Work. All written assignments are due on time. I accept late papers and assignments only in extreme cases, and I may significantly lower the grade of any late paper. Type or word-process and double-space all essays. Include one-inch margins on all sides, use an appropriate type font (12 point Times New Roman, for example), and use MLA citation style. For guidelines on formatting formal papers and assignments, check here:
<http://owl.english.purdue.edu/owl/resource/747/01/>

Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended

or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading "Academic Policies – Honesty in Academic Work."
(http://www.cornellcollege.edu/student_affairs/compass/academicpolicies.shtml).

At the College, penalties for academic misconduct range from a reprimand to indefinite suspension from the college. At the very least, academic misconduct in this course will result in a grade of F for the assignment in question and possibly for the course .

The MLA Handbook explains how to use and document sources. The Writing Studio website links to a summary of MLA documentation:

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_o.html Please see me if you have any questions about academic honesty or documentation.

Accommodations: Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Contacting Me: I am happy to meet you during office hours or by appointment if you want to discuss the readings, desire further guidance on the assignments, or if you want to discuss your work or progress in the course. Outside of class, email is the best way to contact me.