

Instructor: Stacy Bell
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Office: Humanities 105
Office hours: MW 3-4, TTh 1-2, and by appointment

Required Texts

Lee *Native Speaker*
Smith *Whose Language? What Power?*
Miscellaneous assigned readings [will be posted to Blackboard]

Course Description

Writing is informational, instructive, or persuasive—sometimes all at once. A good writer knows which function of writing to employ for a given writing task. Good writers are good readers. Good readers engage in dialogue with texts and good writers engage in dialogue with the audience. In English 186 you will read, think about what you read, talk about what you read, and write about you read. By the end of the semester, you will know how to identify an argument and analyze its effectiveness; then you will be able to produce effective arguments of your own, in some cases using outside sources to support your arguments.

The skills you develop in 186 transfer to all other disciplines, where you will learn discipline-specific conventions of academic writing and research. In 186 you learn that academic writing begins with a strong thesis, and a successful essay develops in support of that thesis. Being a fully-engaged member of an academic community requires you to read/listen, respond, and finally enter the conversation with knowledge and confidence.

This class is organized around a theme: What is the relationship between primary language and identity, and between primary culture and identity? We will begin with a discussion to generate answers to this question. Our theme will culminate in researched essays in which you explore your ideas about “identity” and how yours is shaped by your experiences at Oxford.

Objectives

- To read critically with an emphasis on analyzing arguments and being a “listener-reader”
- To respond to academic arguments and to enter academic conversations with confidence and knowledge
- To develop and support unique arguments in writing
- To apply the inductive style of structuring and organizing academic essays
- To recognize disciplinary differences in research writing
- To apply basic research skills in writing

- To develop the habits—writing, feedback, and revision—of successful writers
- To demonstrate mastery of grammar, punctuation, and style appropriate in college-level writing

Evaluation

Essays: Summarizing, Quoting, Responding [750-1000 words] 15%
 Entering the Conversation [1200-1500 words] 20%
 Research [1500-2000 words] 25%

Reading quizzes: 5% x 2 = 10%

Debate: On November 21 and 24 your class will engage in a planned debate. You will be assigned to a team and your team must prepare in advance. Each team must submit a statement of your position and an annotated works cited list of your sources. You and your classmates will decide which team wins each debate. I will give you written feedback on your team's performance. Each of you will submit a 350-500-word reflective analysis of your performance and why your team won/lost. Position + AWC and Debate RA: 15%

Final exam [essay response to film]: 15%

Attendance: You may miss three classes without penalty. For each subsequent absence, I will deduct one point from your final average. If you are late to class, you are absent.

Business

Blackboard: Your class conference, including all information about assignments, your grades and your class syllabus, is available to you on Blackboard. You are responsible for knowing the information and materials posted there. The contents of your syllabus and Blackboard are open to revision at any time.

Office Hours: The purpose of office hours appointments is to help you with the process of writing: to a) brainstorm your thesis, b) construct your thesis, and c) organize and support your thesis. I will not proofread essays and therefore will not discuss an essay within 36 hours of the due date. Oxford has an excellent Writing Center and peer-tutoring program with well-trained students who can help you improve your essays. Use the Writing Center regularly, but remember that tutors are not proofreaders. Treat them with the same respect as you would your professors.

Supplemental Instructor: Xueqing Wang is your wonderful SI. Her job is to help you understand class material; to interpret assignments; to prepare for quizzes, etc. She is not a writing tutor or a proofreader. For help with essays, visit the Writing Center. For help with class material, visit Xueqing's sessions.

Late Essays: Your essays are due at the *beginning* of class on the specified date. I will lower the grade for an unexcused late essay by one full letter grade for each day it is late. After four days the essay will receive a zero. I will not accept unstapled essays.

Email: Use email for the following reasons:

- To cancel an appointment
- To notify me of an absence
- To ask a legitimate question about an assignment
- To say hello!

I do not answer emails requesting information contained in the syllabus or about grades. It is forbidden by law for professors to relay information about grades via email. If you want to discuss a grade, see me during my office hours.

Plagiarism: The work you submit for class must be your own. If you use another author's words or original ideas in your writing, you must give credit to the author using correct citation style as we will practice in class. We will discuss plagiarism, and we will devote class time throughout the semester to learning how to avoid it. If you are concerned about plagiarism, see me during office hours. Read the honor code at <http://oxford.emory.edu/academics/student-services/student-honor-code/>.

Electronic toys: Laptops are permitted only when required. Bring them with you every day but do not open them on your desk unless I have given you permission to do so. You may use the translation app on your phone, as long as you let me know that's what you are doing. We will discuss appropriate use of our tools in class; we are all distracted by our phones and computers, and I want us to practice focusing while we are together.

Printing: Blue and gold makes green! Print rough drafts on recycled paper, and print double-sided final drafts to save paper. Turn in paper copies of all essays, no exceptions.

AUGUST

27 Introduction and Objectives.

29 Class will not meet today.

SEPTEMBER

1 Labor Day holiday.

3 Plagiarism assignment.

5 Plagiarism assignment.

8

10

12 *Native Speaker* Reading quiz.
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22 Summarizing, Quoting, Responding Essay due.
24
26
29 *Whose Language? What Power?* Reading quiz.

OCTOBER

1
3 Class will not meet today.
6 Entering the Conversation Essay due.
8
10
13 Fall Break.
15 Class will not meet today.
17
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31

NOVEMBER

3
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7
10 Group Presentations:
12 Group Presentations:
14 Group Presentations:
17 Group Presentations:
Research Essay due.
19
21 Debate.
Teams 1 & 2, position statement and annotated works cited due.
24 Debate.
Teams 3 & 4, position statement and annotated works cited due.
26 THANKSGIVING BREAK-- Class will not meet today.
28 THANKSGIVING BREAK-- Class will not meet today.

DECEMBER

- 1 Film.
Debate RA Due.
- 3 Film.
- 5 Review.
- 8 Review.

Exam Schedule 9A Wednesday, December 17, 2-5
12A Thursday, December 11, 2-5