

Chaminade University
English 102-91-2 Expository Writing
Spring PACE April 6 - June 13, 2015

Meeting Times: online
Instructor: Dr. Brooke A. Carlson

Location: online
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Syllabus

Sell Out: The Art of Living Well Lovingly

“We don’t care, we’re driving Cadillacs
in our dreams...
We don’t care, we aren’t caught
up in your love affair.”

Lorde

Note: This course uses a site called “Edwebs Moodle,” rather than eCollege. Students interested in taking the course must create an account in the system and enter the class using an enrollment key.

Course Description

English 102 is crafted to help students learn to write and think critically. In an effort to hone our critical minds and strengthen our writing, we will focus on the learned skills of summarizing, paraphrasing, quoting, evaluating, analyzing, and synthesizing. Through writing as a process, this course allows students the opportunity to bolster the critical reading, writing, and research skills necessary for academic scholarship.

This class is an exploration of what it means to exist in the world today, and more specifically, to live in America. Does living mean working? Anything can be bought; but can *anyone* be bought? Are you selling? Or are you selling out? How do we live in the world today? Can we escape capitalism? Would we want to? While art is born out of the market, the two are nevertheless both at odds and in opposition to one another. In fact, success in the market is often understood to mean a decrease in artistic “value.” Conversely, a product high in “artistic” quality is frequently accepted as less profitable. An important part of this equation is desire. Why do you want what you want? What makes something desirable? How does desire play into love? How then do we reconcile these seemingly conflicting forces – art, capitalism, and love? Engaging with texts that challenge why we make art and call the market into question, we will read novels, films, and songs as we explore the convergence of art, love, and money. Along the way, we will be investigating the ways by which we live in the 21st century.

This is a student-centered course. You must participate to learn. I emphasize participation, including listening, reading lectures, posting in discussion, talking with your peers and friends, reading, writing, and workshopping.

Writing assignments will include a three to five page analytical essay, daily reader responses, an article review, annotated bibliography, quotation outline, research paper rough draft, and research paper (a minimum of 2500 words, with a Works Cited page, and MLA citation).

Required Reading:

James, Henry. *The Aspern Papers and Other Stories*. Ed. Adrian Poole. London: Oxford University Press, 2013.

Kahakauwila, Kristina. "Portrait of a Good Father." *This Is Paradise: Stories*. New York: Hogarth, 2013.

-----, "This Is Paradise." *This Is Paradise: Stories*. New York: Hogarth, 2013.

West, Nathanael. *Miss Lonelyhearts & The Day of the Locust*. 1933. Intro. by Jonathan Lethem. New York: New Directions Paperback, 2009.

Required Viewing:

Adaptation. Dir. Spike Jonze. Beverly Detroit, 2002.

The Descendants. Dir. Alexander Payne. Fox Searchlight Pictures, 2011.

Quiz Show. Dir. Robert Redford. Baltimore Pictures, 1994.

Required Listening:

Beyoncé. "Single Ladies (Put a Ring on It)." *I am...Sasha Fierce*. Columbia, 2008.

Beyoncé ft. Jay Z. "Crazy in Love." *Dangerously in Love*. Columbia (2003).

Cast. "Walk Away." *All Change*. Polydor, 1995.

Fountains of Wayne. "Sink To The Bottom With You." *Self-titled*. Atlantic Records, 1996.

David Bowie. "The Stars (Are Out Tonight)." *The Next Day*. ISO Records, 2013.

John Doe and Kathleen Edwards. "Golden State." *A Year in the Wilderness*. Yep Roc Records (2009).

Lady Gaga ft. Beyoncé Knowles. "Telephone." *The Fame Monster*. Interscope, 2010.

The La's "There She Goes." *Self-titled*. Polydor, 1990.

Lorde. "Royals." *Pure Heroine*. Universal Music, 2013.

Madonna "Hollywood." *American Life*. Maverick, 2003.

Nirvana. "Smells Like Teen Spirit." *Nevermind*. DGC, 1991.

Pixies. "La La Love You." *Doolittle*. 4AD, 1989.

Sex Pistols. "Anarchy in the U.K." *Never Mind the Bullocks*. EMI, 1976.

Taylor Swift. "Love Story." *Fearless*. Big Machine, 2008.

Student Learning Outcomes

In order to successfully complete this course, a student must demonstrate the following outcomes, or competencies:

Writing Skills

- *the correct use of grammar, punctuation, word choice, mechanics, and sentence structure in a written text
- *the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors
- *paragraph and essay development in a written text, including: claims or thesis statements, topic and point sentences, clear supporting examples as quotations, and analysis that makes logical and clear connections between your ideas
- *an organized paper, including:
 - an effective introduction and conclusion, body paragraphs, and the use of transitions (internal/within a paragraph and external/ between paragraphs)

- *pre-writing strategies and techniques such as mapping, freewriting, zero drafts, brainstorming, listing, quotation outlines, and rough drafts
- *the identification and application of rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification)
- *the ability to research, draft, revise, and edit a research paper
- *the correct use of MLA documentation and the ability to cite sources within the body of a text
- *an understanding of the difference between a bibliography and a works cited page
- *an understanding of plagiarism

Critical Thinking Skills

- *the ability to evaluate and synthesize research information
- *the ability to evaluate the validity of source information
- *the ability to distinguish between reason and belief
- *the ability to apply and integrate material from sources
- *the ability to critically reflect on the writing process
- *to educate for formation in faith; provide for an integral quality education; educate in family spirit; educate for service, justice, and peace; and, educate for adaptation and change¹

Student Responsibilities

This is an online workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You are expected to check our Moodle site daily, to complete all readings and writing assignments on time, and to contribute regularly online. An important part of the workshop process is discussing and critiquing your own, and your peers' work. You will be writing a Reading Response every day.

Your Short Essay, Article Review, and Research Paper are to be typed, double-spaced, in New Times Roman, 12-point font, with one-inch margins on all sides, following the MLA format. The proper heading will be single-spaced and aligned left, including: your name, English 102-90, the date, and the assignment number. Your own creative title should appear one line below your heading, centered. Late papers will lose one grade increment for each day late. Your Annotated Bibliography is much like a reading journal. It is a written record of your reading in the class. You must use proper MLA citation to record the bibliographic information of each text, and then write about that which you have read. I suggest you use three paragraphs for each entry. In the first paragraph, summarize the argument, or topic of the work. Summarizing is an important part of honing your critical thinking skills. In the second paragraph, include several quotations from the text. These quotes will be a valuable resource for you when it comes to writing. And finally, use the last paragraph to write about why this reading matter to you, personally. This last portion is about you and for you.

¹ These descriptors are taken from the "Characteristics of Marianist Universities," available online.

Attending class online means not only a digital presence, but also responding in a timely fashion. Unexcused absences and failure to post (more than three times) will negatively impact upon your grade.

Plagiarism is the unacknowledged and inappropriate use of the ideas or words of another writer. Students who plagiarize will earn an F. Guidelines for plagiarism are in the General Catalog (online).

Students with Disabilities

While every effort will be made to accommodate students with disabilities, there is a procedure for receiving appropriate accommodations. Students must first register with the Chaminade Counseling Center, which will then provide documentation that specifies what kinds of accommodations are needed. This documentation must then be shown to, and discussed with, the instructor.

Course Requirements

Your course grade is dependent upon: your contribution to class; the quality of your presentation, participation, and writing; your improvement; and your effort. I am looking for progress in your work.

Reading Responses:	10%
Short Essay:	25%
Article Review:	25%
Annotated Bibliography:	10%
Quotation Outline:	5%
Research Paper:	25%

*You must complete all assignments to be eligible for a passing grade in the course (papers, presentations, and the final).

**You must earn at least a C, or 70%, to pass the course.

***The research paper is standardized (10 sources and 2500 words min.)

Grading Scale

90 – 100% A work demonstrates outstanding scholarship, a claim-driven argument, fresh and exciting analysis, and clear, cogent, and persuasive prose.

80-89% B work responds clearly and effectively to the prompt with a claim, as well as organized and supported analysis, using reader-based prose, with very little syntactical disruption or breakdown of the analytical voice.

70-79% C work offers evidence of global construction, although it may require more sentence level revision. A claim or argument is evident, albeit not insightful or persuasive. Textual evidence and support tend to be poorly presented, with analysis that fails to connect examples to topics and points.

60-69% D work is insufficient in a number of ways, often being more summary than analysis, and clearly in need of revision. Syntax and grammar mistakes make comprehension difficult.

0-59% F work fails to respond critically at the collegiate level. Failures of syntax and grammar, as well as a lack of critical thought and focus, render comprehension unlikely, if not impossible.

Dates and assignments may change.

SCHEDULE

Week One

“Welcome to the New America: Low-Wage Nation.”
Lorde. “Royals.” *Pure Heroin*. Universal Music, 2013.
David Bowie. “The Stars (Are Out Tonight).” *The Next Day*. ISO Records, 2013.
James, Henry. *The Aspern Papers*, chapters I through III
John Doe and Kathleen Edwards. “Golden State.” *A Year in the Wilderness*. Yep Roc
Records (2009).
Beyoncé ft. Jay Z. “Crazy in Love.” *Dangerously in Love*. Columbia (2003).

Week Two

James. *The Aspern Papers*, chapters IV through IX.
cold war kids “against privacy.” *Loyalty to Loyalty*. Downtown, 2008.
Adaptation. Dir. Spike Jonze. Beverly Detroit, 2002
Topics for Research Papers
Article Review Due

Week Three

The Descendants. Dir. Alexander Payne. Fox Searchlight Pictures, 2011.
Annotated Bibliography
Works Cited and MLA Citation

Week Four

Kahakauwila, Kristina. “Portrait of a Good Father.” *This Is Paradise: Stories*. New
York: Hogarth, 2013; 125-68
Short Essay Due

Week Five

Kahakauwila, Kristina. “This Is Paradise.” *This Is Paradise: Stories*. New York:
Hogarth, 2013; 9-46.

Week Six

Quiz Show. Dir. Robert Redford. Baltimore Pictures, 1994.
Annotated Bibliography Due
Quotation Outline

Week Seven

West. *The Day of the Locust*. Chapters 1 through 12.
The La’s “There She Goes.” *Self-titled*. Polydor, 1990.
Quotation Outline Due
Drafting
Body Paragraphs

Week Eight

West. *The Day of the Locust*. Chapters 12 through 18.
Lady Gaga ft. Beyoncé Knowles. “Telephone.” *The Fame Monster*. Interscope, 2010.
Madonna “Hollywood.” *American Life*. Maverick, 2003.
Rough Draft of Research Paper Due
Peer Review

Week Nine

West. *The Day of the Locust*. Chapters 19 through 22.

Pixies. "La La Love You." *Doolittle*. 4AD, 1989.

Cast. "Walk Away." *All Change*. Polydor, 1995.

Body Paragraphs

Introductions

Conclusions

Peer Review

Peer Review of Research Paper Rough Draft Due

Week Ten

West. *The Day of the Locust*. Chapters 23 through 27.

Sex Pistols. "Anarchy in the U.K." *Never Mind the Bullocks*. EMI, 1976.

Nirvana. "Smells Like Teen Spirit." *Nevermind*. DGC, 1991.

Research Paper Revision

Body Paragraphs

Introductions

Conclusions

Research Paper due