

English 101
Music and Subculture in Literature

Section 58

T R 8-9:15am

MHRA 1211

Section 42

T R 9:30-10:45am

MHRA 1211

Instructor: Jenna Dietzer

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Email Hours: Weekdays 8am-5pm

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Office Hours: Tues/Thurs 11am-noon, by appointment

Required Texts and Materials:

1. *Writing Matters* by Carter, Richard, and Grabow
2. Articles, essays, and stories on Blackboard (You must print hard copies of these for class.)
3. USB Flashdrive

In addition to bringing the appropriate assigned materials to class each day, students must also bring a pen and paper and purchase a SOFT three ring binder (at least 1/2 inch) with dividers. This binder will hold all of your work and will be turned in at the end of the semester as the portfolio.

Course Description:

As an instructor, I believe the essence of the English 101 class is communication, and communication cannot be achieved without learning to listen. Therefore, one of the main goals of this course will be to teach you how to be good listeners by being *active* listeners—listeners who give a speaker or an author their full attention, reflect on what is being said and who the message is directed toward, and develop their own rhetoric and questions based on what they hear. You will learn skills of composing—how to come up with ideas, get them on paper, revise them and make them interesting and acceptable to readers. Writing well involves more than following set rules and formulas. This course aims to help you recognize your individual voice—when it is authentic and when it is not—and how to adapt and develop your rhetoric to fit your purposes.

During the semester, you will do a lot of writing both in and out of the classroom. All activities and assignments are designed to make you a better listener, thinker, reader, communicator and, of course, writer. You will be using music in literature, media, and your personal lives to make connections with our culture and subcultures within it. You will be asked to observe, infer, question, and communicate your thoughts via writing—skills that will be important not only for this course, but for life in general. Ultimately, by the end of this course you should come to view writing as an important and useful part of life, as well as a tool for understanding yourself and your community.

Learning goals for ENG 101:

- Communicating clearly and effectively
- Employing relevant information to form observations and arguments
- Examining the ways others communicate effectively
- Writing as a means to enhance intellectual discourse

Attendance:

Because each ENG 101 section is limited to 22 students and involves a lot of in-class work, its success depends on your active participation. Those who want to succeed should plan on coming to class every day, ON TIME, and ready to participate. General rule of thumb is as follows: upon the 3rd absence, your semester grade is dropped by one full letter grade, and each additional absence drops it a letter grade further. Upon the 6th absence, you automatically fail the course. ****Note:**

Conferences, workshop days, and days when papers (including drafts) are due are mandatory attendance. Missing any of these may count as 2 absences.**

Tardiness is unacceptable. You signed up for a class at this time, so make sure you get here on time. If you aren't present when I take roll (usually within the first 5 minutes of class) then you'll be marked absent for the day.

If there is an extenuating circumstance (death in the family, extended illness, etc.), we will work together to find a solution, but you will need a doctor's note or university-authorized excuse before accommodations can be made.

What to Do If You Miss a Class:

You are responsible for obtaining all materials and completing all assignments prior to the next class meeting. Please don't ask me what you missed in class. Check the calendar or Blackboard or ask a fellow student. The University requires you to take responsibility for all missed work.

Late Assignments:

Assignments are turned in during class. I do not accept late papers. If you know you will be absent the day a paper is due, notify me in advance and get the paper to my mailbox on or before the day it's due. No email assignments will be accepted for any reason. Also, unless a pop quiz is necessary, there will be no tests in this class.

Expectations for Classroom Conduct:

- **Keep all your work!** Every assignment, journal, free write, and draft will need to be considered for your final portfolio. Losing them means losing part of your final grade.
- **Come prepared and ready to participate.** This means bringing the text(s) for the day (purchased or printed by you or provided by me), pen, paper, and questions about the material. If I suspect several students are unprepared, there will be a pop quiz.
- **Turn off all cell phones and electronic devices during class.** Computers are not needed for note taking in this class. Laptops may be used in class only by students having a special need for purposes of note-taking or other classroom activities. Students with such a need should make specific arrangements with the instructor. No student may use a laptop in class without a prior arrangement with the instructor. Cell phones are never needed for this class.
- **Check email & Blackboard every weekday.** This is your instructors' primary means of communication. If you're not already in the habit of checking it, now's the time to start.

Course Requirements or the "Rule of 3":

Since we are dealing with so many 3's—3 absences before your grade's at stake, 3-ring binders, 3 points on the rhetorical triangle (which will be discussed in class—don't panic!), it seemed only natural to establish a "Rule of 3" for the course requirements as well. So here is what's required of you this semester:

3 Major Assignments:

You will write a *personal essay*, do a *group presentation*, and write an *ethnography* during your time in this course. If you don't know what these are yet, have no fear. I will explain each of them in great detail as the semester progresses. Minor assignments will also be given throughout the semester as springboards (a.k.a. ways to inspire, challenge, and feed your mind) for the critical thinking skills you'll need to produce the major assignments.

3 Drafts of Each Essay:

All essays will be considered drafts until they are turned in as part of the final portfolio. There will be three drafts of each paper. **Note: No email copies of drafts or final essays will be accepted; hard copies only.**

Draft 1 is the roughest draft and will be workshoped in class by your peers. Bring enough hard copies for all your workshop members, one for yourself, and one for me. For this draft, you will develop a coherent – not perfect – paper. But this draft should still meet all the original requirements of the assignment (format, page length, etc.) unless otherwise specified. I will also conference with you individually about these drafts and give suggestions for further drafting.

Draft 2 is the draft closest to a finished product. It will be more polished than draft 1 and will meet all the same requirements. This is a draft that has been honed and developed extensively through personal revision, with consideration for peer & instructor editing suggestions. I highly recommend making an appointment with the Writing Center at this point in the revision process as well. A grade will be earned for this draft (10% of your final grade).

Draft 3 Each paper should be revised a third time and included in the final portfolio. This is the draft that will be graded as the final product. However, keep all drafts to include in the portfolio to demonstrate your process and progress.

3 Conferences:

Conferences are designed to enhance your confidence as a writer, address concerns you may have about your writing and foster a positive relationship with your instructor. Each time we meet, it will be one-on-one for a duration of 5-10 minutes during a pre-scheduled time, sometimes in lieu of class. At least three conferences will take place this semester. It is your responsibility to schedule & attend all of them.

Grading Policy:

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| • Attendance & Participation | 20% |
| • Minor assignments & drafts | 10% |
| • Essays (2) | 10% each |
| • Group Project | 10% |
| • Final Portfolio | 40% |

Final Portfolios:

The goal of this course is improvement, not to meet a standard. Since you're learning how to write while writing, the idea of assigning firm grades to your "works in progress" during the first few weeks of class is what I would consider a disservice to the process of revision, because it denies you the opportunity to show improvement. So the majority of your final grade will be contingent on the performance of your portfolio at the end of the semester.

This may sound scary at first, the idea of having 40% of your grade undetermined until the end of the semester. But it is in fact an ideal situation. With the final portfolio, you can take those limitations you recognized in your work at the start of the semester and prove how willing you are to push beyond them and become a better and more self-aware writer. Give your best effort, and you'll reap the rewards.

The Writing Center:

I encourage you to use the Writing Center to get new and different perspectives on your writing. Think of the Writing Center as an extension of the classroom community. The staff is available to give you useful feedback. The WC is located in 3211 HHRA and is open every day except Saturday and some nights. Drop by or call for an appointment, 334-3125.

Disability Policy:

If you have any sort of disability that could affect your performance in the class or for which you need accommodation, please contact the Office of Disability Services at 334-5440 or online at <http://ods.dept.uncg.edu/>.

Plagiarism:

Part of your work and responsibility as a scholar is that you accept the rules and ethics of writing and documenting your outside sources. In addition to downloading a paper off of the Internet or getting someone to write one for you, **plagiarism is:**

- **Verbatim copying without proper acknowledgement**—whether you copy a phrase, a sentence, a paragraph, or a whole paper, the source material must be introduced, in quotation marks, and documented.
- **Paraphrasing without proper acknowledgement**—reworded source material must be introduced and documented; again, the length of the paraphrased material doesn't matter—you still have to cite it!
- **Failing to acknowledge sources**—any time you use sources, you need to identify the source material both within the essay and on a works cited page.
- **Use of other's ideas without acknowledgement** or collaborating an assignment when the assignment calls for you to work individually.

When you submit work in this class, your reputation as a writer and a student is at stake. Please do not risk your grade in this course or your reputation as a UNCG student by either deliberately or accidentally plagiarizing. Visit <http://academicintegrity.uncg.edu> for more information on the University's Academic Integrity policy.

Tentative ENG 101 Course Schedule:

All major assignments in **bold**; Bb= posted on Blackboard; WM= found in Writing Matters

<u>Date</u>	<u>Class Discussion</u>	<u>Readings & Assignments (to be completed as homework that night)</u>
T 8/26	Syllabus Diagnostic Writing Interview Activity	<ul style="list-style-type: none"> Listening to Space handout Read "Ain't Gonna Bump..." (Bb)
Th 8/28	Discuss Journaling; in-class freewrite, Discuss rhetorical triangle & "Ain't Gonna Bump...", Schedule initial conferences	<ul style="list-style-type: none"> Read "Music is My Bag," "Every Dog Must..." & possibly a student sample (BB)
T 9/2	Discuss Blackboard readings Soundtrack of My Life handout	<ul style="list-style-type: none"> Bring 3 songs on your iPod, CD player, or at least the printed lyrics for the Artifact exchange
Th 9/4	Timeline Activity Artifact Exchange	<ul style="list-style-type: none"> Finish Soundtrack rough draft, print enough copies of your draft for all group members & instructor
T 9/9	Soundtrack Rough Draft due Workshop guidelines handout	<ul style="list-style-type: none"> Do a close reading of peer drafts and fill out the comment sheets
Th 9/11	Workshops Sign up for conferences	<ul style="list-style-type: none"> Prepare questions for our conference, based on your workshop experience
T 9/16	Conferences	<ul style="list-style-type: none"> Continue editing and revising Soundtrack this week
Th 9/18	Conferences	
T 9/23	Soundtrack Final Draft due Brave Volunteers Ethnography handout	<ul style="list-style-type: none"> Post your ideas for ethnography sites on discussion board (and if you know where others can find that music in/near Greensboro, feel free to post a response)
Th 9/25	Library orientation	<ul style="list-style-type: none"> Read "Meet the Shaggs," "I, Rock Chump," & "Oh! The Places I Could Have Gone..." (Bb)
T 9/30	Discuss readings Final decision on ethnography site due to instructor!	
Th 10/2	Tentative WUAG or Writing Center visit	
T 10/7	Tentative WUAG DJ or Writing Center visit	<ul style="list-style-type: none"> Finish Ethnography rough draft, print enough copies of your draft for all group members & instructor
Th 10/9	Ethnography Rough Draft due New Guidelines for workshop	<ul style="list-style-type: none"> Do a close reading of peer drafts and fill out the comment sheets
T 10/14	Workshops Sign up for conferences	
Th 10/16	Beginnings/Endings workshop in class Group Project handout, groups assigned (Note: Last day to drop without penalty is Fri. 10/17)	
T 10/21	FALL BREAK	
Th 10/23	Conferences	
T 10/28	Conferences	
Th 10/30	Ethnography Final draft due Discuss advertisements	<ul style="list-style-type: none"> Choose your own ad (if special media, please notify instructor in advance) and write

		1-2pgs discussing it in terms of ethos, pathos, logos, and the rhetorical triangle
T 11/4	Individual ad presentations Election Day! Don't forget to vote!	
Th 11/6	Group work day for projects	
T 11/11	Group #1: Music & the Brain	
Th 11/13	Group #2: Race in Music	
T 11/18	Group #3: Harlem Renaissance Canon	
Th 11/20	Group #4: Business of Music	
T 11/25	Discuss guidelines for Final Portfolio	
Th 11/27	THANKSGIVING BREAK	
T 12/2	In-class work day on Final Portfolios or visits to the Writing Center	* If you choose to use this day to visit the Writing Center instead of working in class, make sure they send me an email so it doesn't count as an absence!
Th 12/4	Class Evaluations Final Portfolio Due	
	Portfolio pick up – TBA, Students may also arrange individual conferences to discuss grades during the scheduled exam time (12/15)	