



# ENGLISH 101

CONSTRUCTING IDENTITY THROUGH WRITING

## COURSE DESCRIPTION

This course will help develop your own voice, your own identity, through writing. We will discover the myriad ways writing shapes our perceptions of the world around us by analyzing and evaluating the methods authors use to influence their audiences. Process-driven writing, such as what we will be doing this semester, will help prepare you for the compositional and argumentative challenges you will face for the rest of your life.



## INSTRUCTOR INFORMATION

Prof. Kevin Smith  
Office: ATG 459  
Rutgers Email:  
kevin.s.smith@rutgers.edu



## CLASS INFORMATION

Tuesday-Thursday  
9:30–10:50am  
Armitage 106



## COURSE GOALS

What you will have by the end of English 101:

- Understanding writing as a process
- Ability to respond to various genres of writing
- Skill in close reading and synthesis of texts
- Aptitude in implementing structures of academic argument
- Comfort in applying the conventions of Standard Written English (and others)

## REQUIRED MATERIAL



### TEXTBOOK

Everyone's an Author  
by Lunsford, et al.  
ISBN 978-0-393-93211-9

Additional readings throughout the course will be made available on Sakai, or through email. Such material should be printed for class.

## COURSE ASSESSMENT

Participation	–20%
Homework	–10%
Analyze This!	–15%
This I (Now) Believe My Take	–10%
To Think That, One... Take Two	–15%

The grading scale is a 100-point, A-F scale. Grade inflation will not occur in this class.

## CLASSROOM PROCEDURES

- Class Reading: Come to class **prepared** to discuss the daily reading
- Class Discussion: **Engagement** in discussion affects participation
- Writing Prompts: Short, prompt-driven in-class **writing** exercises
- Peer Evaluation: **Review** of the work of one or more fellow students
- Homework: At home **response** to questions related to readings



## AND NOW A VERY SPECIAL WORD FROM OUR SPONSORS: CLASS POLICIES



**ATTENDANCE:** You will neither be dropped from, nor fail English 101 because of absence. There is no formal policy, though I expect you to be in class, prepared, and on time. Always. This affects your participation grade.

**LATE WORK:** There is no late work policy simply because I **do not accept late work**. Full stop.

**ACADEMIC INTEGRITY:** No prisoners taken here. Please take a moment to familiarize yourself with Rutgers University's Academic Integrity policy. I take this very seriously, and you should too.

**TECHNOLOGY:** The demand to incorporate technology into classrooms is real, and I will make every attempt to accommodate students who wish to use technology, though if it becomes a distraction I will ask you to leave.

**DISABILITY:** Rutgers University welcomes students with disabilities into all of its educational programs. If you have a disability, please provide the instructor with the appropriate documentation, available at the **ODS website**.

**TUTORING SUPPORT:** Tutoring and design support are available to students at the Writing and Design Lab located in the Writer's House on Cooper St. Make an appointment **here**.

# COURSE SCHEDULE

<b>Unit 1 UNDERSTANDING NARRATIVE CRAFT</b>	
T-19 Jan	Introduction; syllabus discussion; What does it mean to build identity?
Th-21 Jan	Chapter 1, "Thinking Rhetorically"; Chapter 2, "Rhetorical Situations"
T-26 Jan	Part II intro, pp. 57-60; Chapter 12, "Choosing Genres"
Th-28 Jan	"Up, Simba" by David Foster Wallace
<b>Unit 2 Analyze This! Rhetorical Analysis of a Textual Artifact</b>	
<b>4 Pages</b> <b>15%</b> <b>Peer edited</b>	During this unit we will be examining the rhetorical effectiveness of imagery present in society, from ads to memes to graffiti and everything in between. This unit will require you to answer several pertinent questions related to argumentation, such as: Who is their audience? What is the context in which they were created? What is their intended purpose? How does the image/text contribute to the accomplishment of that purpose? Our visual culture has an indelible impact on how we perceive the world; let's attempt to figure out how it all works.
T-2 Feb	Chapter 3, "Writing Process"; Chapter 8, "Writing a Narrative"
Th-4 Feb	Chapter 29, "Writing Good Sentences"; Lydia Davis - Selected Stories
T-9 Feb	Chapter 9, "Writing Analytically"; Analyze This! Draft Due
Th-11 Feb	Chapter 28, "Meeting the Demands of Academic Writing"
T-16 Feb	Selections from "Authority and American Usage" by DFW
Th-18 Feb	Analyze This! Final Draft Due
<b>Unit 3 This I (Now) Believe</b>	
<b>2-3 Pages</b> <b>10%</b> <b>Audio component</b>	During this unit, we will be exploring the personal narrative—how beliefs are formed, and how they are changed. "This I (Now) Believe" is your chance to explore through narrative a belief you once held that has changed. This narrative will be first written, and then recorded. The recorded versions of these addresses will be presented to the class on the last day of the unit. This assignment should be no longer than 2-3 pages, and the audio recording should last between 2.5-3 minutes.
T-23 Feb	Steven Millhauser "Dangerous Laughter"; "The Female Body" by Margaret Atwood
Th-25 Feb	Bruruma - "The Freedom to Offend"
T-1 Mar	Chapter 26, "What's Your Style?"
Th-3 Mar	; This I (Now) Believe Final Draft Due
T-8 Mar	"To Write a Great Essay, Think and Care Deeply" (Audio Files Due)
<b>Unit 4 My Take: An Open Letter to...</b>	
<b>3-4 Pages</b> <b>15%</b> <b>Peer Edited</b> <b>Linked</b>	This assignment is the first in a series of three linked papers. During this unit, we will be examining a variety of arguments and argumentative strategies, including the strategy of the open letter. As the major assignment of the unit, you will identify a topic about which to write an open letter, then design a rhetorical strategy using knowledge gained from the first three units. This assignment should be between 3-4 pages.
Th-10 Mar	Sinead O'Connor "Open Letter to Miley Cyrus"; Zola "J'Accuse" Chapter 7, "Arguing a Position"; Open Letter to Your Annoying Facebook Friends
T-15 Mar	NO CLASS - SPRING BREAK
Th-17 Mar	NO CLASS - SPRING BREAK
T-22 Mar	My Take, Draft Due
Th-24 Mar	Chapter 13, "Analyzing Arguments"; Ta-Nahesi Coates "A Case for Reparations"
T-29 Mar	My Take, Final Draft Due; "What the F***?" by Steven Pinker; "On Pandering" by Claire Vaye Watkins

<b>Unit 5 To Think That, One...</b>	
<b>2-3 Pages</b> <b>15%</b> <b>Peer Edited</b>	This assignment is the second of three linked papers. Having composed your open letter, presumably to a subject who does not share your opinion, you will now consider the logic of that invisible subject. The goal of this assignment is to prepare you for your final paper by introducing the research convention of addressing detracting arguments. This assignment should be no longer than 2-3 pages.
Th-31 Mar	Chapter 15, "Starting Your Research"; Don Marquis "Why Abortion is Immoral"; Evan Wright "The Killer Elite"
T-5 Apr	To Think That, One... Draft Due
Th-7Apr	Library Trip
T-12 Apr	Wells Tower "The Kids Are Far Right"; David Sedaris "Undecided"; To Think That One... Final Draft Due
<b>Unit 6 Take Two, From Open Letter to Article in the Scarlet Review</b>	
<b>6-8 Pages</b> <b>15%</b> <b>Conferences</b> <b>Peer Edited</b>	This assignment is the third of three linked papers, and represents the culmination of everything you have learned in English 101. Through revision of the "My Take" assignment, you will seek to transform your open letter into a journal article. This will require you to consider your original argument from a more formal perspective. Who is your new audience? What claims made in your original piece must now be backed up with evidence? And how should those pesky opposing viewpoints be incorporated? This assignment should be between 6-8 pages. Exceptional submissions will be nominated for the forthcoming Scarlet Review, a journal of undergraduate writing.
Th-14 Apr	George Saunders "Braindead Megaphone"
T-19 Apr	Nora Ephron "A Few Words about Breasts"; Take Two Draft review
Th-21 Apr	Paper Talk; Research Discussion; Take Two Draft Review; Conferences
T-26 Apr	Continue Conferences
Th-28 Apr	Final Draft Due in Class; Last Day of Classes