New Course Request

Check Appropriate Boxes: Undergraduate credit [✓]  Graduate credit [ ]  Professional credit [ ]

1. School/Division College of Arts & Sciences
2. Academic Subject Code ENG

3. Course Number W423  (must be cleared with University Enrollment Services)
4. Instructor Webb-Sunderhaus, Sara

5. Course Title Composing Communities

Recommended Abbreviation (Optional)  

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010

7. Credit Hours: Fixed at 3 or Variable from ________ to ________

8. Is this course to be graded S-F (only)? Yes [x] No [ ]

9. Is variable title approval being requested? Yes [ ] No [x]

10. Course description (not to exceed 50 words) for Bulletin publication: This course will study the ways in which communities are formed, sustained, and reformed by examining the role of place in the construction of community and individual identities through the scholarship of folklore and rhetoric/composition. P: ENG W233 or equivalent.

11. Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________

12. Non-Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________

13. Estimated enrollment: ________ of which ________ percent are expected to be graduate students.

14. Frequency of scheduling: ________ Will this course be required for majors: ________ no ________

15. Justification for new course: see attached

16. Are the necessary reading materials currently available in the appropriate library? ________ yes ________

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  
Date: 9/15/08

Approved by:  
Date:  

Dean
Date:  

Chancellor/Vice-President
Date:  

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink, University Enrollment Services Advance--White
Proposed ENG W423

This course is intended to expand our upper-level course offerings for our writing concentration, offering a more focused study on rhetoric and social construction of identity. We plan to have it cross-listed when viable with upper-level folklore classes in order to expand the options for our folklore course offerings.
English W462 and Folklore F430
Composing Communities: The Rhetoric and Lore of Place

Professor: Sara Webb-Sunderhaus, PhD
Office: CM 117
Mailbox: CM 145 (English Department Office)
Phone: 481-0153
E-mail: webbs@ipfw.edu (the best way to reach me)
Office Hours: Mondays, 10-12

Texts:

- Readings on electronic reserve; see attached bibliography.
- A handbook of your choice (recommended: *Hacker's A Pocket Style Manual*).
- Films-TV episodes:
  - Stranger with a Camera
  - The Beverly Hillbillies
  - The Dukes of Hazzard
  - The Waltons

Course Description:

This course will study the ways in which communities are formed, sustained, and reformed by examining the role of place in the construction of identity. Sense of place has emerged as an important concept in the fields of rhetoric and folklore in recent years, with particular critical attention being paid to the interplay between a sense of place and the development of community and individual identities.

This course will seek to examine that interplay by entering the conversations rhetoricians and folklorists have had regarding communities and place and by focusing on the construction of identity of one American community in particular: Appalachia. Dominant American culture has “Othered” this community by projecting onto it the larger culture’s anxieties about race, class, and sexuality; this community has been constructed as a place where America works out its anxieties by romanticizing and/or demonizing Appalachia and Appalachians. This course will examine the rhetoric and lore of the process of composing this community in particular, as well as communities more generally.

Assignments/Grades:

This course will utilize a variety of assignments, including in-class writing, summaries, reader responses, major papers, and leading of discussion.

The grading distribution is as follows:

- Metaphor Analysis—25%
- Research Project—30%
- Leading of discussion—10%
- Homework—25%
- Participation—10%
Metaphor Analysis:

Your first paper is an analytic essay (4-5 pp.) in which you will grapple with Anderson’s idea of an “imagined community” or Stewart’s concept of nostalgia as useful metaphors in understanding the rhetorical construction of a community of your choice. You will need to analyze your chosen metaphor and discuss its benefits and limitations in conceptions of your community. Remember to be specific; to quote, paraphrase, and summarize our course readings as necessary; and to define key terms. However, do not over-rely on the course readings, as this paper asks for your analysis of concepts from the readings.

Research Project:

This project asks you to do ethnographic research with a community of your choice. By doing fieldwork in the community and supplementing with secondary research as necessary, you will examine how your community has constructed itself, how outsiders have constructed this community, how this community performs its identities, and how lore functions in this community. Plan to spend the entire semester on this project and to produce a final paper of 10-15 pages.

Homework:

You will be required to do some type of writing for each class. I may ask you to write a summary of the day’s reading, or I may ask you to respond to the author’s argument. I will use these daily assignments as building blocks for your research project by asking you to apply concepts you’ve read about to the community you’re studying. We will also be doing some in-class writing. These assignments serve as a place to practice writing, a place where you can work with ideas and consider new concepts, especially as they relate to your research project.

Participation:

The nature of this course is very different from that of a large, lecture-based course. This is a small class that will heavily rely on small and large group discussion to facilitate learning. Your active participation is crucial for both your individual success in the course as well as the success of the course as a whole. Simply showing up for class isn’t participating and will not yield a passing participation grade.

Leading of Discussion:

During one class this semester, you and a partner will be required to lead the discussion of the reading. This requires more than simply doing the assigned reading for that day; you will need to decide which issues from the reading are important for the class to consider and to design an activity that will help us address these points in the discussion you lead (you MUST have an activity aside from large group discussion). I strongly encourage you to integrate technology into your activities. You and your partner must take an equally active role during class (in other words, one person can’t do the preparation while the other does the in-class work—you must be equally involved in the speaking component). You should let me know by the end of next class which day you’d like to lead discussion; any day for which reading is required is open.

Attendance/Tardiness:

Due to the structure of the class and its activities, your attendance is vital. Much of the work we do together in class simply cannot be “made up.” Thus, you are allowed TWO absences this semester. Your final grade may be reduced a full letter each time you exceed two absences, and your participation grade will also suffer.
Tardiness is disruptive to the classroom community. Anyone coming to class after we’ve started will be considered tardy. You have one “free” tardy—everybody has a bad morning now and then. After the “freebie,” every third tardy will equal one absence. So, make it a habit to be on time.

Late/Missed Assignments:

Your assignments are due even if you are not in class. All projects/assignments are due on the announced date at the BEGINNING of class time, so be in class and on time when assignments are due; assignments will be considered late if they are not ready to be turned in at the beginning of class. I do not tolerate late work and will reduce an assignment’s grade by a full letter (B to C) for every day it is late. If you are late to, or absent from, class, you will not be able to make-up any in-class writing assignments you missed (unless your absence was excused). “Computer problems” do not excuse late work.

***If you do not turn in drafts of each major paper, you will fail the assignment. There will be NO exceptions.***

Conferences:

You are required to conference with me three times this semester: during the first week of class, at midterm, and at a time of your own choosing. I encourage you to conference with me throughout the semester, however, and to come to me with concerns about assignments, as well as more general concerns about the course. I especially encourage you to conference with me about your final project. I will be more than happy to brainstorm, review drafts with you, and to offer response and suggestions. If you cannot meet with me during my regular office hours, I am willing to schedule another time that is convenient for both of us, and I’ll also conference via e-mail or IM. Don’t be afraid to ask—I am here to help!

Plagiarism:

IPFW’s academic regulations state, “Academic honesty is expected of all students. You are responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another’s cheating.”

Plagiarism is a violation of academic honesty and goes against the rules of this university and my own personal ethics. To put it bluntly, DON’T DO IT! Plagiarism is the representation of another’s words or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the unacknowledged use of another person’s ideas. If I learn you have plagiarized, you will be punished with sanctions up to and including failure of the course. Know that multiple students have failed my courses due to plagiarism. The offense will also be reported to the Chair of the English department and your department, the Dean of Arts and Sciences and the Dean of your school or program, and the Vice Chancellor of Student Affairs.

Services for Students with Disabilities:

If you need an accommodation based on the impact of a disability, please arrange a conference with me as soon as possible. During our conference, we will discuss the course in an attempt to anticipate your needs and explore potential accommodations. I rely on Services of Students with Disabilities (SSD) for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted SSD, I encourage you to do so. SSD is located in Walb Student Union Room 113, and the phone number is 481-6657.
The Writing Center:

The IPFW Writing Center, located in KT G19, is open Monday-Friday, as well as Sunday. It offers all writers free one-on-one help in writing papers for any class. Students may come at any stage of the writing process. Appointments are required; you should bring your syllabus and assignment with you. The Writing Center also offers online consulting, free handouts, and workshops on a variety of topics. To sign up for a consultation, please visit http://www.ipfw.edu/casa/writing/. If you have questions about the Writing Center’s services or want to see if there are openings for same day appointments, call 481-5740.

DAILY SCHEDULE
***Assignments and due dates are subject to change***

WEEK ONE

(T) Introductions; review syllabus


WEEK TWO

(T) Bauman, “Differential Identity and the Social Base of Folklore.” 100 word summary due.

(R) What is good writing? Peer review training; discussion of handouts and the rhetorical triangle.

WEEK THREE

(T) Peer review of Metaphor Analysis—bring draft to class.

(R) Viewing of Stranger with a Camera; Metaphor Analysis due.

WEEK FOUR


(R) Reynolds, Introduction and Chapter One.

WEEK FIVE

(T) Reynolds, Chapter Two. Summary/response due.

(R) Reynolds, Chapter Two.

WEEK SIX

(T) Reynolds, Chapter Three. Summary/response due.

(R) Reynolds, Chapter Three.
WEEK SEVEN

(T) Reynolds, Chapter Four. Summary/response due.

(R) Reynolds, Chapter Four.

WEEK EIGHT

(T) Reynolds, Chapter Five. Summary/response due.

(R) NO CLASS—MIDTERM CONFERENCES. Please bring to your conference a one-page assessment of your progress in the course so far.

WEEK NINE


(R) Ryden: Foreward, Preface, Prologue, and Chapter One.

WEEK TEN

(T) Ryden, Chapter Two. Summary/response due.

(R) Ryden, Chapter Two.

WEEK ELEVEN

(T) Ryden, Chapter Three. Summary/response due.

(R) Ryden, Chapter Three.

WEEK TWELVE

(T) Ryden, Chapter Four. Summary/response due.

(R) Ryden, Chapter Four.

WEEK THIRTEEN

(T) Ryden, Chapter Five and Epilogue. Summary/response due.

(R) Ryden, Chapter Five and Epilogue. PEER REVIEW OF RESEARCH PROJECT.

WEEK FOURTEEN

(T) Bateau, “A Poetic for Appalachia,” and Shapiro, “Solving the Problem.” 100 word summaries due for each essay.

(R) Becker, “Introduction” and “The Domestication of Tradition.” 100 word summary due.
WEEK FIFTEEN


(R) Viewing of clips from The Beverly Hillbillies, The Dukes of Hazzard, and The Waltons; evaluations. RESEARCH PROJECT DUE.
Readings on Reserve


