ENGLISH 202B: Advanced Rhetoric and Composition
Writing in the Humanities
Literacy and the Liberal Arts Education

Instructor: Adam Lupo
Sections: 003 & 005 / Fall 2005
Office location and phone: 154 Burrowes Building -- 865-5311
Office Hours: Tuesday 12:00 ~ 1:00, Thursday 12:00 ~ 2:00, and by appointment
Email: ajl187@psu.edu
Mailbox: 112 Burrowes (above my name)

Required Texts: Mike Rose: Lives on the Boundary (LB)
Allan Bloom: The Closing of the American Mind (CAM)
Barry Glassner: Culture of Fear (CF)
Course Packet (P) available only at Kopease, 230 S. Allen Street, open 9 to 5 Monday thru Friday

Suggested Texts: a College-level dictionary and a handbook on documentation, citation, and bibliographic conventions, according to MLA (the Modern Language Association). The MLA Handbook is a good idea. Used copies are available at all bookstores.

Course Description: Writing in the Humanities is an intensive reading and writing course. English 202B in general asks students to consider problems or issues of perennial concern to those in the humanities. My specific sections of 202B will concentrate on the connection between literacy and the liberal arts education. Our readings and discussions will tackle such issues as what kind of reading, writing, and speaking practices count as literacy; what kind of reading, writing, and speaking practices we use within the academy and why; what kind of reading, writing, and speaking practices we use within various communities (either here at PSU, or at work, or at home, etc.) and why; and what kind of reading, writing, and speaking practices we use up and down such boundaries as class, gender, race, sexuality, and any other categories we use to define ourselves. Hopefully our readings, discussions, and writings will enable you to become a stronger, more confident, and more flexible writer than you were when the semester started.

The idea here is for you to explore various aspects of literacy as they pertain to a liberal arts education. Certain questions will be at the core of our discussions: What is literacy? What does it mean to be a literate individual? Why is it important? How does a liberal arts education contribute to that literacy? What is the purpose and value of your education within and beyond the academy? We will address a wide range of topics and issues, and although I don’t expect you to have all the answers, I do expect you to have thoughts, opinions, questions, possibilities and other types of input. Papers in this course will, for the most part, be on topics of your choice with a few parameters from me. As long as your papers are well organized, persuasive, and supported by logical reasoning and research, you can write on whatever topic related to literacy and a liberal arts education that interests you.

Additional Resource: In Pattee/Paterno, you’ll find many resources on histories, theories, and practices of literacy. This is where you want to begin working on your research-based assignment. For example, books such as More Than Words Can Say, Adult Literacy, Perspectives on Literacy, Illiterate America, Class Issues, Critical Literacy, Literacy and Job Performance, Pedagogy of the Oppressed, Illiteracy: A National Dilemma, ABCs of Literacy, Savage Inequalities, Occupational Literacy Education, Eating on the Street, Literacy in Theory and Practice, The Violence of Literacy, Toxic Literacies, Roles in Literacy Learning and others may be useful to you. You can also browse the bibliographies of our assigned readings for names of promising authors and works.

Course Requirements: You will be expected to (1) attend class meetings and be prepared. That means DO THE READING! This is a discussion-based class and if you haven’t done the reading you won’t be able to contribute and your grade will suffer accordingly. The reading assignments are not overwhelming, so read; (2) participate in class discussions--this course will work only if everyone participates; (3) volunteer to lead class discussions three times during the semester; (4) hand in ten statements of understanding on ten separate Mondays throughout the semester; (5) complete all other assignments of various lengths and purposes; (6) attend class regularly: you are allotted three absences during the semester for fatigue, burnout, personal reasons, malfunctioning alarm clocks, etc. You decide. For each absence after your first three your final grade will be reduced by one third of a grade. Your fourth absence reduces your final grade from B to B- and so on, down to and including “F.” I make no distinction between excused and unexcused absences. (7) submit all work on time. Passing the course requires timely completion of all of the assignments, long and short, in-class
and out-of-class. (8) and finally, turn all cell phones off as soon as you walk into the classroom. Nothing is more distracting than a cell phone ringing in the middle of class so turn them off.

Grades:
10 statements of understanding (no more than one each Monday, you choose the Mondays) = 30%.
3 turns as discussion leader (you choose the dates and the discussions to lead) = 15%
1 Professional Literacy Statement = 10%
1 250-word (one double-spaced page) proposal of final paper topic = 5%
1 annotated bibliography = 5%
1 overview of final paper (4-5 pp) = 5%
1 final paper (10 pp) = 20%
Class participation = 10%
Total = 100%

Attendance is applied after the preliminary final grade is processed.

About the Ten Statements of Understanding: A statement is one full-length single-spaced page wherein you demonstrate your understanding or interpretation of at least one of the past week’s readings—don’t summarize the reading or the class discussion, I already know that stuff. Tell me something new. The ten statements of understanding are due on ten separate Mondays throughout the semester. You may only write about the readings from the prior week, and you may not hand in more than one statement per week. I will not accept statements over email, nor will I accept statements on any day that is not a Monday. No assignment is officially handed in until a printed copy is transferred from your hands to mine.

About the Three Discussion Leaderships: This is not as formal an assignment as it may sound. You don’t have to hand in anything to me, but I do expect you to be prepared to answer questions, refer to specific passages, and have thought-provoking, intelligent things to say about that day’s reading assignment. You may work together with the other person assigned to lead or you may work alone. Every one must lead a discussion once during the first round before anyone can do it a second time. WARNING: If you are absent on the day you are assigned to lead, or if you are horribly unprepared and just try to “wing it” (I can tell), you will get a zero. And since these discussion leaderships are 15% of your grade, one zero out of three can be costly (excuses like “I forgot it was my day” or “I didn’t like the reading so I have nothing to say” are not valid and will only irritate me and your classmates). Basically, be prepared and you’ll do fine. ANOTHER WARNING: Just because you are not assigned to lead discussion on a particular day DOES NOT mean that you are free to skip that day’s readings. The two discussion leaders and I will guide the class through that day’s lecture but we will by no means dominate. We (the three of us) reserve the right to call on anyone during the discussion, so you all should come prepared every day.

About Class Participation: I would like you all to take an active role in class discussions every day, regardless of whether you are scheduled to lead discussion or not. I try to maintain an organic, lively classroom atmosphere. I encourage you to have honest, relevant reactions to our readings and our discussions, even if your sentiments may not be as eloquent or polished as you might wish. However, I need all discussions to remain respectful and civilized. Disrespecting another student for his or her beliefs will NOT be tolerated. Repeat offenders will receive a zero for class participation. If you encounter any problems of this sort, do not hesitate to contact me.

Academic Dishonesty: Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University’s Judicial Affairs office for possible further disciplinary sanction.

ABOVE ARE THE UNIVERSITY’S WORDS ON PLAGIARISM. BELOW ARE MINE.

Don’t do it. Just don’t. What happens if you do? You will learn nothing and I will get upset because apparently you think I’m stupid. I will catch you. You have no idea how easy it is to catch you. I won’t like doing it, but I will. Then I will prosecute the offending party(ies) in accordance with the Penn State’s guidelines.
Tentative Schedule - English 202B – Fall 2005
Subject to change (but probably not too much)

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings and other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ROUND ONE of discussion leaderships:</strong></td>
</tr>
<tr>
<td>F 9/2</td>
<td>P: Orwell, “Why I Write” &amp; P: Orwell, “Politics and the English Language”</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td>M 9/5</td>
<td>no class</td>
</tr>
<tr>
<td>W 9/7</td>
<td>P: Scribner, “Literacy in Three Metaphors”</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td>F 9/9</td>
<td>P: Mellix, “From Outside In”</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td>M 9/12</td>
<td>P: Rodriguez, “Aria: A Memoir of a Bilingual Childhood”</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td>F 9/16</td>
<td>P: Hart, “Literacy and the Lesbian/Gay Learner”</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td>M 9/19</td>
<td>LB: ch. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td>W 9/21</td>
<td>LB: ch. 3 &amp; 4, <strong>Professional Literacy Statement due</strong></td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td>F 9/23</td>
<td>no class</td>
</tr>
<tr>
<td>M 9/26</td>
<td>LB: ch. 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td>W 9/28</td>
<td>LB: ch. 7, 8 &amp; epilogue</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
<tr>
<td></td>
<td>DISCUSSION LEADERS (1st rd.) ______________________ &amp; ______________________</td>
</tr>
</tbody>
</table>

**ROUND TWO of discussion leaderships:**

| W 10/5 | P: Brueggemann, “It’s So Hard to Believe That You Pass” “On (Almost) Passing” |
|        | DISCUSSION LEADERS (2nd rd.) ______________________ & ______________________ |
F 10/7  
**P:** Brueggemann, “Interlude One: On (Almost) Passing”  
**DISCUSSION LEADERS (2nd rd.)** &

M 10/10  
**P:** Kleege, “Voices in My Head”  
**DISCUSSION LEADERS (2nd rd.)** &

W 10/12  
**P:** Kleege, “Call It Blindness”  
**DISCUSSION LEADERS (2nd rd.)** &

F 10/14  
no class

M 10/17  
**CAM:** foreword, preface, & introduction  
**DISCUSSION LEADERS (2nd rd.)** &

W 10/19  
**CAM:** “The Clean Slate”  
**DISCUSSION LEADERS (2nd rd.)** &

F 10/21  
**CAM:** “Books,” & “Music”  
**DISCUSSION LEADERS (2nd rd.)** &

M 10/24  
**CAM:** “Relationships”  
**DISCUSSION LEADERS (2nd rd.)** &

W 10/26  
**CAM:** “Creativity,” & “Culture,” 250-word proposal of final paper topic due  
**DISCUSSION LEADERS (2nd rd.)** &

F 10/28  
**CAM:** “Values”  
**DISCUSSION LEADERS (2nd rd.)** &

M 10/31  
**CAM:** “The Nietzscheanization of the Left or Vice Versa,” “Our Ignorance,” & **P:** The Onion, “Marxists’ Apartment a Microcosm of Why Marxism Doesn’t Work”  
**DISCUSSION LEADERS (2nd rd.)** &

W 11/2  
**CAM:** “The Student and the University,” & **P:** The Onion, “Temp Hides Fun, Fulfilling Life From Rest of Office”  
**DISCUSSION LEADERS (2nd rd.)** &

**ROUND THREE of discussion leaderships:**

F 11/4  
**P:** Varnell, “Allan Bloom’s Last Testament” & **P:** Zeller, “Measuring Literacy in a World Gone Digital”  
**DISCUSSION LEADERS (3rd rd.)** &

M 11/7  
**P:** Giroux, “Race and the Trauma of Youth”  
**DISCUSSION LEADERS (3rd rd.)** &

W 11/9  
**P:** Giroux, “Hollywood and the Demonization of Youth,” Annotated bibliography of ten items in **MLA format due**  
**DISCUSSION LEADERS (3rd rd.)** &

F 11/11  
**P:** Giroux, “White Noise”  
**DISCUSSION LEADERS (3rd rd.)** &

M 11/14  
**P:** Giroux, “Race Talk and the Crisis of Democratic Vision”  
**DISCUSSION LEADERS (3rd rd.)** &
DISCUSSION LEADERS (3rd rd.) __________________ & __________________

F 11/18  P: Giroux, “Learning with Disney”  
DISCUSSION LEADERS (3rd rd.) __________________ & __________________

M 11/21  CF: Introduction & ch. 1  
DISCUSSION LEADERS (3rd rd.) __________________ & __________________

Tues. 11/22  CF: ch. 2  
DISCUSSION LEADERS (3rd rd.) __________________ & __________________

W 11/23  no class  
F 11/25  no class  

M 11/28  CF: ch. 3 & 4  
DISCUSSION LEADERS (3rd rd.) __________________ & __________________

W 11/30  CF: ch. 5 & 6, P: The Onion, “Teen Drug Use Traced to Ineffective PSAs,”  
Overview of Final Paper due  
DISCUSSION LEADERS (3rd rd.) __________________ & __________________

F 12/2  CF: ch. 8 & 9, P: Stoll, “Scare Stories are Easy”  
DISCUSSION LEADERS (3rd rd.) __________________ & __________________

M 12/5  CLASS CANCELLED: mandatory individual conferences in my office all week  

W 12/7  CLASS CANCELLED: mandatory individual conferences in my office all week  

F 12/9  Final Paper due, final class meeting