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

Course Description and Policy Sheet: Spring Semester 2006
Engl 202B.014 TR 9:45-11:00 214 Hammond

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Office Hours: Monday 2:30-4:00; Thursday 11:00-12:30; and by appointment

Required texts: Lives on the Boundary (LB) Mike Rose
Literacies (Lit) Brunk, Diamond, Perkins, and Smith, eds.
Additional readings will be made available on ANGEL throughout the semester.

Recommended texts: College-level dictionary, a handbook on documentation, citation, and bibliographic
conventions according to the MLA (Modern Language Association). The MLA Handbook is very useful, and
used copies are often available. A useful grammar and usage handbook that also includes documentation
information is Diana Hacker's A Writers Reference.

Additional Resources: 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.

Objectives:
Development, skills, and expertise in writing and reading can never be separated; therefore, Writing in the
Humanities is an intensive writing and reading course. The overall objective of this course is to help you
strengthen your writing skills. We will use a variety of approaches toward this end: reading texts, discussing
texts, and analyzing texts; learning about resources available to help you with your writing; and through the
writing assignments themselves. You will look carefully at the rhetorical aspects of writing in your chosen
field, such as audience expectations and established formats for certain genres of written discourse. Our
readings will address issues such as what counts as "literacy" and reading, writing, and speaking practices
inside and outside the academy and within and across academic disciplines and various communities; these
will serve as a basis for our classroom discussions of what constitutes effective reading and writing and what
qualifies a person as literate. Hopefully, our readings, discussions, and writings will enable you to become a
stronger, more confident, and more flexible writer than you were when the course began.

You will be asked 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 in terms of your personal development within and beyond the academy?
We will address a wide range of topics and issues, and I do not expect you to have all the answers. I do
expect you to have thoughts, opinions, questions, possibilities, and other types of input, which you will share
with the class in message board postings and in-class discussions.

Attendance and Class Participation: According to Faculty Senate Policy 42-27 "the fact that classes are
scheduled is evidence that the faculty believes instruction is important. It is implicit, therefore, that class
attendance is important for the benefit of students." Attendance in this section of English 202B is required.
While it is understood that emergencies / University-sanctioned activities may arise which result in your missing one or more classes, frequent absences will negatively affect your final grade. Specifically, you are permitted two unexcused absences, after which points will be deducted from your participation and/or final grade. Excessive absences may result in a failing grade or a lower grade than you might have earned had you attended classes regularly. English 202B depends on your presence and informed participation every day.

Office Conferences: I strongly encourage you to take advantage of my office hours. I am always happy to offer help, and during a meeting I can give personal attention to any aspect of your reading or writing: problems, questions, papers you're working on, ideas you'd like to develop, strategies you'd like to try, and so on. Plan on having at least two conferences with me this semester to discuss your progress; office meetings are an excellent way to get some feedback on your work.

Plagiarism: There are three important words to remember about plagiarism: Don't do it. Plagiarism demonstrates contempt for ethical standards, your instructor, and your peers. If you are caught plagiarizing (and this has happened before), you risk failing the course. You may also be referred to the Office of Judicial Affairs, which may recommend academic probation, suspension, or expulsion for academic dishonesty. Refer to the departmental statement on plagiarism in the packet for a full definition of plagiarism and its various forms, and, if you have questions about what constitutes plagiarism, by all means ask me.

Format: Papers should be typed, double-spaced, in 11 or 12 point Times New Roman or a comparably clear, black font. Margins should be set at one inch and pages numbered. Submit papers in a folder with all drafts and peer reviews.

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. (2) Participate in class discussions. This course, as with all courses, is what you make of it and will work only if everyone participates. (3) Actively participate in-class writing exercises. (4) Participate fully in writing workshops and group work. (5) Submit 10 one-page statements of understanding--one full single-spaced page at the online ANGEL site wherein you demonstrate your understanding and interpretation of that week's reading. Don't summarize the reading or the class discussion, tell me something new. (6) Propose, draft, and write five papers of various lengths and purposes. N.B.: Passing the course requires timely completion of all of the assignments, long and short, in-class and out-of-class. Papers in this course will, for the most part, be on topics of your choice, which are related to the subject matter of this course and which fit within the parameters of each assignment. As long as your papers are 1) well-organized, 2) persuasive, and 3) supported by logical reasoning and research, you can write on whatever topic, related to literacy and a liberal arts education, that interests you.

Paper 1: Literacy Statement 10%
Paper 2: Profession Journal Review 10%
Paper 3: Master Essay Proposal and Annotated Bibliography 15%
Paper 4: Job/Grad School Application Packet 20%
Paper 5: Master Essay 20%
Statements of Understanding: 10% /
Group selection and presentation of reading assignment: 5%
Participation (Also Includes Attendance, Peer Review, and Homework): 10%

Failure to hand in an assignment on time: All papers are due the class period noted on the syllabus. If you must miss a class when a paper is due, send your paper in with a trustworthy classmate. Failure to turn in an assignment on the day it is due will result in a reduction of one letter grade for each class period the paper is late. The only exception to this is the final paper. For this assignment, your grade will be dropped one
letter grade for each day the paper is late. **All papers must be peer reviewed by a student from our section of English 202B.** Papers turned in without peer reviews will be returned for review and revision. When resubmitted, these papers will be considered late, with appropriate reduction in grade.

**Note to students with disabilities:** It is Penn State's policy to not discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, contact your instructor and the Office for Disability Services at University Park (located in 116 Boucke Building) at 863-1807 or the Disability Contact Liaison at your Penn State location. Instructors should be notified as early in the semester as possible. You may refer to the Nondiscrimination Policy in the Student Guide to University Policies and Rules 1997.

*Please note that these policies are designed to ensure that classes are conducted efficiently and that everyone derives maximum benefit from this course. There will, therefore, be no exceptions made to any of the policies.*

**Syllabus for Spring 2006**

**Week 1**
January 10: Introduction to course, introductions of students and instructor, class roster (name, e-mail, etc.). Introductory writing: "Tell me about yourself as a writer and what you think it means to be a writer--what is your history as a writer? where are you now as a writer/reader? where would you like to be? how has your education contributed to your abilities as a reader/writer and your opinions about the importance or value of reading/writing?"
Jan 12: Douglass, ch.6-7; Washington, ch. 2-3 and 7-8.

**Week 2**
Jan 19: Lives on the Boundary, ch. 1-3

**Week 3**
Jan 24: LB, ch. 4-6
Jan 26: Peer Review. LB, ch. 7-8 and epilogue.

**Week 4**

**Week 5**

**Week 6**
Feb 16: Bettelheim; Durham. Lit p. 77-88; 169-178.
Week 7
Feb 21: Bloom reading from *The Closing of the American Mind* TBA.
Feb 23: Creating the Ideal Liberal Arts Education – Day 1

Week 8
Feb 28: Peer Review. Creating the Ideal Liberal Arts Education – Day 2
March 2: Master Essay Proposal and Bibliography Due.

Week 9 – Spring Break

Week 10
Mar 14: Introduce Job/Graduate School Application process and assignment.
Mar 16: Resumes.

Week 11
Mar 21: Cover Letters.
Mar 23: Graduate/Professional School Applications.

Week 12
Mar 28: Mock Interview
Mar 30: Peer Review. Student-assigned literacy or professional reading.

Week 13
April 4: Job/Graduate School Application Packet Due. Student-assigned literacy or professional reading.
Apr 6: Student-assigned literacy or professional reading. Tinsley and Kaestle. Lit p. 673-693.

Week 14
Apr 11: Student-assigned literacy or professional reading. Fienup-Riordan. Lit p. 201-232.

Week 15
Apr 18: Student-assigned literacy or professional reading. (2 groups)
Apr 20: Student-assigned literacy or professional reading. (2 groups)

Week 16
Apr 25: Peer Review.
Apr 27: Master Essay Due.

Dates and assignments on this syllabus are subject to change. Extra readings, homework, and quizzes may be added throughout the semester.