

FYW 150: Language, Innovation, and Belonging Fall 2018

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Office Hours: Mon 11AM-2:00PM, Tues 1:30-3:30PM and by appointment

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Course Description

In this course—which is first-and-foremost about writing and the writing process—we will center our discussions and written assignments around the concepts of language, immigration, and belonging by asking questions such as: What role does language play in our sense of belonging? How and why do languages evolve and what is the relationship language innovation and belonging? What is the relationship between language innovation and migration patterns? What forces and policies foster (or impede) a sense of belonging within our linguistically and culturally diverse society and its institutions? How might ideological, cultural, and linguistic diversity lead to innovation? Students in FYW 150 will search for others' complicated answers to these questions by reading genres such as poetry, memoir, journalism, and scholarship. They will read and write in multiple genres to locate their own complex answers to these questions. They will put their ideas into conversation with others and test their own arguments against those with whom they disagree. Throughout this semester, students will share their writing with classmates and become attentive, active audience members for one another. This course is associated with the Innovation LLC.

Students will:

- write in ways appropriate to the audiences and occasions of each assignment
- write effectively in or about multiple discourses by distinguishing among and responding to rhetorical contexts
- apply relevant and compelling content, based on strong understandings of assigned subjects, in order to write effectively across multiple types of discourse
- use credible sources to develop ideas and arguments that are effective within assigned disciplines and discourses
- cite sources accurately according to conventions of the topic and discipline
- write clearly and fluently, with few errors in syntax and grammar
- practice recognizing broad connections between multiple disciplines, perspectives, and/or approaches to learning.
- practice articulating how the integration of different disciplines, perspectives, and approaches to learning can enhance ones' understanding of practical issues and problems.

Required Texts and Materials

Printed and Bound Course Packet (you print it, bind it, and bring it to class each day)

Graff and Birkenstein, *They Say/I Say* 3rd edition (available in the bookstore)

Other readings will be available on Blackboard

Course Policies

Attendance Policy: If you have **more than three** (3) unexcused absences, your grade will drop by an entire letter grade. (Excuses for absences generally require some sort of documentation: an official note from a coach, a doctor's note, etc.) Some of you commute; some of you have jobs; I respect the efforts you make to get to class and to get here on time. In a discussion-based class like this one, you cannot make up being in class after you've missed a class. Being with us for nearly every scheduled class is essential to both your success this semester, and

the success of the class as a whole. In case you do have to miss a class, make friends with someone who can fill you in on what you missed.

Lateness: *Come on time or early to class.* Come early to reduce stress. Eat a snack; get to know the person next to you; check your email before class begins. It's a relaxing way to start class. If you come in after I have taken attendance, you are late. In this case, come see me after class and ask me to mark you as present, but late. Also, make friends with someone who can fill you in on what you missed. If you are repeatedly late to class, your grade may suffer.

Late Work: Deadlines are crucial in academic and professional contexts. Project planning and time management are part of the skill set you should be developing. Daily assignments are due by the time specified for online submission (usually no later than noon preceding our class). These assignments prepare you for class and therefore cannot be made up after the deadline. Major assignments are reduced by one letter grade per day if late. In-class work cannot be made up after the deadline has passed. All major assignments must be completed in order to pass the course. That said, I sincerely want you to do well in this course. Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. I strongly encourage you to take care of yourself throughout the term before the demands of midterms and finals reach their peak. Please feel free to check in with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. There are a number of support services on campus that are ready to assist you and I strongly encourage you to contact them when needed. If a documented emergency arises, please do not hesitate to let me know. The sooner you contact me, the sooner we can begin working together to make sure you remain on track in the class. University-sanctioned absences such as team travel should be cleared with me early in the semester.

Email: You need to check your USD email address at least once every weekday to keep up with this class. Generally, I will respond to your emails within 24 hours on weekdays; my response time will vary on weekends.

Personal Electronic Device Policy: Because this class relies primarily on discussion and not lecture, your engagement is required. Sometimes uses of technology hinder that active engagement. Although you will be asked to bring to class and use your electronic devices frequently, I expect that you will refrain from checking email and from logging on to any site that does not pertain to discussions or assignments during class time. During class discussions that do not require computer use, I'll ask you to close your laptops and put away your phones/tablets. You are, of course, invited (and often required) to use all sorts of digital media in this class. Just be mindful about HOW you are plugging in to digital media, WHY you are doing so, and HOW doing so increases (rather than impedes) your learning.

Confidentiality: *I will respect the confidentiality of anything you tell me in class or in my office, with two key exceptions:*

1. If you sign the form permitting me to share your work with other students and colleagues, I may use your writing as a model in teaching other students, in faculty meetings, or in conference presentations. It is entirely up to you if you would like to give me this permission. Whether or not you give permission has nothing to do with your grade for the course.
2. If you tell me anything suggests that you may be in danger, that someone else may be in danger, or that you have been the victim of sexual violence, it is my legal obligation to report this to appropriate people at the university.

Plagiarism versus Citing Sources: Originality is the crucial ingredient that makes your writing powerfully "yours." Submitting someone else's writing as your own is not just a serious academic crime, it's also cowardice. Plagiarism is often a writer's attempt to get around the difficult, uncomfortable work of figuring out what s/he wants to say to the world. Failure to figure this out means a less full, confident intellectual life. Plagiarism harms the relationship between writing teacher and student. Instead of supporting your intellectual and personal growth as a writer, if I suspect plagiarism, I must begin policing and punishing you for stealing someone else's intellectual

property and presenting it as your own. I'm sure you see the problem: it's very hard for a instructor to do both of these jobs at the same time. If you are panicking about producing your own writing, or confused by an assignment, don't steal someone else's words to cover up your fear. Get in touch with me and I will help you figure out a better solution. Inhabiting the world of ideas at the college level is an exciting, sometimes terrifying process. Do it with integrity, and it may change your life. The USD Academic Integrity Policy can be found at the following URL: http://home.sandiego.edu/~kaufmann/USD_academic_integrity.html

University Resources:

The Writing Center, (619) 260-4581

Founders Hall 190B

<https://www.sandiego.edu/cas/english/centers-and-lectures/writing-center/>

The USD Writing Center, which is free to all USD students, helps students improve their writing. Students may bring work in any stage of completion to the Writing Center, from brainstorming notes to rough drafts to graded essays.

The Copley Library, (619) 260-4799

<https://ole.sandiego.edu/bbcswebdav/library>

The Copley Library, located on the west end of the campus, currently houses over 500,000 volumes. Collections include books, journals, reference works, databases, government documents, newspapers and electronic journals in many languages, as well as maps, videos, sound recordings, microforms and rare books.

Disability and Learning Difference Resource Center, (619) 260-4655

Serra Hall 300

<https://www.sandiego.edu/disability/>

The Disability and Learning Difference Resource Center is committed to helping students with disabilities obtain meaningful academic accommodations and support and to help improve access to the many excellent programs and activities offered by the University.

The Counseling Center, (619) 260-4655

Serra Hall 300

www.sandiego.edu/usdcc

The Counseling Center provides confidential consultations, assessment, and psychological/psychiatric treatment to facilitate students' personal growth and address their mental health concerns.

Assignments

Class Preparation Assignments: These are smaller assignments that build towards and prepare you for drafting the major assignments.

Peer Review: You must be present on the days we conduct peer review in order to receive credit for these assignments

Writing Conference Notes: You must bring to my office hours either a draft of your Language Innovation Letter OR Comparative Rhetorical Analysis and submit notes about our conference to Blackboard prior to November 5th.

Language and Innovation Essay: This essay asks you to bring your primary research and personal experiences with language differences and language innovation into conversation with published scholarship and literature about this topic.

Comparative Rhetorical Analysis: For this assignment, you will choose two texts that take on the same issue, but that are written in different disciplinary discourses or in genres that are rooted in different disciplines. Your essay about these texts should make an analytical argument comparing how two *different* discourses respond to *similar* problems or issues.

Research Argument: You've studied how others have argued some of the central questions at the center of this course. For this assignment, you will choose one of those questions to research and use that research to develop your own argument. You will access library resources to conduct more research to strengthen your own case.

Final Portfolio: Your Final Portfolio is an anthology of your own selected writings from FYW 150. It represents your skills and accomplishments as a thinker and writer this semester. The process of creating the Final Portfolio gives you an opportunity to reflect on your learning and present your writing as evidence of that learning.

Grading and Major Assignment Due Dates

Class Preparation, MULTIPLE DUE DATES	10%
Peer Review Drafts, Letters, & Workshops, MULTIPLE DUE DATES	5%
Writing Conference Notes DUE: before 11/6 (end of day)	5%
Language Innovation Open Letter, First Version DUE: 9/26	5%
Language Innovation Open Letter, Revised Version DUE: 10/8	15%
Comparative Rhetorical Analysis, First Version DUE: 10/29	5%
Comparative Rhetorical Analysis, Final Version DUE: 11/7	20%
Research Argument, Final Version DUE: 11/28	20%
Final Portfolio DUE: 12/17 by 4PM	15%

Schedule

HOMEWORK IS DUE BY NOON THE DAY WE WILL DISCUSS THE MATERIAL. Schedule is subject to change based on class needs. Please bring all readings with you to class.

	<i>Language Innovation</i>
W, 9/5	<p>Introductions HW (SUBMIT BY NOON ON 9/10): Read “Ain’t So/Is Not” from <i>They Say/I Say</i> Ch. 9 (pp. 121-129), Post response to Demby to Blackboard, and PRINT OUT/BIND Course Packet</p>
M, 9/10	<p>Discuss Demby, “How Codeswitching Explains the World” CCCC 1974 Statement on STROL HW (SUBMIT BY NOON ON 9/12): Read Fish and Alim/Smitherman and Nominate “A Word of the Year”</p> <p style="text-align: center;">****OFFICE HOURS ON Tuesday the 11th MOVED TO 12:30-2:30****</p>
W, 9/12	<p>Discuss Fish, “What Should Colleges Teach? P3” and Alim/Smitherman, “Change the Game: Language, Education, and the Cruel Fallout of Racism” Discuss Tan excerpt HW (SUBMIT BY NOON ON 9/17): Response/Imitation of Anzaldúa, “How to Tame a Wild Tongue” or Philip, “Discourse on the Logic of Language” and complete Primary Research Assignment 1—Language Resources Survey`</p>
M, 9/17	<p>Share imitations Compare: Philip and Anzaldúa Sample Language Innovation Annotations: Philip and Rhianna HW (SUBMIT BY NOON ON 9/19): Primary Research Assignment 2—Language Innovator Annotation and <i>TSIS</i>, “Introduction” (pp. 1-15)</p>
W, 9/19	<p>Discuss Canagarajah and Guerra Share Language Annotation Work HW (SUBMIT BY NOON ON 9/24): Primary Research Assignment 3—Language Innovation Fieldwork</p>
M, 9/24	<p>Share and Discuss Fieldwork Drafting workshop: Introductions and Conclusions HW (SUBMIT BY NOON ON 9/26): First Version, Language Innovation Open Letter (5% of final grade)</p>
W, 9/26	<p>Peer Review Workshop of First Version, Language Innovation Open Letter HW (SUBMIT BY NOON ON 10/1): Peer Review Letters and <i>TSIS</i>, Ch. 7, “So What? Who Cares?” (pp. 92-101)</p>

M, 10/1	Introduction to Rhetorical Analysis Sample Textual Rhetorical Analysis HW: Work on Final Version, Language Innovation Open Letter, and Prepare Elevator Ride Version of this essay to share
W, 10/3	PLEASE BRING LAPTOPS/TABLETS TODAY Sample Contextual Rhetorical Analysis What Counts as Evidence? Plan open classroom day: Elevator Ride Versions to Share HW: Final Version, Language Innovation Open Letter (15% of final grade)
M, 10/8	PLEASE BRING LAPTOPS/TABLETS TODAY OPEN CLASSROOM DAY: Language and Innovation, Curzan TEDTalk, fun with the OED, and Student Elevator Ride Version Language Innovation Presentations Open Classroom Description: New words make new realities and foreclose old ones. Words can make people/ places/concepts visible or invisible. Language is a changing, growing, innovative entity used to capture and create human thought. In this workshop, students will share their research into innovative uses of language. HW: Read Dirk
<i>Rhetorical Analysis/Comparing Discourses</i>	
W, 10/10	Dirk and Rhetorical Genre Studies Discussion Immigration and Exclusionary Nationalism (Excerpt, Ironside and Corrigan) HW: Respond to Sanctuary City/Sanctuary Campus Texts
M, 10/15	Comparative Analysis of Sanctuary City/Sanctuary Campus Texts Watch Kaur, "Breathe then Push" HW: Respond to Refugee Crisis Texts
W, 10/17	Compare Refugee Crisis Texts: Shire, "Conversations About Home (At the Deportation Center)" and Roberts-Miller, "Terrorist Peanuts and Immigration" Watch "Against the Motion" excerpt from "The US Should Let in 100,000 Refugees" HW: Respond to DACA Texts
M, 10/22	Compare Immigration and Illegality Texts HW: Read TSIS, Ch. 8, "'As a Result': Connecting the Parts" (pp. 105-120) and Ch. 10, "'But Don't Get Me Wrong': The Art of Metacommentary" (pp. 129-138)
W, 10/24	Drafting Workshop: Purpose and Significance Sample Text and Conclusion Exercise HW: First Version, Comparative Rhetorical Analysis
M, 10/29	Peer Review Workshop HW: Work on Comparative Rhetorical Analysis
W, 10/31	Innovation and Dissent Understanding Bias: What Makes a Good Source? HW: Work on Comparative Rhetorical Analysis
<i>Research Unit</i>	
M, 11/5	Discuss Open Classroom Visits: Source of Potential Interdisciplinary Research Questions Developing a Research Question HW: Final Version, Comparative Rhetorical Analysis LAST DAY TO SUBMIT WRITING CONFERENCE ASSIGNMENT is NOV 6th
W, 11/7	Review "What Counts as Evidence?" Rebuttal Activity with <i>The Simpsons</i> HW: Read TSIS Chs 1-3 (pp.19-51) and Work on Annotated Bibliography

M, 11/12	Rhetorical Stases Drafting Workshop HW: Read TSIS Chs. 4-6 (55-92) and Work on Annotated Bibliography
W, 11/14	Library Research Workshop HW: Complete and Submit Annotated Bibliography
M, 11/19	Drafting Workshop HW: Draft for Peer Review
W, 11/21	NO CLASS
M, 11/26	Peer Review Workshop HW: Work on Research Argument
W, 11/28	Career Development Office: Compass Presentation HW: Final Version, Research Argument
M, 12/3	Final Portfolio Introductions HW: Work on Final Portfolio
W, 12/5	Final Portfolio Revision Workshop HW: Work on Final Portfolio
M, 12/12	Final Portfolio Introduction Workshop HW: Work on Final Portfolio
W, 12/14	Final Portfolio Peer Review HW: Work on Final Portfolio
	FINAL PORTFOLIOS DUE 12/17 by 4PM