

**RHETORIC 102**  
**COLLEGE WRITING II: RACE & THE UNIVERSITY**

Tuesday & Thursday 11:00-12:15  
307 English Building  
Fall 2008

**Instructor** Eve Eure  
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**Office hours:** Tuesday 10-12  
(or by appointment)

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**Course Description**

Rhetoric 102 is the second half of a two-semester sequence that fulfills UIUC's Composition I requirement (you have already taken the first half, Rhet 101). In this semester, we take the writing skills that you built during Rhetoric 101 and apply them to research, with the ultimate goal of completing an in-depth research project. This particular section of Rhetoric 102 is different from others for two reasons. Firstly, it's a Race and the University section. As part of the EUI-Rhetoric Race and the University Project, our class will revolve around how race is represented and lived on university campuses, and specifically on our own campus here at UIUC. We will ground ourselves in readings on how race is defined and talked about, and then we will move on to research related issues on our campus. You will choose a research question related to race to answer in your final research project. Secondly, it's an Ethnography of the University section. As part of the EUI (Ethnography of the University Initiative), this class will give you the opportunity to create original scholarly research based on your firsthand experience with people, texts, and places on campus. In addition to traditional academic sources, your final research project will include several interviews, observations, surveys, and/or analyses of University texts. As an EUI student, you will be using the work of other EUI students among the sources for your research. At the end of the semester, you will have the option of both archiving your work (with your name attached, or anonymously if you'd prefer), so that students in future classes might read it and cite it in their papers and presenting your research at the EUI Student Mini-Conference.

**Required Materials (you MUST bring packet to each class meeting!)**

- Course Packet (Available at Notes & Quotes, 502 John Street, between 5<sup>th</sup> & 6<sup>th</sup>)  
217.344.4433)

**Course Schedule**

Please note that this is a tentative schedule. Changes to the dates or activities may be made during the semester if we discover that we need more or less time on something. If this does happen, I will give you ample warning and a revised printout of the affected days' schedule. **All readings on this schedule are from the coursepack unless otherwise specified.**

WEEK 1

**Tuesday 8/26** Welcome; Syllabus & Course Policies

**Thursday 8/28** Writing & Discussion on Research & Ethnography  
HW: Look on IDEALS & EUI website (Link on Moodle:  
<https://moodle.atlas.uiuc.edu>)  
Read George Fredrickson, “Models of American Ethnic Relations” for  
Tuesday.

WEEK 2

**Tuesday 9/2** Discuss George Fredrickson, “Models of American Ethnic Relations”  
HW: Read Michael Omi & Howard Winant, “Racial Formations” for  
Thursday

**Thursday 9/4** Discuss Michael Omi & Howard Winant, “Racial Formation”  
HW: Paul L. Wachtel, “Talking About Racism: How Our Dialogue Gets  
Short-Circuited” for Tuesday  
**Journal due on Moodle by 5pm**

WEEK 3

**Tuesday 9/9** Discuss Paul L. Wachtel, “Talking About Racism: How Our Dialogue Gets  
Short-Circuited”  
HW: Read Beverley Daniels Tatum, “Defining Racism: “Can We Talk?” for  
Thursday

**Thursday 9/11** Discuss Beverley Daniels Tatum, “Defining Racism: “Can We Talk?”  
HW: Work on Rough Draft for Tuesday  
**Journal due on Moodle by 5pm**

WEEK 4

**Tuesday 9/16** **Rough drafts of Talking About Race Essay due for peer review**  
HW: Ira Berkow, “The Minority Quarterback” for Thursday

**Thursday 9/18** Discuss Ira Berkow, “The Minority Quarterback”  
HW: Read David L. Wallace & Annissa Bell, “Being Black At a  
Predominantly White University” for Tuesday  
**Journal due on Moodle by 5pm**

WEEK 5

**Tuesday 9/23** Discuss David L. Wallace & Annissa Bell, “Being Black At a Predominantly White University”  
HW: Work on Essay

**Thursday 9/25** **Talking About Race Essay Due**  
Source use/Citation review  
**Journal due on Moodle by 5pm**

WEEK 6

**Tuesday 9/30** Visit to Archives (tentative—date to be confirmed)  
HW: Reading on interviewing (handout) for Thursday

**Thursday 10/2** Creating Interview Questions; Discuss Research Plan  
HW: Create Practice Survey for Tuesday  
**Journal due on Moodle by 5pm**

WEEK 7

**Tuesday 10/7** Discuss Surveys  
HW: Work on Research Plan

**Thursday 10/9** **Research Plan Due;** Discuss Research Reports  
HW: Read Jonathan Kozol, “Still Separate, Still Unequal” for Tuesday  
**Journal due on Moodle by 5pm**

WEEK 8

**Tuesday 10/14** Discuss Jonathan Kozol, “Still Separate, Still Unequal”  
HW: Read Tamar Lewin, “Growing Up, Growing Apart” for Thursday

**Thursday 10/16** Discuss Read Tamar Lewin, “Growing Up, Growing Apart”  
HW: Read Jeffrey Gettleman, “The Segregated Classrooms of a Proudly Diverse School” for Tuesday  
**Journal due on Moodle by 5pm**

WEEK 9

**Tuesday 10/21** Discuss Jeffrey Gettleman, “The Segregated Classrooms of a Proudly Diverse School”

**Thursday 10/23** **Research Report 1 Due on Moodle by Midnight**  
**In-progress presentations, Part 1**  
HW: Work on Comments for group

WEEK 10

**Tuesday 10/28**      **In-progress presentations, Part 2**  
**Comment Group responses to RR1 Due on Moodle by Midnight**

**Thursday 10/30**      Library Research Workshop

WEEK 11

**Tuesday 11/4**      **Research Report 2 Due on Moodle by Midnight**

**Thursday 11/6**      **Comment Group Responses to RR 2 due on Moodle by Midnight**  
HW: Read bell hooks, “Keeping Close to Home” for Tuesday

WEEK 12

**Tuesday 11/11**      Discuss bell hooks, “Keeping Close to Home”

**Thursday 11/13**      **Research Report 3 Due on Moodle by Midnight**  
**Comment Group Responses to RR 3 due on Moodle by 5 pm Sunday**

WEEK 13

**Tuesday 11/18**      **In-progress presentations, Part 1**

**Thursday 11/20**      **In-progress presentations, Part 2**  
**Research Report 4 Due on Moodle by Midnight**  
**Comment Group Responses to RR 4 due on Moodle by 5 pm Sunday,**  
**November 30**

WEEK 14

Thanksgiving Break—No Class

WEEK 15

**Tuesday 12/2**      **Rough Draft of Final Project due for peer review**

**Thursday 12/4**      Moodle work day; Course evaluations

WEEK 16

**Tuesday 12/9**      **Research Paper Due**

**Work Requirements and Grading Policies**

Your work in this class will consist of the following:

### Talking About Race Essay

The Talking about Race essay will be an early essay assignment before you begin your major research project. It will ask you to begin thinking about your views on the issues of race that we're discussing and to begin considering your views in conversation with those of others. You will receive a detailed assignment sheet for this essay in a few weeks.

### Four Research Reports

You will be asked to show four stages of work on your research for the final project. One of these stages will be an annotated bibliography of published articles and previous EUI research that you're drawing from; the other three will be your choice of ethnographic research results—archive findings, text analysis, interview data, survey data, or observation notes (you must do at least two different types). You will receive more detail on the research and report requirements later in the semester.

### Final Research Project

Your final research project will bring together all of your research work into a 10-15 page paper that answers your research question. You will receive more detail on this later in the semester.

### Research Reflection and Moodle Entry

Once your final project is completed, I'll ask you to write a reflection on your research process over the course of the semester. Then you will transfer all of your research work to the Moodle database template in order to make it ready to be a searchable scholarly source for future students. (Note: Even if you choose not to have your work archived, you will still need to move it into the Moodle template for my final evaluation.)

### Moodle Assignments and Other Scheduled Homework.

You will have a homework assignment on Moodle each week (excluding the last three). Before you begin reporting your research, these assignments will be journal entries; once research reporting begins, you'll switch to responding to the research reports of other students in your comment group. You also have a number of homework assignments listed on the course schedule, such as your practice survey in Week 7 and your reading response in Week 12. Each homework assignment will receive a letter grade. (These grades typically reflect effort/ completeness more than any "correct" response to the question or task.)

### Participation and Classwork

We will frequently do informal writing, group discussions, and other activities in class, and some of these activities may carry over into homework. You will be evaluated daily for your completion of in-class activities and for your participation in class. For the most part, everyone who's attentive and involved for the full class period will receive full credit for that day. Things like being mentally absent (i.e., sleeping, reading the paper, or doing other work), missing class, arriving late, or being unprepared for class will affect your participation grade negatively.

### Your Final Grade will be Determined as Follows:

Talking about Race Essay: 10%

Research Reports (4 @ 5% each):	20%
Final Research Project:	30%
Research Reflection and Moodle Entry:	10%
Moodle Assignments/scheduled Homework:	15%
Participation and Classwork:	15%

## Class Policies

### Attendance

You are expected to attend all class meetings. I will take attendance at the beginning of each class. Absences will not be excused without serious and compelling reasons. If you are ill, please email me before class and bring a doctor's note when you return to class. If the reasons for your absence raise privacy concerns, please contact the Dean of Students (333-0050) for help documenting your absences and notify me. Unexcused absences will significantly lower your participation grade. If you have more than four unexcused absences, your final grade will be lowered by half a letter grade for each absence thereafter.

### Due Dates

I expect you to turn in your assignments on or before the assigned due date. Late assignments will lose 1/3 of a letter grade (this includes homework) for each calendar day late. The first calendar day late begins as soon as the due date's class ends. If you know in advance that you will have to be absent on the day something is due, make arrangements to submit it to me before the due date.

### Plagiarism

Plagiarism, defined in UIUC's *Code of Policies and Regulations Applying to All Students* as "representing the words or ideas of another as one's own in any academic endeavor," is a serious offense in any academic setting. We will discuss proper use of sources this semester, so it should not be a problem. However, if I find evidence that you have deliberately committed any form of plagiarism, such as obtaining a paper from an online paper mil or fraternity file, having someone else write a paper for you, or paraphrasing or copying from an outside source without acknowledging the source, I will penalize you according to university policy, which usually means a failing grade for the either the assignment or the class. Please keep this in mind.

### Sleeping

There is **NO SLEEPING** in class. If I have to repeatedly attempt to wake you up, you will receive NO credit for that day.

### Cell Phones & Headphones

Make sure to turn your cell phone off and put away your headphones (this includes no wearing them in class even if they are turned off) before class begins. If you attempt to use a cell phone or electronic email device or listen to music or text while class is being conducted, you will be asked to leave immediately and counted absent for the day. You will also receive no credit for any in-class assignments and participation on that day.

### Classroom Conduct

Many ideas will be shared in our classroom, and I want each person to feel that his/her contribution is respected and valued. Therefore, disruptive and inconsiderate behavior will not be tolerated, especially personal attacks on other students and language or behavior exhibiting prejudice—racism, sexism, homophobia, etc. Our focus this semester, race, can be a sensitive topic; some of us have strong opinions about it, while some of us likely aren't sure how to talk about it at all. We may have to forgive each other a few honest mistakes as we develop our knowledge of the topic and of each other's views. We also need to accept that we won't always agree with each other or the sources we read and watch. All of these things are okay. Don't be afraid to speak; a huge part of our learning happens in discussion with others. At the same time, though, please think before speaking and make sure that you are prepared to stand behind any statement you make.

### **Resources for Students**

#### Disability Accommodations

If you would benefit from any disability-related accommodations or assistance in this classroom, let me know as soon as possible and I'll do everything I can to help. Also, if you haven't already, you should contact UIUC's Department of Rehabilitation Education Services (DRES) at 333-4603.

#### Writers' Workshop

The Writers' Workshop, located in room 251 of the Undergraduate Library, provides one-on-one writing tutoring by graduate students, and it's free! If you'd like feedback and suggestions on your papers beyond what you get during class and conferences, I strongly recommend that you take advantage of this service—it can only improve your writing. To make an appointment, go there in person or call the Workshop at 333-8796.





