

RHETORIC 102 (Section X2) SPRING 2009

Meeting Time: Monday, Wednesday, Friday 12:00-12:50
Room: English Building 156 (Monday)
English Building 304 (Wednesday, Friday)

Instructor: Eileen Lagman
Office: English Building 315 (second cubicle on the left)
Office hours: M, W, F 11:00am - 12:00pm
Email: lagman1@illinois.edu
Mailbox: #177 (2nd floor English Building)

REQUIRED

Walters, Keith and Michal Brody. *What's Language Got To Do With It*. New York: W.W. Norton, 2005.

Course Packet from Notes-n-Quotes (located on John St. between 5th and 6th). I will let you know when this becomes available—most likely by the second week of the semester.

RECOMMENDED

Raimes, Ann and Maria Jersky. *The Open Handbook*. Boston: Houghton Mifflin Company, 2007.
College Dictionary
Notebook

COURSE DESCRIPTION

Rhetoric 102 is the second portion of the year long rhetoric and composition requirement at the University of Illinois. The focus of this course is research, so we'll be taking the writing skills that you built during Rhetoric 101 and applying them to the completion of in-depth research project. This course will be different from most other Rhetoric courses because:

1. **It is part of the Ethnography of the University Initiative**, which means we will be focusing on ethnography, a kind of research that studies cultures in context, and it focuses on the university as the place to conduct research. EUI is a campus-wide project that encourages students to study a subject that is meaningful and relevant to them—the university—and also believes that students can make important contributions to academic discussions. Therefore, you will be creating your own original scholarly research based on your firsthand experience with people, texts, and places on campus. You will also be using the work of other EUI students among the sources of your research. At the end of the semester, you will have the option of archiving your work so that other students might read it and cite it in their papers. Another part of EUI is the Student Mini-Conference, where you can see other students present their research and possibly present your own.
2. **It is a Race and the University section**, which means that your research project will focus on issues of race and representation at the University of Illinois. Throughout the semester, we will encounter readings that examine the meaning of race and how race is talked about, as well as how race is represented, performed and remembered in our daily lives.

ASSIGNMENTS and GRADING

Class Preparation and Participation	20%
Moodle Responses	10%
Reflection Essay 1	10%
Reflection Essay 2	10%
Four Research Reports	20%

Final Research Project..... 30%

Final grades will be computed according to the following:

A: 93-100	B: 83-86	C: 73-76	D: 60-66
A-: 90-92	B-: 80-82	C-: 70-72	F: below 60
B+: 87-89	C+: 77-79	D+: 67-69	

Class Preparation and Participation (20%)

It is important that you be in class and be ready to be a part of class. I expect you to attend each class session, to arrive on time, and to actively participate in class discussions and activities. I also expect you to be prepared to discuss assigned readings either from our textbook, course packet, or handouts and to bring the readings to be discussed with you to class daily. Though I will not penalize you per absence, I will apply credit toward a class preparation and participation grade based on in-class writing exercises, discussion, and other activities that will take place during class time. If you are late or absent, you will not be able to make up any assignments.

If you are absent more than two weeks (or six times during this semester), I will begin to deduct a third of a letter grade off your final grade for each additional absence. In the event of an emergency, I will excuse an absence if you provide documentation from the Emergency Dean or if you notify me at least 24 hours in advance with a legitimate excuse. You will also be expected to present documentation of conflicts arising from athletic events or religious holidays. I will determine excused absences on a case-by case basis. In the event of an excused absence, it is your responsibility to see me about completing missed work.

Moodle Responses (10%)

We will be using Moodle (<https://moodle.atlas.uiuc.edu>) as our course site to hold course materials and to have discussions online. I will ask you to post reading/movie responses on Moodle and to respond to each other's responses. Moodle responses should be posted by noon on the day the response is due. As we get further into the research stage, I'll also ask you to post your research reports online and respond to the research reports of other students in your group.

Reflection Essays (2 x 10%)

We will encounter many readings and movies that tackle the theme of race in different ways—some will look at theories of race, race and politics, race and language, and race in literature and movies, etc. I'll ask you to write two 2-3 page essays reflecting on your views on the issues of race that we're discussing and to begin consider your views in conversation with those of others. These essays and all other written work (unless otherwise specified), should be completed in MLA documentation format (see pages 133-147 of *Research Strategies for a Digital Age*). Essays should be written in 12 point Times New Roman font, double-spaced, and clearly labeled with your name, the title of the assignment, the date, my name, the course title, and the course section number. All papers should have 1" margins, should be stapled, and turned in at the beginning of class on the day it is due.

Research Reports (4 x 5%)

You will be asked to complete four research reports throughout the semester: one will be a research proposal and one will be an annotated bibliography. The two remaining reports will describe a particular type of ethnographic research that you are doing, including observations, interviews, surveys or text-analysis. You will post each report on Moodle in a comment group space I will create and your peers will read and comment on each other's work. You will receive more detail about these reports later in the semester.

Final Research Project (Paper: 25% + Presentation 5%)

You will turn in a 10-15 page research paper at the end of the semester as well as give a short class presentation about your research. You will receive more detail about these assignments later in the semester.

COURSE POLICIES

Late or uncompleted work:

I expect you to turn in your assignments before or at the beginning of class on or before the assigned due date. If you know in advance that you will have to be absent on the day an essay is due, submit it to me before the due date. Late reflection essays and research reports will lose a 1/3 of a letter grade for each calendar day late, and homework assignments will lose 2 points (out of 10) for each day late. If you know in advance you will have difficulty submitting an assignment on time, please notify me at least 48 hours in advance. I will consider extensions on a case-by-case basis.

I know how hectic life can get, so I'll allow you to take a no-questions-asked extension on assignments twice this semester. This means that you have until the next class period to submit homework or an essay and I won't penalize you. Please either send me an email or make a note on the assignment letting me know that you're taking one of your extensions. After these two extensions, I will give absolutely no leeway on due dates unless I have a letter from the Emergency Dean, so use them wisely. If you have any extensions left unused at the end of the semester, they'll each be worth .5% extra credit toward your final grade.

If an emergency keeps you from submitting your paper on time, alert me to the situation as soon as possible and be prepared to provide proof of the occurrence of a legitimate emergency. If you have a particularly serious situation that is likely to affect all of your classes, I recommend that you discuss your situation with UIUC's Emergency Dean.

Classroom conduct

Please be respectful of my time and the time of your peers. Behavior deemed disruptive to the classroom environment will not be tolerated. This involves side conversations during class and using cell phones or other electronic devices. If your behavior becomes disruptive or distracting, I will ask you to leave class and you will not be able to make up any missed work.

Please be respectful of each other's opinions and ideas. Many opinions will be shared in this classroom and sometimes, we may disagree with each other. Language or behavior that is inappropriate or inconsiderate and language exhibiting prejudice—racism, sexism, homophobia, etc.—has no place in a college classroom. Since the focus of our course is race, and race can be a sensitive topic that elicits different attitudes and opinions from each person, I'd like you to carefully consider your comments before speaking and well as be open to the comments of others.

Lastly, we're lucky to get a computer lab this semester, but it is easy to get distracted during class time. I have a no Facebook, no Myspace, no email, no random web-surfing policy. If we are doing class work and I catch you doing something on your computer that is not related to class work, I will ask you to leave class and you will not be able to make up any missed work.

Academic Integrity:

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. If I find evidence that you have deliberately committed any form of plagiarism, such as obtaining a paper mill 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 results in at least a failure of the assignment/activity in question.

Special needs:

If you would benefit from any disability related accommodations in this class, I encourage you to contact the Department of Rehabilitation Education Services (DRES) at 333-4603. You may also email me or come to office hours if you have any questions.

COURSE SCHEDULE

Please note that this is a tentative schedule and changes may be made during the semester. If this does happen, I will make sure to give you enough notice and a written revision of the affected day's schedules. (Course Packet=CP; What's Language Got to Do With It=WL)

Date	Topics and Assigned Readings	Written Assignments Due
WEEKS 1-4: UNDERSTANDING RACE AND RACISM		
Wednesday 1/21	Introductions	
Friday 1/23	In-class writing Sign up for Moodle and Tutorials Read: EUI website (http://www.eui.uiuc.edu/)	
Monday 1/26	Moodle, Human Subjects Research Read: IDEALS website (http://www.ideals.uiuc.edu/)	
Wednesday 1/28	In-class movie: Do the Right Thing	
Friday 1/30	In-class movie: Do the Right Thing	
Monday 2/2	Read: Michael Omi and Howard Winant, "Racial Formations" (Handout) Read: Harlon Dalton, Failing to See (Handout)	Moodle Response
Wednesday 2/4	Read: Michael Erard, Can You Be Discriminated Against Because of the Way You Speak?, pg: 294-298, WL Read: Mike Wise, The Squabbling Illini, Rallying Cries Lead to Rift, pg: 457-460, WL	
Friday 2/6	Read: Paul Wachtel, Talking About Racism: How Our Dialogue Gets Short-Circuited (Handout) Read: Beverly Daniel Tatum, Defining Racism: Can We Talk? (Handout)	
Monday 2/9	Read: Stepping In and Out: Understanding Cultures, CP	Reflection Essay 1
Wednesday 2/11	Picking a topic, finding/ evaluating sources	
Friday 2/13	Read: Writing Self, Writing Cultures: Understanding Fieldwriting, CP	
WEEKS 5-8: RACE AND REPRESENTATION		
Monday 2/16	Library Day Undergraduate Library Room 291	Research Report 1: Proposal
Wednesday 2/18	Read: bell hooks, Teaching Resistance: The Racial Politics of Mass Media, CP Read: bell hooks, Neo-Colonial Fantasies of Conquest: Hoop Dreams, CP	
Friday 2/20	In-class video: Media, Race and Representation	

Date	Topics and Assigned Readings	Written Assignments Due
Monday 2/23	Read: Research Place, The Spatial Gaze, CP	Moodle Response
Wednesday 2/25	In-class video: Reel Bad Arabs	
Friday 2/27	Read: Researching People: The Collaborative Listener, CP	
Monday 3/2	Student Life Archives Day Read: Primary Source Village website (http://www.library.uiuc.edu/village/primarysource/index.htm)	Research Report 2
Wednesday 3/4	Read: Rebekah Nathan, My Freshman Year, Chapters 1 and 2, CP	
Friday 3/6	Read: Rebekah Nathan, My Freshman Year, Chapter 4, CP	
Monday 3/9	Read: Kendra Hamilton, You Say 'Hispanic,' I Say 'Latino' pg: 9-12, WL Read: Anna Quindlen, Some Struggles Never Seem to End pg: 50-54, WL	
Wednesday 3/11	In-class Movie: Crash	
Friday 3/13	In-class Movie: Crash	
WEEKS 9-12: PERFORMING RACE		
Monday 3/16	Read: Vershawn Ashanti Young, So Black I'm Blue, CP	Moodle Response
Wednesday 3/18	Read: John Baugh, Linguistic Pride and Racial Prejudice, pg: 302-313, WL	
Friday 3/20	Read: John Rickford, Suite for Ebony and Phonics, pg: 278-285, WL	Research Report 3
Monday 3/23	SPRING BREAK	
Wednesday 3/25	SPRING BREAK	
Friday 3/27	SPRING BREAK	
Monday 3/30	Read: Michaela D.E. Meyer, "Maybe I Could Play A Hooker in Something": Asian American Identity, Gender, and Comedy in the Rhetoric of Margaret Cho, CP	
Wednesday 4/1	Read: Researching Language: The Cultural Translator, CP	
Friday 4/3	Read: Ana Celia Zentella, The Hows and Whys of Spanglish, pg: 213-228, WL	
Monday 4/6	Read: Geoffrey Nunberg, Reimagining America, Part one and Part two, pg:482-493, WL	Research Report 4

Date	Topics and Assigned Readings	Written Assignments Due
Wednesday 4/8	Read: Geoffrey Nunberg, Reimagining America, Part three, pg:482-493, WL	
Friday 4/10	Read: N.R. Kleinfield, Guarding the Borders of the Hip-Hop Nation (Moodle)	
WEEKS 13-16: REMEMBERING RACE		
Monday 4/13	Read: Doug Abrahms, Tribes Struggle to Keep Languages Alive pg: 267-268, WL Read: Monique Balas, She Remembers So Others Can Learn, pg: 269-270, WL Read: Dorreen Yellow Bird, Keeping the Flame of Language Alive, pg: 270-271, WL	Reflection Essay 2
Wednesday 4/15	Read: Lan Cao, Keeper of the Word with a response by Hien Nguyen, pg: 249-255, WL Read: Patricia Smith, Talking Wrong, pg: 275-277, WL	
Friday 4/17	Read: Richard Rodriguez, Complexion, CP	
Monday 4/20	Peer Review	Rough Draft of Final Research Project
Wednesday 4/22	In-class Movie: Lolo's Child	
Friday 4/24	In-class Movie: Lolo's Child	
Monday 4/27	Read: June Jordan, Nobody Mean More to Me Than You, and the Future Life of Willie Jordan, pg: 314-328, WL	Moodle Response
Wednesday 4/29	No Class—Attend Student Mini Conference Thursday April 30th	
Friday 5/1	Presentations	
Monday 5/4	Presentations	
Wednesday 5/6	LAST DAY OF CLASS	Final Research Project

RHETORIC 100 (Section X2) SPRING 2008

Instructor: Eileen Lagman
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Mailbox: #177 (2nd floor English Building)
Office phone:

COURSE DESCRIPTION

Rhetoric 100 is a pass/fail course comprised of 45 minute tutorial sessions that take place once a week (except for the first and last weeks of the semester). Rhetoric 100 is a counterpart to Rhetoric 102 and is a great opportunity for you to develop your writing skills in ways that will be useful to all the writing that you do at the university. Tutorials provide the chance for you to receive individualized guidance and take part in focused discussions with an engaged reader (me). You will be able to discuss both writing that you are doing for Rhetoric 102, as well as the texts you are writing for your other classes.

LOCATION

Unless otherwise arranged, tutorials will be held in my "office" in Room 315 of the English Building.

ATTENDANCE

Participation in the Rhetoric 100 tutorials is mandatory if you are currently enrolled in Rhetoric 102. You must come for every scheduled tutorial. (You should choose your tutorial time carefully. Keep in mind that we will meet at that day and time every week.)

- If you are fifteen minutes late for a session you will be marked absent.
- More than two absences may lead to failure in the tutorial section, which can also affect credits at the end of the term.
- If you must miss a tutorial for a legitimate reason, I must be contacted at least 24 hours in advance via email. Tutorials will be rescheduled at my discretion.

(Note: If for any reason a tutorial is missed or started late due to my error, you will of course not be penalized.)

RESPONSIBILITIES

Unlike Rhetoric 102, you will not be assigned work in Rhetoric 100. You will, however, be responsible for setting the agenda for each tutorial session and you are expected to come prepared. Some ways you can prepare for a tutorial are:

- bring a hard copy of the writing assignment that you would like to work on
- bring an assignment sheet, research, or notes for a writing assignment
- prepare specific questions about class readings or writing issues

I am also happy to work with you on writing assignments for classes other than Rhetoric 102, though Rhetoric 102 assignments will have first priority. Should you arrive for a tutorial unprepared, you will be marked absent.

Tutorial Day: _____

Tutorial Time _____