

# Rhetoric 104: College Composition II

## Ethnography of Race and the University

Spring 2008

MWF 10:00-10:50

Room 309 English Building

Instructor: Samantha Looker (a.k.a. Sam)

Email: [slooker@uiuc.edu](mailto:slooker@uiuc.edu)

Office: 315 English Building

Office phone: 333-1335

Office Hours: M 10:50-12:00, or by appointment

Mailbox: 186 (English Building 2<sup>nd</sup> floor)

### Class Texts

**Required—Course Packet:** A course packet of readings will be available at Notes-n-Quotes; it should be ready by the end of our first week. (Notes-n-Quotes is located on John St. between 5<sup>th</sup> and 6<sup>th</sup>.) Other readings will be provided online or distributed as handouts.

**Recommended—Handbook:** I recommend that you have a handbook to use as a reference for grammar and documentation. Many of you should still have one from last semester. If you need to purchase one, I recommend *The Open Handbook*, by Ann Raimes (Houghton Mifflin, 2007). I will also put up a link to the Purdue Online Writing Lab on our Moodle site; the OWL has a useful online handbook.

### About This Class

Rhet 104 is the second half of a two-semester sequence that fulfills UIUC's Composition I requirement (you have already taken the first half, Rhet 103). In this semester, we take the writing skills that you built during Rhet 103 and apply them to research, with the ultimate goal of completing an in-depth research project.

This particular section of Rhet 104 is different from others for two reasons:

1. **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 (and as we'll see, there isn't much *not* related to race) to answer in your final research project.
2. **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.

EUI shares my belief that undergrad students can make important contributions to scholarly conversations. 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 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. Another way in which EUI creates a professional scholarly experience for you is in its Student Mini-Conference, where you can see students present their research work and possibly present your own. **The Mini-Conference is on April 17, 2008**, and I expect you all to attend some of it; I'll give you more details on how to propose a presentation and what the schedule will be as soon as I get them.

Under the theme of "Race and the University," you will find a wide range of possible topics to research. Race on this campus is not confined to Latino Studies classes or African American Homecoming events (though you could certainly study these). Every student on this campus is part of a racial group, and everything that happens on campus is affected by race in one way or another. Therefore, you will have the opportunity to explore a topic that particularly interests you. You might research a particular group of people (Taiwanese international students, women who identify with hip hop culture, students from rural areas of Illinois, student athletes), a particular campus space (the Illini Union, the Native American House, your dorm), an aspect of university organization or administration (recruitment brochures, nondiscrimination policies, minority student support), or a debated university issue (race-themed Greek parties, underrepresentation of particular groups on campus, social self-segregation). We'll work together to find a topic that will be fascinating not only to you but also to future students who will read your work.

### **Work Required**

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 be graded out of a possible 10 points. (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.

The above work will make up your final grade according to this percentage breakdown:

Talking about Race essay:	9%
Research Reports (4 @ 4% each):	16%
Final Research Project:	20%
Research reflection and Moodle entry:	10%
Moodle assignments/scheduled homework:	30%
Participation and classwork:	15%

### **Class Policies**

*Attendance:* I expect you to attend class regularly. Your presence in the Rhet 104 classroom enriches your thinking and writing skills and adds depth to your classmates' experiences. To truly get the most out of this class, you must be present physically and mentally. Also, each day in class you will receive credit for your active participation and any work you do or turn in; therefore, missing a day means missing this credit.

*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 (or of a point, for homework) for each calendar day late. The first calendar day late begins as soon as the due date's class ends (i.e., for lateness purposes, 10:51 on Wednesday is the start of Thursday). 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.

Note: Because life happens, and because I don't enjoy having to judge what counts as an "emergency" or a "good excuse," 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 the homework or paper and I won't deduct points. 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.

*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. You should have discussed proper use of sources last semester, and we'll review this semester, so I don't expect any problems. However, if I find evidence that you have deliberately committed any form of plagiarism, such as obtaining a paper from an online 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 usually means a failing grade for either the assignment or the class.

*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. (Note: I work at the Writers' Workshop, but please don't make appointments with me to work on stuff for our class. I can't take the role of "teacher" there, so it's better for you to come see me in my office. Use the Workshop as an opportunity to get feedback from other readers.)

## Course Schedule

Please note that this is a tentative schedule; changes may be made during the semester if we discover that they're needed. If this does happen, I will give you ample warning and a revised printout of the affected days' schedules. This is also an incomplete schedule, meaning that not all in-class work and minor homework assignments are specified. Please make sure to bring the readings to be discussed (coursepack or handouts) with you to class daily. **All readings on this schedule are from the coursepack unless otherwise specified.**

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### Week 1

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Monday 1/14      Intro to the class and each other; discussion of syllabus

Wednesday 1/16      Writing and discussion on research and ethnography  
HW: Look at IDEALS website (link on Moodle)

Friday 1/18      What is race?  
HW: Look over EUI website (link on Moodle)  
**Journal due on Moodle by 5pm**

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### Week 2

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Monday 1/21      **Martin Luther King Day – No Classes**

Wednesday 1/23      EUI research ethics and processes (presentation by Christa Olson and Tim McDonough)  
HW: Read George Fredrickson, "Models of American Ethnic Relations"

Friday 1/25      What is race? continued  
HW: Read Michael Omi and Howard Winant, "Racial Formations," and Harlon Dalton, "Failing to See"  
**Journal due on Moodle by 5pm**

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### Week 3

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Monday 1/28      Discuss readings and video  
HW: Read Paul Wechtel, "Talking about Racism"

Wednesday 1/30      Discuss Wechtel; assign and discuss "Talking about Race" essay  
HW: Read Amoja Three Rivers, "Cultural Etiquette"

Friday 2/1            Discuss Three Rivers and Wechtel  
HW: Read Mark McDonald, "Term Limits," and "Guidelines for Avoiding Racist Language"  
**Journal due on Moodle by 5pm**

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**Week 4**

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Monday 2/4            Discuss naming  
HW: Work on essay; source use reading (on Moodle)

Wednesday 2/6        Source use/citation review  
HW: Preliminary conversations assignment

Friday 2/8            Discuss preliminary conversations  
HW: Complete rough draft  
**Journal due on Moodle by 5pm**

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**Week 5**

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Monday 2/11           **Rough drafts due for peer review**  
HW: Work on essay

Wednesday 2/13       **No class meeting (class cancelled for Sam's sanity)—work on essay**  
HW: Complete essay

Friday 2/15            **Talking about Race essay due**  
HW: Read Fletcher Blanchard, "Combating Intentional Bigotry and Inadvertently Racist Acts"  
**Journal due on Moodle by 5 pm**

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**Week 6**

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Monday 2/18            Discuss Blanchard and analyzing texts and artifacts  
HW: Read Primary Source Village (online)

Wednesday 2/20        Visit to archives (tentative—date to be confirmed)  
HW: Read David Wallace and Annissa Bell, "Being Black at a Predominantly White University"

Friday 2/22            Discuss Wallace and Bell; begin discussing interviews and surveys  
HW: Reading on interviewing (handout)  
**Journal due on Moodle by 5 pm**

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**Week 7**

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- Monday 2/25      Creating interview questions  
HW: Create practice survey
- Wednesday 2/27      Archive assignment due (tentative); discuss surveys  
HW: Read about observation (handout); research question proposal
- Friday 2/29      **Research question proposal due**; discuss and practice observation  
HW: Work on research plan; prepare for conferences  
**Journal due on Moodle by 5 pm**

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**Week 8**

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- Monday 3/3      **No class meeting – Attend individual conference Monday or Tuesday**  
HW: Finish research plan
- Wednesday 3/5      **Research plan due**; assign and discuss research reports  
HW: Read Jenny Lee and Charles Rice, “Welcome to America?”
- Friday 3/7      Discuss Lee and Rice; form comment groups  
HW: Read hooks, “Keeping Close to Home”  
**Journal due on Moodle by 5 pm**

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**Week 9**

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- Monday 3/10      Discuss hooks  
HW: Work on research  
**Research Report 1 due on Moodle by 12 am Wednesday**
- Wednesday 3/12      **In progress-presentations, Part 1**  
HW: Work on comments for group
- Friday 3/14      **In-progress presentations, Part 2**  
**Comment group responses to RR1 due on Moodle by 5 pm Friday**  
HW: Have a good break; work on research when possible!

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**Week 10**

**Spring Break – No Classes**

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### Week 11

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- Monday 3/24      Library research workshop  
HW: Read Jonathan Kozol, "Still Separate, Still Unequal"
- Wednesday 3/26      Discuss Kozol  
HW: Read Jeffrey Gettleman, "The Segregated Classrooms of a Proudly Diverse School"; work on research  
**Research Report 2 due on Moodle by 12 am Friday**
- Friday 3/28      Discuss Gettleman  
HW: Respond to group reports; work on research  
**Comment group responses to RR2 due on Moodle by 5 pm Sunday**

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### Week 12

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- Monday 3/31      Field writing, part 1  
HW: Read Tamar Lewin, "Growing Up, Growing Apart"; work on reading response and research
- Wednesday 4/2      **Sam at CCCC conference—no class meeting**  
HW: Reading response and research  
**Reading response due on Moodle by 5 pm Wednesday**  
**Research Report 3 due on Moodle by 12 am Friday**
- Friday 4/4      **Sam at CCCC conference—no class meeting**  
HW: Respond to group reports; work on research  
**Comment group responses to RR3 due on Moodle by 5 pm Sunday**

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### Week 13

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- Monday 4/7      **In-progress presentations (comment groups or whole class), part 1**  
HW: Work on research  
**Research Report 4 due on Moodle by 12 am Wednesday**
- Wednesday 4/9      **In-progress presentations, part 2**  
HW: Research; respond to group reports
- Friday 4/11      Field writing, part 2  
HW: Complete rough draft  
**Comment group responses to RR4 due on Moodle by 5 pm Friday**

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**Week 14**

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- Monday 4/14      **Rough draft of Final Research Project due for peer review**  
HW: Revise; prepare for Mini-Conference
- Wednesday 4/16      **No class meeting— attend Student Mini-Conference tomorrow (4/17)**  
HW: Mini-Conference
- Friday 4/18      Discuss Student Mini-Conference  
HW: Work on revisions; prepare for individual conference

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**Week 15**

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- Monday 4/21      **No class meeting— Attend individual conference Monday or Tuesday**  
HW: Work on revisions
- Wednesday 4/23      Final project troubleshooting—computer lab?  
HW: Complete Final Research Project
- Friday 4/25      **Final Research Project due on paper**; discuss reflections and archiving  
HW: Work on entering project in Moodle

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**Week 16**

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- Monday 4/28      Moodle work day (meet in computer lab—room TBA); course evals  
HW: Complete final reflecting and Moodle entry
- Wednesday 4/30      **Final Research Project due on Moodle**  
Have a great summer!