



In the above images, what do *you* see?

Almost certainly, if you asked someone else that same question, that other person might see something you overlooked. Could you convince that person to see these images the way you see it? Could you be convinced to see these images another way?

This semester, we will be interrogating six themes throughout various different projects: an interview essay, a definition essay, and a creative non-fiction essay. However, the ultimate focus of your work will be a term-long group project revolving around one of the questions in our text, *Six Questions of Socrates*. Each four-person group will be responsible for gathering various information--or perspectives--about your individual topic. You will then transform your individual papers into a larger portfolio, one that examines your theme not from one angle, but from all four perspectives in your group. Therefore, our goals are synthesis, credibility, and precision.

Initially, we will take inspiration from the radio program, *Radio Lab*. After listening to one episode in class, we will discuss the importance of asking questions and transferring these inquiries into valid research avenues. We ask questions to learn more, to fill in gaps, to understand. In this course, we will perform research to answer these questions.

Instructor Information

Kimberly R. Lacey

5057 Woodward, Suite 10404.2

313.577.2716

krlacey@wayne.edu

(I will respond within 24-48 hours to e-mails sent M-F)

AOL Screen Name: eng3010

Spark Screen Name: aw4908

Office Hours

Instant Messenger (both AOL and Spark): M, Th 11:00 a.m.-12:30 p.m.

Individual meetings by appointment only

Course Information

ENG 3010, section 003, CRN 16094

M, T, Th 8:30-9:25

321 State Hall

Catalog Description

Intermediate course in writing and critical reading, building upon skills taught in ENG 1020. Areas of emphasis may include: analyzing and synthesizing written material, writing essays in a variety of rhetorical modes, developing style, and improving research skills

Course Texts (available at both Marwil's and Barnes and Noble)**Required**

Costanzo, William V. *The Writer's Eye: Composition in the Multimedia Age*. New York: McGraw Hill, 2008.
Phillips, Christopher. *Six Questions of Socrates: A Modern-Day Journey of Discovery through World Philosophy*. New York: W.W. Norton, 2004.

Recommended

Ruszkiewicz, John, Maxine Hairston, and Daniel Seward, eds. *SF Writer, 4th Edition*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2008.

Attendance and Other Course Policies

Please attend each class meeting and arrive promptly. You are allowed three unexcused absences, the equivalent of one week of class. If you miss more than three classes, you will lose 20 participation points for each day that you are not in-class. After six absences, you will be forced to drop the class.

Please respect your classmates by arriving to class on time and prepared to participate. Cell phones, iPods, and other distracting devices are to be turned off during class time. You will be asked to leave class if you are discovered texting, listening to iPods (or other devices), playing computer games/surfing the internet, or receiving/making phone calls. If you are absent, it is your responsibility to ask another student what you missed.

Please note that enrolled students in any English classes must attend one of the first two class sessions; otherwise, they may be required to drop the class.

Plagiarism: University Policy

Be responsible--do your own work. Plagiarism is a very serious university offense, and will not be taken lightly. For a detailed description of Wayne State's policies regarding plagiarism and academic responsibility, please visit: <http://www.doso.wayne.edu/judicial/academic-integrity.htm>

Assignments and Grading

Please note that late work is inexcusable.

Three Individual Papers: (300 points)

All papers must be submitted in order to pass the class. There are links on our Blackboard site for each paper, and they must be submitted through those links. Please note that I will only accept PDF or .doc files--no exceptions. I have provided a link for a PDF converter in the External Links tab of Blackboard. Please anticipate any formatting problems you may have well before the papers are due.

Interview Paper: (100 points) For this first paper, you will interview an active Wayne State professor or graduate student within in the department in which you're majoring. You should create a list of 3-4 questions you would like to ask your interviewee about your theme. Please note that some professors/grad students may not respond or answer your questions. You must be prepared for this. Once you complete your interview, compose a two page, double-spaced essay discussing these questions. Do not simply list the question and its answer. Provide reasons why you asked your questions and how your interviewee's answers helped develop an understanding of your theme. 2 pages.

Definition: (100 points) All six themes are commonly used in everyday language. As we will discover by reading *Six Questions*, each person understands these words differently. In this paper, you will use your theme and argue for a singular definition--how you believe your word should be defined. Just as the participants in *Six Questions*, you will need to provide support for your claims. Your research should include personal opinion balanced with evidence from one outside source (no dictionaries or internet sources permitted in this paper). 2 pages.

Creative Non-Fiction: (100 points) For this essay, you are telling an alternative tale about your theme, one in which allows you to explore your theme as creatively as you'd like. To develop the non-fictional aspect of this assignment, you must use one source, a professional journal article. After we discuss this genre in class, you should have a grasp on what writers do when they re-tell events: what needs to be filled in? what is a narrative? how do we keep our audiences interested? 2 pages.

Discussion Board: (150 Points) Beginning September 24, each group will decide on one question they would like to pose to the Discussion Board on Blackboard about their project, research, or theme. These questions should be open-ended, prompting responses of 100-200 words from others in the class. These will not be graded, and you will receive credit only upon completion. One, 100-200 word response per week: 100 points. Two topics, posted by group on weeks noted: 50 points/25 per week (you do not need to respond the week your groups posts a question).

Progress Reports: (150 points/50 each report) Following each computer lab session, all group members will individually assess the progress of the group. The progress report forms are posted on and are to be submitted through Blackboard. You may use the progress report as a space to speak honestly and privately about the other members of your group, or the challenges your group is encountering while researching. In order to receive points for the progress report, you must be present at the three computer lab sessions and actively participating with your group. These will not be graded, and you will receive credit only upon completion

Participation: (100 points) Please come to each class actively ready to participate (i.e. questions about each reading, being able to answer others' questions, not being embarrassed to ask questions about sections of our reading that confused you). This is not a lecture course, and the discussion is primarily the responsibility of the class members. If you have not read the assignment for the day, you will be asked to leave, and accrue one absence for your lack of preparation.

Total Individual Points Possible: 700

For the following assignments, all group members will receive the same grade:

Annotated Bibliography: (200 points) In preparation for your final portfolio, each group will compile an annotated bibliography, detailing ten sources (aside from your interviews) that can be utilized in your final project. Annotated bibliographies are lists of citations coupled with short descriptions of each source. These descriptions, around 200 words each, should explain the argument of the work and its relevance to your larger topic. We will be learning how to construct annotated bibliographies as the semester progresses.

Group Presentation: (200 points) All groups will present their larger project to the class on the days noted in the syllabus. You may be as creative as you'd like with this project. Each group is responsible for providing a handout for the other class members as well as providing some sort of visual or audio aid (we will be discussing in class how to connect your visual or audio to your presentation). Each group will present for a minimum of thirty minutes, and will discuss the various aspects of their final portfolio (this does not mean simply reading the portfolio aloud). Please note that all members of the group must speak. Think of this space as your *Radio Lab*, your time to answer the questions you had from the beginning.

Final Portfolio: (300 points) As noted above, one of the goals for this semester is synthesis, combining your ideas into one larger, final production. For your group's portfolio, each of the three topics of the individual papers (interview, definition, creative non-fiction) must be represented. How you synthesize all four group members research and input your new 'expertise' of each topic is entirely the group's decision. If you feel you have the knowledge, you may choose to create a website, or your own audio version of a radio lab (transcripts must be submitted, too). You may also choose a traditional route by professionally compiling the three topics as a larger paper. Every Tuesday will be devoted to group work, as it is often difficult to arrange meetings on top of work, classes, and other commitments. Once you have your individual papers, bring them on Tuesdays: how can you transform these four papers into one, cohesive essay? how are you going to synthesize your research? does one essay teach your theme more clearly? We will be discussing precise and cohesive writing throughout the semester, and you will perform these in the final paper. 12-15 pages, 10 sources.

Total Group Points Possible: 700

Final grades will be an average of your individual and group points.

A : 700-670	A- : 670-640	
B+ : 640-610	B : 610-580	B- : 580-550
C+ : 550-520	C : 520-490	C- : 490-460
D+ : 460-430	D : 430-400	D- : 400-370
F : Below 370		

Semester Calendar

It is the instructor's prerogative to amend the calendar when necessary.

Note: where readings are listed, please come to class that day having read that selection.

T: Sept 4	Introduction to class
R: Sept 6	Asking questions, finding answers
M: Sept 10	<i>6 Questions</i> "What Is Virtue?" 9-56
T: Sept 11	<i>Radio Lab</i> : "Stress"
R: Sept 13	Pick groups; select topics; Discussion about <i>Radio Lab</i> ; Effective interviews, interesting responses
M: Sept 17	<i>6 Questions</i> : "What Is Moderation?" 57-99
T: Sept 18	In-class group day
R: Sept 20	Analyzing Texts, pt. 1: <i>Writer's Eye (WE)</i> : 29-40
Discussion Board: Virtue	
M: Sept 24	<i>6 Questions</i> : "What Is Justice?" 99-160
T: Sept 25	Library Day: Meet in Lab A UGL
R: Sept 27	Using sources, creating citations: correctly balancing and crediting research (Bring in <i>SF Writer</i>)
F: Sept 28	<u>Individual Paper: Interview Due by Noon</u> <u>Progress Report #1 Due by Noon</u>
Discussion Board: Moderation	
M: Oct 1	<i>6 Questions</i> : "What Is Good?" 161-204
T: Oct 2	In-class group day
R: Oct 4	Analyzing Texts, pt. 2: <i>WE</i> : 185-197
Discussion Board: Justice	
M: Oct 8	<i>6 Questions</i> : "What Is Courage?" 205-240
T: Oct 9	In-class group day
R: Oct 11	What do mean 'creative non-fiction'? : Exploring the genre
F: Oct 12	<u>Individual Paper: Definition Due by Noon</u>
Discussion Board: Good	
M: Oct 15	<i>6 Questions</i> : "What is Piety?" 241-284
T: Oct 16	Library Day: Meet in Lab A UGL
R: Oct 18	Observing: <i>WE</i> : 131-137; 148-150 ("On a SoHo Street")
F: Oct 19	<u>Progress Report #2 Due by Noon</u>

Discussion Board: Courage

M: Oct 22 Effective Composition, pt. 1: *WE*: 46-59
 T: Oct 23 In-class group day
 R: Oct 25 Making transitions, building stronger paragraphs
 F: Oct 26 Individual Paper: Creative Non-Fiction Due by Noon

Discussion Board: Piety

M: Oct 29 Effective Composition, pt. 2: *WE*: 59-73
 T: Oct 30 In-class group day
 R: Nov 1 Using Sources Responsibly: *SF Writer*: 257-266

Discussion Board: Virtue

M: Nov 5 Evaluating: *WE*: 319-331
 T: Nov 6 In-class group day
 R: Nov 8 Employing Skills, pt. 1: *WE*: 202-213

Discussion Board: Moderation

M: Nov 12 Investigating: *WE*: 239-245; 295-310 (“Everyday Use”)
 T: Nov 13 Library Day: Meet in Lab A UGL
 R: Nov 15 Employing Skills, pt. 2: Film clip/music/TV show selected by class
 F: Nov 16 Annotated Bibliography Due by Noon
 Progress Report #3 Due by Noon

Discussion Board: Justice

M: Nov 19 I have to speak in front of ...who?!: Effective presentations and visuals
 T: Nov 20 In-class group day
 R: Nov 22 No Class

Discussion Board: Good

M: Nov 26 No Class: Conferences
 T: Nov 27 In-class group day
 R: Nov 29 Group Presentation: Virtue

Discussion Board: Courage

M: Dec 3 Group Presentation: Moderation
 T: Dec 4 Group Presentation: Justice
 R: Dec 6 Group Presentation: Good

Discussion Board: Piety

M: Dec 10 Group Presentation: Courage
 T: Dec 11 Group Presentation: Piety
 Last Day of Class

T: Dec 18 Final Portfolios Due by Noon

