



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: a definition essay, an interview essay, and a creative essay. However, the ultimate focus of your work will be a term-long group project revolving around one of the selected in class. 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

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

Office Hours

Thursdays, 10 a.m.-Noon
Also available by appointment

Course Information

ENG 3010, section 002, CRN 22298
T, Th 8:00-9:25 a.m.
329 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)

Costanzo, William V. *The Writer's Eye: Composition in the Multimedia Age*. New York: McGraw Hill, 2008.

Johnson, Steven. *Everything Bad is Good for You: How Today's Popular Culture is Actually Making Us Smarter*. New York: Riverhead Books, 2005.

Phillips, Christopher. *Six Questions of Socrates: A Modern-Day Journey of Discovery through World Philosophy*. New York: W.W. Norton, 2004.

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. If you arrive later than twenty minutes after the start of class, you will be marked absent. You are allowed two unexcused absences, the equivalent of one week of class. If you miss more than two 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**Three Individual Papers: (450 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**. If a paper is not submitted in the correct format, twenty-five points will be deducted from the final paper grade. Please note that these points are ineligible to be made-up during revision. 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.

Definition: (150 points) All six group themes are commonly used in everyday language. As we will discover by reading *Six Questions*, each person understands certain words/phrases 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). 3 pages.

Interview: (150 points) For this second 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 three 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. 3 pages.

Creative Fiction: (150 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 credibility in this assignment, you must use one, non-internet source. After we discuss this genre in class, you should have a grasp on what writers do when they create stories: what needs to be filled in? what is a narrative? how do we keep our audiences interested? Even though this is an individual paper, it is recommended that your group works on a similar, overarching plot, as it will be much easier to compile your portfolio if your stories are interconnected. 3 pages.

In-class Writing: (50 points total/25 points per essay) These two short essays will be assigned at random throughout the semester. You will not be graded, but will receive credit only for the completion of the assignment. You may receive feedback by attending my office hours.

Citation Assignment: (50 points) Assignment to be detailed in class

Participation: (150 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 (definition, interview, creative 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 partially 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 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: Jan 8	Introduction to class
R: Jan 10	Asking questions, finding answers
T: Jan 15	6Q: What is Virtue? (9-56)
R: Jan 17	<i>Radio Lab</i> : "Time" Discussion about <i>Radio Lab</i>
T: Jan 22	6Q: What is Moderation? (57-99) <u>Selecting Groups/Topics</u>
R: Jan 24	Analyzing Texts, pt. 1 <i>Writer's Eye (WE)</i> (29-40) <i>SF Writer</i> : "Using Sources Responsibly" (257-266)
T: Jan 29	6Q: What is Justice? (99-160)
R: Jan 31	Analyzing Texts, pt. 2: <i>WE</i> (185-197)
T: Feb 5	6Q: What is Good? (161-204)
R: Feb 7	Observing: <i>WE</i> (131-137; 148-150)
F: Feb 8	<u>Individual Paper: Definition Due by Noon</u>
T: Feb 12	6Q: What is Courage? (205-240)
R: Feb 14	Effective Composition: <i>WE</i> (46-73)
T: Feb 19	<i>Everything Bad is Good For You (EBIGFY)</i> : (1-47)
R: Feb 21	<i>EBIGFY</i> : (47-100) (Stop at "Politics, too, ...")
F: Feb 22	<u>Individual Paper: Interview Due by Noon</u>
T: Feb 26	<i>EBIGFY</i> : (100-147)
R: Feb 28	<i>EBIGFY</i> : (147-199 end)
T: March 4	Employing Skills, pt. 1: Film selected by class
R: March 6	Employing Skills, pt. 2: Discussion of Film Group Day (Instead of Tuesday)
F: March 7	<u>Individual Paper: Creative Fiction Due by Noon</u>
T: March 11	No Class: Spring Break
R: March 13	No Class: Spring Break

T: March 18 R: March 20	Citation Workshop: Bring in <i>SF Writer</i> <u>Citation Assignment Due by Noon</u> Group Day (Instead of Tuesday)
T: March 25 R: March 27 F: March 28	Evaluating: <i>WE</i> (319-331) Employing Skills, pt. 3: <i>WE</i> (202-213) <u>Annotated Bibliography Due by Noon</u>
T: April 1 R: April 3	Investigating: <i>WE</i> (295-310) No Class: Conferences
T: April 8 R: April 10	Grammar Amnesty Day Presentations: Groups 1 & 2
T: April 15 R: April 17	Presentations: Groups 3 & 4 Presentations: Groups 5 & 6 Last Day of Class <u>All Revisions Due by Midnight</u>
R: April 24	<u>Final Portfolio Due by Noon</u>