

**College Writing 42.101.220:
*Class Matters and Structures of Inequality***

Class: MWF, 10-10:50
Instructor: Keridwen Luis,
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Office Hours: MWF 1-2 and by appointment.

This year, the text chosen for the College Writing course is *Class Matters*, and thus the theme of our writing will center around class. This particular course will focus on class as a structure of inequality, and we will explore class and other structures of inequality from anthropological, sociological, economic, medical, and other disciplinary perspectives in order to explore various means and forms of analysis and the data that result. Although we will focus mainly on class as our topic of inquiry, other structures of inequality impact class and will also be examined.

This course is intended to teach formal college-level writing, including the formal college essay, the response essay, and the lens essay. Other forms of nonfiction writing will be discussed, but the main focus of the class will be on formal college writing. In-class writing exercises, peer commentary and critique, and multiple revisions of the works will all be employed as a means to teach excellent formal writing.

Formal writing is more than simply employing the proper and appropriate form of English and understanding the elements of the essay; it also involves analytical thinking, the ability to evaluate and present evidence, and structuring a persuasive argument. This class will assist students to develop critical thinking skills and to construct lucid and persuasive arguments, skills which will be of use to you in many venues.

Required Readings: Books will be available at the bookstore and on reserve at the library. Additional required articles--marked in the syllabus with the word **Online** in bold print--will also be available via online reserve at our course webpage at <http://faculty.uml.edu/kluis/42.101/>. These articles are essential to the course.

You can also locate these books used online at www.abebooks.com.

Correspondents of the New York Times. 2005. *Class Matters*. New York: Henry Holt & Co.
Will be marked on the syllabus as **ClassM**.

Gordon, Karen Elizabeth. 1993. *The Deluxe Transitive Vampire: A Handbook of Grammar for the Innocent, the Eager and the Doomed*. Pantheon. ISBN: 978-0679418603 Will be marked on the syllabus as **Vampire**.

Gordon, Karen Elizabeth. 2003. *The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed*. Mariner Books. ISBN: 978-0618382019 Will be marked on the syllabus as **Sentence**.

Again, reserve texts are available **online** at <http://faculty.uml.edu/kluis/42.101/> and will be marked as **Online**.

Recommended: University of Chicago Press. 2003. *The Chicago Manual of Style: The Essential*

General Requirements:

Attendance and Participation:

Class attendance and participation are both essential to this class. Unexcused absences will have a negative impact on your grade and six absences will result in a failing grade.

This is a seminar class, and so it is necessary to do the reading beforehand to participate in the discussion. It also makes the class more engaging if we have things to talk about! You are expected to read all materials before class and come prepared both to discuss the materials and to write about them. In order to make sure that you are prepared for discussion, make sure that you are able to do the following:

- locate a sentence or two that articulate the author's thesis;
- outline the major steps of the essay's argument;
- assess the weaknesses and strengths of that argument, and
- explain both what you agree with and disagree with in the essay, along with any specific uncertainties or questions you may have about particular passages or sections.

I also expect full participation in all discussions, workshops, and presentations: courtesy to your fellow students is extremely important. Be sure to bring your texts to class as well, as this facilitates discussion.

No cell phones, pagers, or other communication devices will be permitted in class, unless you are an EMT or other medical professional on call. Anyone texting, answering a phone, or leaving class to answer a phone will be marked ABSENT for that day. Laptops will also not be permitted without my prior consent.

Courtesy:

I require and expect all students to treat each other with courtesy. Harassment, whether physical, sexual, or verbal, **will not be tolerated in this class**. We may be discussing some sensitive and sometimes upsetting topics; I expect this classroom to be a safe space for students to express their views. If you have any problems or questions, I encourage you to bring them to me, or to the head of the English Department, Dr. Melissa Pennell, melissa_pennell@uml.edu.

Online:

We will be using the class website as a location where I will archive all assignments, post all reserve readings, and post any notices and updates of the syllabus. You are responsible for class material made available to you at the class website. (<http://faculty.uml.edu/kluis/42.101/>)

Peer Review Workshops:

Each paper you write will undergo at least one round of peer review. All rough drafts must be turned in triplicate (three copies), and two of these copies will be provided to two of your peers. You will receive two papers from other students as well. You are expected to read these papers closely, mark the drafts as necessary, and compose a peer review letter by the next class, when you will share your feedback. You must participate carefully, intelligently, and actively in these workshops, for learning to *read* essays is the flip side of learning to write them. Final drafts will be graded according to how well the revisions address the points raised by your peers as well as by myself.

Papers:

You will write four full-length papers in the course, each of which will undergo a peer-reviewed revision. Please see the "Writing Requirements" section for formatting requirements. Each draft will be accompanied by a cover letter, in which you will explain the goals of the paper and reflect on the revision process. Revisions after the final draft will not be accepted, as ample revision time is built into the course. Incomplete rough drafts will be graded down -- remember that the stronger your rough drafts are, the more opportunity your reviewers will have to address higher-level issues in your writing, resulting in a stronger final draft. You will turn in your rough drafts with your final drafts.

The Center for Learning is available for help with writing blocks, grammar-checking, etc. You can contact them at 978-934-2946, www.uml.edu/class

Late Work:

Except in the case of life-threatening illness or emergency, unexcused late work will be graded down by 1/3 of a grade for each day late (i.e. A to B+). If you have circumstances which will make it difficult for you to turn a paper in on time and consult me about this in advance, I may grant an extension. Please note that extensions will **not** be granted after-the-fact or the night before a paper is due -- you must consult me **in advance**.

Failure to hand in rough drafts and peer review letters will affect your grade. **No extensions will be granted for peer review letters**, as your fellow students are counting on this feedback in order to complete their own work.

Academic Integrity:

Academic integrity is expected of all students. All work turned in must be the work of the student whose name appears at the top of the paper, except where you have specifically requested and received permission for a collaborative effort. All students are expected to cite their sources fully (whether from texts, interviews, or online). If you have any questions on when or whether to cite, please do not hesitate to ask. The University Policy on Academic Integrity is distributed here: http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm

Please do ask if you have any questions about citation, plagiarism, or any other questions pertaining to academic honesty. **I will not tolerate plagiarism in any form**; a first offense nets you a failing grade for the paper, and a second will be brought to the attention of the Department and may result in anything from a failing grade in the class to a permanent record in your file.

If you are a student with a disability and wish to have accommodation made for you in this class, please see me immediately. I will hold all such communications in confidence.

For further information or help regarding disabilities, please contact Dr. Chandrika Sharma, 978-934-4574, www.uml.edu/student-services/disability/

Writing Requirements:

General:

All papers must be typed or word-processed *and printed out*. No email submissions will be accepted.

Three (3) copies of each rough draft must be brought to class for peer review.

Your full name must appear on the first page of the paper and your last name in a header or footer in subsequent pages.

All papers must be spell checked; they must have page numbers; they must use in-text citation; they must have a correctly formatted Works Cited page; they must have a title; they must be written in 12-point font and have margins of one inch; **and all of these things are required for every draft**. A more detailed handout on essay formatting and style will be provided.

Every paper must have a *cover letter*. A more detailed handout on these will be provided. A peer review letter must be provided for every paper you review during the peer review cycle.

Written work submitted later than fifteen minutes after the beginning of class on the due date will be counted as a day late. Late papers are lowered by a third of a grade for each day late (i.e. a B+ paper will be graded B), except in cases of illness or emergency.

All sources MUST be cited.

Portfolio:

All drafts, in-class writing assignments, and papers (with comments) will be turned in again at the end of the semester as a writing portfolio. This portfolio should include both your own peer review letters (keep copies) and the peer review letters you receive on your drafts. The portfolio will be organized chronologically and will serve as a record of the progress you have made in the class.

Grading:

In-class assignments and pre-draft assignments (including rough drafts) will be graded on a no-credit, half-credit, credit system (zero, check-minus, check). I occasionally give out check-pluses (extra credit) when I feel that a student has gone above and beyond the assignment in terms of effort and creativity.

Papers will be graded on a letter-grade system.

There will be in-class assignments not noted on the syllabus.

Requirements and Percentage of Grade:

Attendance/Participation/Peer Review/Short Assignments	30%
Essay One: Close Reading	10%
Essay Two: Response Essay	15%
Essay Three: Argumentative Essay	20%
Essay Four: Lens Analysis	25%

Part 1: Close Reading: Reading Before Writing

9/2 Introduction to the class
Reading: none
Writing Due: none

9/4 Reading: Scott, Janny, and David Leonhardt. 2005. "Shadowy Lines that Still Divide," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co.
ClassM
Writing Due: none (in-class exercise)

9/7 No class (Labor Day)

9/9 Reading: Yeziarska, Anna. 1998. "Soap and Water," in *Crossing Cultures: Readings for Composition*, 5th Edition, Knepler et al, eds. Boston: Allyn & Bacon. **Online**
Writing Due: Pre-Draft 1.1: Descriptive Paragraph

9/11 Reading: Alexie, Sherman. 2003. "Indian Education," in *Crossing Cultures: Readings for Composition*, Anne Knopler et al, eds. New York: Longman. Pp. 89-93. **Online.**
Writing Due: Pre-Draft 1.2: Thesis Paragraph (in-class workshop)

- 9/14 Reading: Lewin, Tamar. 2005. "Up From the Holler: Living in Two Worlds, at Home in Neither," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM**
2005 "Encounters With Class," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM** (assigned section)
Writing Due: Pre-Draft 1.3: Close Reading Exercise
- 9/16 Reading: Leonhardt, David. 2005. "The College Dropout Boom," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM**
Writing Due: First Draft of Essay One
- 9/18 Reading: Peer Workshop Materials
Gordon, Karen Elizabeth. 1993. *The Deluxe Transitive Vampire: A Handbook of Grammar for the Innocent, the Eager and the Doomed*. Pantheon. Chapters 1-3
Vampire.
Writing Due: Annotations and Peer Review Letters for Two Paper Drafts
- 9/21 Reading: Gordon, Karen Elizabeth. 2003. *The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed*. Mariner Books. Chapters 1-2 **Sentence.**
Writing Due: None (in-class exercise)
- 9/23 Reading: Egan, Timothy. 2005. "No Degree, and No Way Back to the Middle," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM**
Writing Due: None
- 9/25 Reading: None.
Writing Due: Essay One, Grade Draft

Part 2: Elements of Style

- 9/28 Reading: Scott, Janny. "Life at the Top in America Isn't Just Better, It's Longer," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM**
Writing Due: None
- 9/30 Reading: Gordon, Karen Elizabeth. 1993. *The Deluxe Transitive Vampire: A Handbook of Grammar for the Innocent, the Eager and the Doomed*. Pantheon. Chapters 4-5
Vampire.
Writing Due: Pre-Draft Assignment 2.1: Introductions
- 10/2 Gordon, Karen Elizabeth. 2003. *The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed*. Mariner Books. Chapters 3-4
Sentence.
Writing Due: None
Library Orientation Session, meet in O'Leary Library (meet by front Reference Desk)
- 10/5 Reading: Eighner, Lars. 1998. "On Dumpster Diving," in *Crossing Cultures: Readings for Composition*, 5th Edition, Knepler et al, eds. Boston: Allyn & Bacon. **Online**
Writing Due: Pre-Draft Assignment 2.2: Who Are We Writing For?
- 10/7 Reading: Newton, Esther. 2000. "High School Crack-Up," from her *Margaret Mead*

Made Me Gay: Personal Essays, Public Ideas. Durham: Duke University Press. **Online**
Writing Due: Pre-Draft Assignment 2.3: Essay Summary

- 10/9 Reading: Gordon, Karen Elizabeth. 1993. *The Deluxe Transitive Vampire: A Handbook of Grammar for the Innocent, the Eager and the Doomed.* Pantheon. Chapters 6-end
Vampire
Gordon, Karen Elizabeth. 2003. *The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed.* Mariner Books. Chapters 5-end
Sentence.
Writing Due: First Draft of Essay Two

10/12 No Class (Columbus Day)

- 10/14 Reading: Peer Workshop Materials
Tan, Amy. 2003. "Mother Tongue," in *Crossing Cultures: Readings for Composition*, Anne Knopler et al, eds. New York: Longman. Pp. 409-413. **Online.**
Jordan, June. 1997. "Nobody Mean More to Me than You and the Future Life of Willie Jordan," in *The Writer's Presence* (2nd Edition), Donald McQuade and Robert Atwan, eds. Boston: Bedford Books. **Online.**
Writing Due: Annotations and Peer Review Letters for Two Paper Drafts
- 10/16 Reading: None.
Writing Due: Essay Two, Grade Draft

Part 3: Personal, Political, Polemic: Analyzing and Using Evidence

- 10/19 Reading: Bakdash, Tarif, and Nancy Scheper-Hughes. 2005. "Is It Ethical for Patients with Renal Disease to Purchase Kidneys from the World's Poor?" in *Public Library of Science Medicine* 3:10 (October 2005), pp. 1699-1702. **Online.**
Writing Due: None.
- 10/21 Reading: Brandt, Barbara. 1998. "Less is More: A Call for Shorter Work Hours," in *Crossing Cultures: Readings for Composition*, 5th Edition, Knepler et al, eds. Boston: Allyn & Bacon. **Online**
Writing Due: None
- 10/23 Reading: Dickey, Sara. 2002. "Anjali's Prospects: Class Mobility in Urban India," in *Everyday Life in South Asia*, Diane P. Mines and Sarah Lamb, Eds. Bloomington Indiana: Indiana University Press. Pp. 214-228. **Online.**
Writing Due: None.
- 10/26 Reading: DePalma, Anthony. 2005. "Fifteen Years on the Bottom Rung," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM**
Writing Due: None.
- 10/28 Reading: Gladwell, Malcolm. 1998. "Black Like Them," in *Crossing Cultures: Readings for Composition*, 5th Edition, Knepler et al, eds. Boston: Allyn & Bacon. **Online**
Writing Due: None.
- 10/30 Reading: Ehrenreich, Barbara, and Annette Fuentes. 2005. "Life on the Global Assembly Line," in *Life in Society*. Boston: Pearson. **Online.**
Writing Due: Pre-Draft 3.2:

- 11/2 Reading: Wilkerton, Isabel. 2005. "Angela Whitiker's Climb," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM**
Writing Due: None.
- 11/4 Reading: Kilborn, Peter T. 2005. "The Five-Bedroom, Six-Figure Rootless Life," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM**
Writing Due: None.
- 11/6 Reading: Scheper-Hughes, Nancy. 1997. "Lifeboat Ethics: Mother Love and Child Death in Brazil" in *The Gender/Sexuality Reader: Culture, History, Political Economy*, Roger N. Lancaster and Micaela di Leonardo, eds. New York: Routledge. **Online**
Writing Due: First Draft of Essay Three
- 11/9 Reading: Peer Workshop Materials
Johnston, David Cay. 2005. "Richest Are Leaving Even the Rich Far Behind," in *Class Matters*, Correspondents of the New York Times. New York: Henry Holt & Co. **ClassM**
Writing Due: Annotations and Peer Review Letters for Two Paper Drafts
and
Pre-Draft 3.1: Double Journal
- 11/11 **No Class (Veterans Day)**
- 11/13 Reading: None.
Writing Due: Essay Three, Grade Draft

Part 4: The Analytic Lens

- 11/16 Reading: Foucault, Michel (tr. Alan Sheridan). 1995. "The Means of Correct Training," in his *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books. Pp. 195-228. **Online**.
Writing Due: None.
- 11/18 Reading: Martin, Emily. 1992. "Menstruation, Work, and Class," in her *The Woman in the Body: A Cultural Analysis of Reproduction*. Boston: Beacon Press. **Online**
Writing Due: None.
- 11/20 Reading: Kozol, Jonathan. 1991. "The Savage Inequalities of Public Education in New York," in his *Savage Inequalities*. New York: Harper-Collins Publishers. **Online**.
Writing Due: None.
- 11/23 Reading: Foucault, Michel (tr. Alan Sheridan). 1995. "Docile Bodies" in his *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books. Pp. 135-169. **Reserve**.
Scheper-Hughes, Nancy, and Daniel Hoffman. 1998. "Brazilian Apartheid: Street Kids and the Struggle for Urban Space," in *Small Wars: The Cultural Politics of Childhood*, Nancy Scheper-Hughes and Carolyn Sargent, eds. Berkeley: University of California Press. Pp. 352-351. **Online**.
Writing Due: Pre-Draft 4.1: Mini-Lens: Using Quotations as a Lens.

11/25-29: Thanksgiving Break

- 11/30 Reading: Foucault, Michel (tr. Alan Sheridan). 1995. "Panopticism" in his *Discipline and*

- Punish: The Birth of the Prison*. New York: Vintage Books. Pp. 195-228. **Online**.
Writing Due: None.
- 12/2 Reading: Scheper-Hughes, Nancy. 1992. "Nervoso: Medicine, Sickness, and Human Needs," in her *Death Without Weeping: The Violence of Everyday Life in Brazil*. University of California Press: Berkeley and Los Angeles. Pp. 128-166. **Online**.
Writing Due: Pre-Draft 4.1: Themed Outline.
- 12/4 Reading: Bourgois, Philippe. 2003. *In Search of Respect: Selling Crack in El Barrio*. New York: Cambridge University Press. "Introduction," pp. 1-18, **Online**.
Writing Due: First Draft of Essay Three
- 12/7 Reading: Peer Workshop Materials
Writing Due: Annotations and Peer Review Letters for Two Paper Drafts
- 12/9 Reading: Bourgois, Philippe. 2003. *In Search of Respect: Selling Crack in El Barrio*. New York: Cambridge University Press. "'Goin' Legit:' Disrespect and Resistance at Work," pp.114-173. **Online**.
Writing Due: None.
- 12/11 Reading: None.
Writing Due: Essay Four, Grade Draft
- 12/14: Last day of class
Reading: None.
Writing Due: Portfolio