

English 367.01 (12669): Language, Identity, and Culture in the U.S. Experience: Critical Literacy in Service-Learning Contexts

Instructor: Cassie Patterson (.493@buckeyemail.osu.edu)

Meeting Time and Place: Tuesdays and Thursdays, 9:30am – 11:18am, DE 209

Office Hours: Tuesdays and Thursdays, 11:30am – 1pm (and by appointment), DE 416

GOALS AND OBJECTIVES FOR THE GENERAL EDUCATION CURRICULUM

Writing and Related Skills

Goals/Rationale:

Writing courses across the disciplines develop students' skills in writing, reading, critical thinking, and oral expression.

Learning Objectives:

1. Students apply basic skills in expository writing
2. Students demonstrate critical thinking through written and oral expression
3. Students retrieve and use written information analytically and effectively

Specific Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.
2. Students further develop basic skills in expository writing and oral expression.
3. Students develop skills in effective communication and in accessing and using information analytically.

GEC category 4.1 Diversity: Social Diversity in the United States

Goal: Enhance students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others

English 367 is the second of the two composition courses required of OSU undergraduates. The aim of this course is to improve analytical reading, writing, and thinking skills by focusing on texts that reflect the experiences of and issues concerning people living in the United States. As English 367 is a writing course – and necessarily, also a reading course – students can expect to build on the skills they learned in their first-year writing course to improve composition, analysis, logical construction of arguments, coherence, and cohesion. We will spend a significant time in class working on our writing through revision activities, peer response groups, free writes, and discussions about the craft of composition. You should come to class every day prepared to engage in a lively discussion of the assigned reading, and ready to share and engage in your own writing.

This English 367 class is different from the other English 367s this quarter. Like other English 367s, we will focus on expository writing, drafting, and revising several writing projects.

We will also practice the skills of reading, speaking, and listening. However, since this course is a service-learning course, we will be doing this work in two interlocking contexts: **in our classroom and at the Columbus Literacy Council, a central-Ohio provider of adult basic literacy instruction located in downtown Columbus.** Visit the CLC web site [here](#).

What is Service-Learning?

- ⇒ a form of experiential education characterized by student participation in an organized service activity that—
- ⇒ is connected to specific learning outcomes
- ⇒ meets identified community needs
- ⇒ provides structured time for student reflection and connection of the service experience to learning

Service-learning courses ask students to do practical, onsite work with a community partner and also to reflect on that experience as well as on the social issues related to the partner organization. In your time at the Columbus Literacy Council (the CLC), you will learn about contexts for writing and reading different from the ones you've become familiar with in academic classrooms.

Your Service

For this service-learning course, you will, in addition to meeting as a class twice a week on campus, **volunteer two hours per week as a literacy partner at the Columbus Literacy Council.** You can choose what day and time you volunteer at the CLC from the list that you will receive on the first Thursday of class. You should choose a day and time that fits in your schedule and that you can fulfill every week. You are responsible for your transportation to and from the CLC. You may want to team-up with classmates to carpool and volunteer together, or use the bus. The CLC is located at 92 Jefferson Avenue, Columbus, OH 43215.

As a literacy partner, you will work as a tutor with students at the CLC. In the on-campus portion of the course, you will read and write about issues related to writing and the community. By connecting the hands-on experience you'll be having at CLC with the reading, writing, and discussion we do in class, we will conduct a rich investigation of writing and the community in various settings, particularly for adult learners.

We will be exploring a wide variety of issues in the class, some of them controversial. Please treat these subjects with the sensitivity they deserve and let me know if you ever feel uncomfortable with the class material. While we all share the privileged position of college student, everyone brings unique experiences and opinions to the classroom, and it is essential that we treat each other with respect as we continue to learn and grow together.

Required Text available at SBX, 1806 N. High St., (614) 291-9528 & on 2 hour loan at Thompson Library:

Powell, Katrina. *The Anguish of Displacement: The Politics of Literacy in the Letters of Mountain Families in Shenandoah National Park*. Charlottesville: University of Virginia Press, 2007.

Rossenwasser, David and Jill Stephen. *Writing Analytically*. Boston, MA: Wadsworth, 2012.

***Students are required to make their own arrangements to have access to course texts.

Suggested Text

MLA style handbook (current edition)

Course Policies

Attendance: Students are allowed 2 unexcused absences without penalty. **Each absence after 2 will result in the lowering of the final grade by 1/3 letter grade for each extra unexcused absence (ex: B/B-).** Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. Please understand that all absences are deemed unexcused absences unless documentation is provided to support an excused absence. If you expect to incur an excused absence, email me as soon as you know you will need to miss class, show me your proof of a legitimate excuse the first class day following your absence, and follow up with me later to make sure your excused absence has been properly recorded. Students are responsible for keeping track of their attendance record for the course, though they are welcome to consult my records periodically throughout the quarter.

Leaving 10+ minutes early or arriving 10+ minutes late will count for ½ an absence. Students are responsible for checking with me if they arrive late to ensure that I count them for the day.

Accessing Readings: Students are expected to access articles through the library website that are not available on Carmen. I will go over basic searching and article request strategies, after which students are expected to consult with librarians or library assistants for further questions. (Part of learning about the library system is learning how to interact with library personnel.)

Preparing Essays: All essays should (1) be turned into the appropriate Carmen dropbox, (2) follow current MLA formatting guidelines (headers, page numbers, in-text citation, etc.), and (3) be proofread for grammatical and stylistic errors. Students are expected to, and will be graded on their ability to, demonstrate the writing strategies discussed in readings and in class. Further, second and final drafts will also be graded on the extent to which students address my revision comments. (See statement on expectations for revision.) **Late essays will be penalized by one full letter grade for every day late. Please contact me ahead of time if you anticipate problems meeting essay deadlines.**

Grading Rubric: The following general rubric will be used to evaluate student assignments. Grades will reflect a holistic assessment based on these criteria, as most papers will have characteristics that fall into different grade categories.

A = Excellent work

- Displays mastery of the skills learned in class
- Clear, focused writing that describes *how* and *why* the author accomplishes a particular effect and why it is relevant within the text

- Continually reformulates thesis, developing ideas throughout the course of the paper
- Evidence and claims are in balance and contribute to the overall argument of the paragraph as reflected in the topic sentence
- Few, if any, formatting or grammatical errors

B = Good or Very Good work

- Displays competence of the skills learned in class; some skills may need fine tuning
- Describes *how* and *why* the author accomplishes a particular effect and why it is relevant within the text
- Develops a thesis and attempts to reformulate or develop it throughout the paper
- Evidence and claims are somewhat balanced and contribute to the overall argument of the paragraph
- Few, if any, formatting or grammatical errors

C = Average work

- Displays some knowledge of the skills learned in class; some skills may not be present or may not be fully honed
- Attempts to describe *how* or *why* the author accomplishes a particular effect and why it is relevant within the text, but analysis could use further development
- Thesis statement is weak or does not present an analytical argument
- Evidence and claims are not balanced and/or do not relate back to topic sentences or the thesis statement
- Some formatting and grammatical errors

D = Poor work

- Does not display competence of skills learned in class
- Paper is heavy on plot summary or opinion instead of analysis
- Evidence and claims are sparse or not present
- Numerous grammatical errors

E = Fail

- Student failed to turn in the assignment
- Failure to fulfill basic requirements of the assignment, including minimum page requirement
- Incomprehensible essay due to grammatical errors

OSU Standard Grading Scale

Grade	%
A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73

C-	70
D+	67
D	60
E	Below 60

Plagiarism: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355-487). For additional information, see the Code of Student Conduct. Plagiarism via the Internet is not only dishonest, it's also liable to be caught. Our paper assignments do not match well with what is available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself.

Disability Statement: **Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [OSU Office for disability Services Web Site](#).**

Class Cancellation Policy: In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note on be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

The *Ombudsman of the Writing Programs*, Matthew M. Cariello, mediates conflicts between instructors and students in English Department Writing Programs courses. His Spring 2012 office hours in Denney Hall 441 are Monday & Wednesday 11:30-1:00; Tuesday & Thursday 1-3. Other times are available by appointment. All conversations with the Ombudsman are confidential.

The *OSU Writing Center* is available to provide free, professional writing tutoring and consultation. You may set up an appointment by calling 688-4291 or by dropping by the center at 475 Mendenhall Laboratories. If you are interested in on-line writing advice, visit the OWL (On-Line Writing Lab) at the [CSTW Writing Center](#) (<http://www.cstw.osu.edu/writingcenter>).

Course Requirements

Participation (10%): In-class participation involves going beyond attending class. Students are expected to ask questions, contribute ideas, respond to other students' comments, and generally be mentally present in class. Participation also includes coming to class with the day's homework completed and turning in the homework at the end of class. Students are expected to have a second copy of the homework for their reference during the period in which I am grading them. Participation will be affected by class disruption, consistent inattention, texting, Facebooking, and other distracting behaviors.

A = Quality participation in the majority of class meetings, including asking engaging questions, making insightful remarks, contributing to conversations, and being active and thorough during peer review.

B = Quality participation in some class meetings, including asking engaging questions, making insightful remarks, or contributing to conversations. Mostly active and thorough during peer review.

C = Seldom participates in class meetings. Questions, remarks and contributions to class are infrequent and often do not further conversation. Student engages in peer review but does not spend much energy helping other students improve their work.

D = Rare participation in class meetings with few and infrequent questions, remarks or contributions to conversations. Student is somewhat engaged in peer review and often does not spend energy helping students improve their work.

E = Student shows up to class and sits in a seat. Does not participate in peer review.

*Please email me as soon as possible if you feel that participating regularly in class will be an issue for you for any reason.

**This course requires that you spend 2 hours a week tutoring with CLC. This commitment is mandatory and serves as the basis for class work. If you cannot make this commitment on a regular basis, you should drop this class immediately. Students will be given a tutor-tracking log during the first week of class. This log will need to be signed by an official CLC facilitator at the tutoring site each week to confirm that you have completed your 2 hours of service. Tutor sessions will be treated the same way as class attendance in terms of the attendance policy and excused absences.

Close Reading of a Service-Learning Experience—500 words (10%)

Select one of your most memorable service-learning experiences from your work at CLC and write a concise analysis of the interaction. Write a short description of the interaction or learning experience at the top of your paper (this does not count toward your 500 words). Use the paper to explore critical topics discussed in class within the CLC setting.

Students will be graded on (1) the presence of a clear and complex thesis statement (underlined) and topic sentences (italicized) and (2) the balance of evidence and claims within the paper.

Do not write an introduction or conclusion to this paper; instead, focus on deeply analyzing the content of your experience: the language through which you and your partner expressed yourselves, the gestures that attended your language, the (cultural) assumptions that each of you brought to the interaction, etc.

Critical Analysis of CLC Workbook Text—750 words (10%)

Students will produce a critical analysis of a text within the CLC workbook. Students are expected to use their critical thinking skills and the analytical tools we discussed in class to uncover the assumptions about learning, learners, and culture that are presented in text prompts. Students will be graded on (1) the presence of a clear and complex thesis statement (underlined) and topic sentences (italicized) and (2) the balance of evidence and claims within the paper. We will do a sample analysis as a class before you are expected to write about this topic.

Teaching Unit Proposal and Annotated Bibliography—500 words/annotation (15%)

Propose 2 of your 4 tutoring activities using the guidelines below. You will also identify and annotate four sources (outside of course readings) that inform your pedagogical choices. Two of the sources must be scholarly (such as an article or a chapter from a book) and should come from research conducted using the OSU Library system. The other two should come from a more informal, public forum (other than the CLC website), such as a newspaper, blog, wiki or other similar source (such as an article about immigration patterns in Columbus). For each source, you will be expected to produce an MLA-format-style citation as well as a 250-word critical summary of the major argument and 250-word articulation of its relevance to your paper.

Teaching Unit Conference (5%)

This is a scheduled meeting with me outside of class to discuss your plans to pursue your work based on the annotated bibliography. I will circulate a conference schedule after the bibliography due date. Students are required to meet with me for the research conference.

Failure to attend this conference will result in the lowering of the grade of the final paper by 1/3 of a letter grade.

Teaching Unit for the CLC (40%)

For this assignment, students will create their own teaching unit that can be adopted by the CLC. Students are expected to consult the CLC Core Tutor Workshop Handbook and tailor their teaching unit so that it meets CLC needs while also contributing fresh, new teaching ideas. Teaching units must provide a detailed outline of 4 separate tutoring activities. In preparation for this assignment, students should be conscious of, and take notes on, current tutoring practices and speak with tutors about their goals, methodologies, and challenges. Each activity should have the following information:

- (1) A thorough prompt (250-word minimum) so that a new tutor would be able to execute the activity just by reading the instructions.
- (2) List any materials needed for the activity (scissors, markers, chalkboard, etc.).
- (3) Worksheets, handouts or other relevant sheets necessary for the completion of the activity.
- (4) Explanation (750-word minimum) of the rationale of the activity and how it reflects concerns expressed in course readings and the sources gathered for the annotated bibliography. Students are required to use and quote direct evidence from primary and secondary sources, similar to an analytical paper.
 - a. What are the core objectives of the activity, and what methods are you relying upon to help you construct the activity?
 - b. In what ways is the activity responding to critical concerns posed in literacy scholarship and other sources you consulted?
 - c. Directly address how this activity will help the CLC further its goals and address the needs of its student population. If you are modifying a current practice, describe what you are adding or changing in order to improve the practice. If you are introducing a new activity, state what gap you are trying to fill with this activity.
- (5) Description (250-word minimum) of how the effectiveness of the activity will be assessed. How will you judge whether the activity accomplishes the goals you hoped it would? How do these measures of effectiveness relate to critical concerns posed in literacy scholarship and other sources you consulted?
- (6) Works Cited page in MLA format (Consult a current MLA handbook or online source, or see links posted on Carmen.)

Expectations for revision: Students are expected to revise beyond the comments I give on individual drafts in order to demonstrate knowledge and competence in the various strategies we cover in class. Students should revise holistically, considering course readings, handouts, activities, peer review workshops, as well as my comments. Although my comments on drafts are often detailed, they are not exhaustive. My commenting philosophy is to meet students where they are as writers, pointing out large-scale issues (organization, focus, structure, thesis statement, balance of evidence and claims, etc.) first and then moving to smaller details (concision, word choice, etc.) as I see continuous drafts. Students are expected to take responsibility for the revision process, which includes visiting me during office hours or emailing me if they have further questions about subsequent drafts.

*Students are strongly encouraged to visit the Writing Center at least once throughout the drafting process for the analytical paper.

Creative/Expressive Contribution to the CLC Community (5%)

As a class, we will discuss how we can give back to the CLC community in a creative way. This may include a book of reflections, poems, short stories, a PPT or Prezi presentation, a poster, or any other expressive mode of communication. Once we have decided what students would like to do, each student will be required to submit an entry in the chosen format to the overall student project. Students will be graded A through E

based on their involvement in the project as a whole, from the decision-making process to final execution.

End-of-Quarter Presentation (5%)

Students are required to give a final 10-minute presentation about their experience working with the CLC. Focus the presentation on 1-2 elements (getting there, pedagogical techniques, interacting with a particular student, exchanging experiences, etc.) of your experience and explain in detail the way it affected you as a student/teacher/person in the world. How do you think it affected others?

Extra Credit: Students may receive extra credit for the following activities. For each activity, students are required to write a 500-word reflection about the experience and reflect critically upon the connection between the activity and our work with the CLC and class readings. Extra credit will be graded S/U and replace 5% of your grade. For example, if you get a B in participation, but get an S on two extra credit assignments, your participation grade will be bumped up to an A. Extra credit can only replace assignments that have been turned in; it may not be used for incomplete assignments. Students may get a maximum of 15% extra credit.

- Attending a LiteracyStudies@OSU GradSem (see schedule on Carmen)
- Attend a LiteracyStudies@OSU event (talk, workshop, conference, lecture, etc.) (see schedule on Carmen)
- Attend an approved Center for Folklore Studies event
- Read an approved literacy or folklore article or book chapter (not a course reading or selection from annotated bibliography)

Course Schedule

Week 1: Introductions

- March 27th:** Introductions, Syllabus Overview, How to find articles online
Yurancey and Kevin speak about their experience in 367.01 and with the CLC
- March 29th:** “Community Literacy” by Wayne Campbell Peck, Linda Flower, and Lorraine Higgins in *College Composition and Communication* 46.2 (1995): 199-222.
Columbus Literacy Council Orientation with Kathleen Lantz

Week 2: Introduction to CLC & Literacy

- April 3:** Quiz & Discussion: Core Tutor Workshop Handbook
- April 5th:** “Introduction,” “Literacy in Everyday Life,” and “Languages and Literacies” in David Barton’s *Literacy: An Introduction to the Ecology of Written Language* (ON CARMEN)
Homework: Bring a definition of literacy to class for discussion

Week 3: Perspectives on the Adult Literacy Learning Experience

- April 10th:** “Adult Literacy in America” by Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad in *Literacy: A Critical Sourcebook* (644-659) (ON CARMEN)
Writing Analytically pgs. 6-7, 26-28, 33, 36-37 & Chapter 3 (skip examples on pgs. 57-59, 60-62, 67-70)
- April 12th:** “Living Literacy: Rethinking Development in Adulthood” by Susan L. Lytle in *Linguistics and Education* 3.2 (1991): 109-38.
“The Adult Literacy Process as Cultural Action for Freedom” by Paulo Freire in *Harvard Educational Review* 40.2 (1970): 205-12.

Week 4: Thinking Critically about Literacy

- April 17th:** “The Literacy Myth” by Harvey Graff and John Duffy, *Literacy Myths, Legacies & Lessons* (ON CARMEN)
Writing Analytically Chapter 2 (skim examples)
(HW: Identify the heuristics of Graff’s text. Where do you see him employing strategies like notice and focus, the method, asking So what?,

paraphrasing, and the “go to “sentence? Bring two examples from the text as well as your explanation of how Graff engages these heuristics.)

April 19th: *Writing Analytically* Chapter 4 (skim examples)
(HW: Choose a service-learning experience and interpret it using 2 of the chapter’s heuristics. Bring your typed or written reflections to class to share.)

In-Class Discussion & Analysis of Service-Learning Experiences
Handout: CLC workbook page for in-class analysis on Tuesday

Due Friday by 11:59pm: Close Reading of a Service-Learning Experience

Week 5: Analyzing Literacy Events, Texts, and Trends

April 24th: *Writing Analytically* Chapter 10: Using Evidence to Build a Paper: 10 on 1
(Homework: Critically analyze the CLC workbook page I gave you last Thursday using methods discussed in our readings from *Writing Analytically*. Bring your notes to class.)

Review *Writing Analytically* Chapters 2, 3 and 4 (for analytical techniques)
In-class analysis of CLC workbook page

April 26th: *Writing Analytically* Chapter 11: Making a Thesis Evolve & Chapter 12: Recognizing and Fixing Weak Thesis Statements (pgs. 227-233, 236, 256-264)
(HW: Bring your working thesis statement for peer review.)

In-class Peer Review of Critical Analysis of CLC Workbook Page
Sign up for Teaching Unit Conferences

Due Saturday by 11:59pm: Critical Analysis of CLC Workbook Page

Week 6: Researching and Writing about Literacy

May 1st: *Writing Analytically* Chapter 13: Using Sources Analytically: The Conversation Model

Library Workshop & Research Methods (Thompson Library Rm #149)

May 3rd: *Writing Analytically* Chapter 14: Finding, Citing and Integrating Sources (skip pgs. 300 – 305 and focus on MLA style on pg 306; also focus on pg. 309 “Preparing an Abstract”)

In-class Research for Annotated Bibliography (Thompson Library Rm #149)

Week 7: The Social Currency of Literacy: Real-World Implications for Demonstrating Particular Types of Literacy

May 8th: *The Anguish of Displacement*, Intro & Chapter 1
Discuss Creative/Expressive Project

Due Tuesday: Teaching Unit Proposal & Annotated Bibliography

May 10th: *The Anguish of Displacement*, Chapter 2 & 3

(HW: Bring an example of a paragraph from Powell's work that you think is particularly well written. Be ready to share why you chose the passage. In addition, take notes about how this text relates to other texts we've read in class so far. How does this text interact with conceptions of literacy?)

Week 8: The Social Currency of Literacy: Real-World Implications for Demonstrating Particular Types of Literacy, cont.

May 15th: *The Anguish of Displacement*, Chapter 4 & 5

Teaching Unit Conferences

May 17th: *The Anguish of Displacement*, Chapter 6

Teaching Unit Conferences

Week 9: Peer Review & Creative Project

May 22nd: In-class peer-review of Teaching Unit for CLC

May 24th: In-class work on Expressive/Creative Contribution to the CLC

Due Friday by 11:59pm: Teaching Unit for the CLC

Week 10: Final Presentations: Reflecting on Your Experience

May 29th: Final Presentations 1-12 (bring snacks!)

May 31st: Final Presentations 12-24 (bring snacks!)

Due In-Class, May 31st: Expressive/Creative Contribution to the CLC