

English 2367.05: The U.S. Folk Experience
Autumn 2012

Class meets: 1:50 – 2:45 MWF

Instructor: Kate Parker Horigan (horigan.2@osu.edu)

Office hours: 3:00 – 4:30 MW, 1st floor of Thompson Library, next to Buckeye Bar

Location: Denney Hall 209

Class Number: 9354

GEC Statement: English 2367

As a second-level writing course at OSU, English 2367.05 fulfills the following GEC categories:

Writing and Communication coursework develops students' skills in written communication and expression, reading, critical thinking, and oral expression, and visual expression

Level Two (2367) courses have the following Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Diversity coursework fosters students' understanding of the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Social Diversity in the United States courses have the following Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, 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.

Course Description for English 2367.05

In this second-level writing course for which English 1110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in English 1110. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

(course description cont'd.)

In this course, we will use the core concepts and methods of the field of folklore as the basis for reading assignments and writing projects. Because the theme of this course is "The U.S. Folk Experience," we will begin with a brief introduction to basic concepts of American folklore and ethnography, including folk groups, tradition, and fieldwork methodology, focusing on how these concepts and methodologies contribute to the development of critical reading, writing, and thinking skills. Students will also learn fieldwork techniques and use them in the study of local practices and groups. These practices will provide the "raw data" students will use for ethnographic writing assignments.

Required Texts:

Please Purchase (available at OSU bookstores or online):

- Sunstein, Bonnie Stone, and Elizabeth Chiseri-Strater. *FieldWorking: Reading and Writing Research*, 4th Edition. Bedford/St. Martin's, 2011.
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Crown, 2010.

Assignments and Expectations

Participation (10%)

Your participation is at the core of this course. Active participation takes place both inside and outside the classroom, and includes coming to class on time, actively listening, engaging with in-class activities, contributing your views on (and most especially, questions about) the assigned readings, showing a positive attitude, collaborating appropriately, and showing respect to your classmates and to me. If there is a reason that hinders your ability to participate, please speak with me and we will work together to resolve the situation.

Details of the following assignments will be provided in separate documents:

Group Presentation (15%)

This oral presentation will be done in groups of 3 or 4, on an assigned section of *The Immortal Life of Henrietta Lacks* (you will rank your preferences for these sections/presentation dates and I will divide groups based on that ranking)

Short Writing Assignments (35% total)

5 informal fieldwork reflections (5% total: 8/27, 8/31, 9/14, 10/22, 11/2)
 2 formal reading responses (2 pages each, 5% each)
 2 formal fieldwriting exercises (3 pages each, 10% each)

Research Paper (40% total)

This final project, based on the research you conduct in the field, is divided into 3 parts that will culminate in one paper, due at the end of the quarter. Specific guidelines for each part of this project will follow.

- Research Paper Draft (5%): 2-3 pages
- Peer Editing: (5%)
- Research Paper Final (30%): 8 pages

For your reference, here is the grading scale for the course (this is OSU's standard scale):

A	93	C+	77
A-	90	C	73
B+	87	C-	70
B	83	D+	67
B-	80	D	60

Course Policies

Attendance is important to the success of this class and to your development as a writer. Therefore, *each unexcused absence after four will result in the lowering of your final grade by a third of a grade*. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade.

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Tardiness or early departure will lower your participation grade.

Student Work must be completed and submitted on time. All assignments should be turned in according to the assigned due date. *Late assignments will receive a third of a letter grade deduction (for example an A- would be lowered to a B+) for each day that it is late.* The grade will not be affected when a graded assignment is late for reasons that would result in an excused absence. Students who know they will miss the deadline when the assignment is due must contact me as soon as possible in advance of the deadline to arrange for submission of the assignment at a later time.

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please remember that at no point during our course work should the work of others be presented as your own. 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 3335-5-487). For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp.

Class Cancellation Policy: In the unlikely event that class must be canceled due to an emergency, I will contact you via email and request that a note 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.

Resources

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 www.cstw.osu.edu.

The Ombudsman of the Writing Programs, Matthew M. Cariello, mediates conflicts between instructors and students in Writing Programs courses. His Autumn 2012 office hours in Denney Hall 441 are Monday 1-3, and by appointment. Phone 292-5778; email cariello.1@osu.edu. All conversations with the Ombudsman are confidential.

The Student Advocacy Center (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 1120 Lincoln Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://studentlife.osu.edu/advocacy/>.

The Office for Disability Services offers services for students with documented disabilities. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated; please inform me as soon as possible of your needs and I will be happy to work with you. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

FW = FieldWorking: Reading and Writing Research

Immortal = The Immortal Life of Henrietta Lacks

Daily Schedule

Date	Topics/Activity	Reading Due	Writing Due
8/22	<ul style="list-style-type: none"> ▪ Welcome and overview 		<ul style="list-style-type: none"> ▪ In class prompt
8/24	<ul style="list-style-type: none"> ▪ Explanation of assignments ▪ Presentation groups 		
8/27	<ul style="list-style-type: none"> ▪ Conceptualizing your fieldwork project 	<ul style="list-style-type: none"> ▪ <i>FW</i>: Ch. 1 (1-18) 	<ul style="list-style-type: none"> ▪ Fieldwork reflection: respond to "do this" (<i>FW</i> 54) (hard copy to class)
8/29	<ul style="list-style-type: none"> ▪ Folklore concepts: writing about culture, thinking about "group" 	<ul style="list-style-type: none"> ▪ <i>FW</i>: Ch. 2 (55-65) 	
8/31	<ul style="list-style-type: none"> ▪ Choosing a group for fieldwork ▪ Fieldwork reflection: respond to "action" in Box 4 (<i>FW</i> 62) 		
9/3 (Labor Day)	<ul style="list-style-type: none"> ▪ NO CLASS 		
9/5	<ul style="list-style-type: none"> ▪ <i>The Immortal Life of Henrietta Lacks</i> as an example of writing about culture 	<ul style="list-style-type: none"> ▪ <i>Immortal</i> (1-48) 	
9/7	<ul style="list-style-type: none"> ▪ Folklore concepts: ethical practices in fieldwork 	<ul style="list-style-type: none"> ▪ <i>FW</i>: Ch. 3 (111-115; 119-122) 	
9/10	<ul style="list-style-type: none"> ❖ Group 1 presents 	<ul style="list-style-type: none"> ▪ <i>Immortal</i> (49-92) 	
9/12	<ul style="list-style-type: none"> ▪ Folklore concepts: tradition 		
9/14	<ul style="list-style-type: none"> ▪ Fieldwork reflection: contact and planning ▪ Reading response 1 expectations 		

9/17	❖ Group 2 presents	▪ <i>Immortal</i> (93-136)	
9/19	▪ Folklore concepts: belief		
9/21	▪ Writing as practice: improving diction		▪ Reading response 1 (Carmen dropbox & hard copy to class)
9/24	❖ Group 3 presents	▪ <i>Immortal</i> (137-176)	
9/26	▪ Research methods in different disciplines: fieldtrip to biology lab		
9/28	▪ Folklore concepts: fieldworker's voice ▪ Reading response 2 expectations		
10/1	❖ Group 4 presents	▪ <i>Immortal</i> (179-231)	
10/3	▪ Folklore concepts: analyzing non-verbal communication	▪ <i>FW</i> : Ch. 6 (271-275) ▪ "Proxemics" article on Carmen	
10/5	▪ Writing as practice: Improving syntax		▪ Reading response 2 (Carmen dropbox & hard copy to class)
10/8	❖ Group 5 presents	▪ <i>Immortal</i> (232-278)	
10/10	▪ Conducting an interview	▪ <i>FW</i> : Ch. 5 (219-242; 264-266)	
10/12	▪ Practice with equipment ▪ Fieldwriting 1 expectations		
10/15	❖ Group 6 presents	▪ <i>Immortal</i> (279-328)	
10/17	▪ Wrapping up <i>Immortal</i>		

10/19	<ul style="list-style-type: none"> ▪ Writing as practice: improving organization 		<ul style="list-style-type: none"> ▪ Fieldwriting 1 (Carmen dropbox & hard copy to class)
10/22	<ul style="list-style-type: none"> ▪ Fieldwork reflection: assessing data [in class writing] ▪ Fieldwriting 2A expectations 		
10/24	<ul style="list-style-type: none"> ▪ Screening: PBS documentary <i>The Way of All Flesh</i> 		
10/26	<ul style="list-style-type: none"> ▪ Comparing film and textual ethnography 		
10/29	<ul style="list-style-type: none"> ▪ Writing as practice: telling the fieldwork story 	<ul style="list-style-type: none"> ▪ "Mumming" article on Carmen 	
10/31	<ul style="list-style-type: none"> ▪ Folklore concepts: narrative genres 		
11/2	<ul style="list-style-type: none"> ▪ Fieldwork reflection: what do you still need to know? ▪ Fieldwriting 2B expectations 		<ul style="list-style-type: none"> ▪ Fieldwriting 2A: reflection (Carmen dropbox)
11/5	<ul style="list-style-type: none"> ▪ Folklore concepts: representing informants' voices 		
11/7	<ul style="list-style-type: none"> ▪ Research paper expectations 		
11/9	<ul style="list-style-type: none"> ▪ Writing as practice: analyzing patterns and crafting research questions 		<ul style="list-style-type: none"> ▪ Fieldwriting 2B: audio index (Carmen dropbox & hard copy to class)
11/12 (Veterans' Day Observed)	<ul style="list-style-type: none"> ▪ NO CLASS 		
11/14	<ul style="list-style-type: none"> ▪ Finding secondary sources 		<ul style="list-style-type: none"> ▪ Informal research questions (hard copy to class)

11/16	▪ Incorporating secondary research		
11/19	▪ Individual draft conferences instead of class meeting		
11/21 (Thanksgiving)	▪ NO CLASS		
11/23 (Thanksgiving)	▪ NO CLASS		
11/26	▪ Peer editing workshop	▪ FW: Ch. 8 (351-371)	▪ Rough Draft (Carmen dropbox & hard copy to class)
11/28	▪ Revision strategies		
11/30	▪ MLA formatting		
12/3 (Last Day)	▪ Informal discussion of research results ▪ Final evaluations and paper Q&A	▪ Draft feedback on Carmen	

****FINAL PAPERS DUE 12/10 (to Carmen dropbox by 11:59pm)****

First day writing prompt

This is an ungraded writing assignment. It will help me to get to know you as writers and thinkers, and to see where people are coming into the conversations we will have in this class. Please answer each question, on a separate sheet of paper, in 1-2 well-developed paragraphs.

1. Describe previous experiences that you have had with research. What kinds of questions did you ask, and where did you go to find answers? What did you find frustrating or rewarding about those experiences?
2. How would you describe your writing process? What are the biggest challenges you face when writing, and when do you feel most confident? Is there a specific time you can remember when your thinking about your own writing changed in some way, either negatively or positively?
3. Please respond to either or both of the two options below:
 - a. What are your expectations for this course? What do you hope to learn, what goals do you have for yourself?
 - b. Is there anything you would like me to know that will help you be successful in this class?