

**English 2367.05: The U.S. Folk Experience**  
**Summer 2012**

**Class meets:** 4:20 – 6:10 MWF

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

**Office hours:** 1:00 – 4:00 Wednesday, 1<sup>st</sup> floor of Thompson Library, next to Buckeye Bar

**Location:** Journalism Bldg. 0353

**Class Number:** 4556

**Goals and Expected Learning Outcomes for the OSU General Education Curriculum**

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

**Writing and Communication Level Two**

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

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.

**Social Diversity in the United States**

Goals: Students understand 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.

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 110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in English 110. 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*, 4<sup>th</sup> 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 (40% total)**

- 2 informal fieldwork planning documents (5% each)
- 2 formal reading responses (1-2 pages each, 5% each)
- 2 formal fieldwork exercises (2-3 pages each, 10% each)

**Research Paper (35% 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 (25%): 6-7 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 two 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](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 on department letterhead 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](http://www.cstw.osu.edu).

**The Ombudsman of the Writing Programs**, Matthew M. Cariello, mediates conflicts between instructors and students in Writing Programs courses (1110, 2367, 3304, 3305). His Summer Semester 2012 office hours in Denney Hall 441 are Monday, Wednesday and Friday 12-2. Drop-ins welcome; appointments preferred. 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](mailto: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
6/18	<ul style="list-style-type: none"> <li>Welcome and overview</li> </ul>		<ul style="list-style-type: none"> <li>In class prompt</li> </ul>
6/20	<ul style="list-style-type: none"> <li>Explanation of assignments</li> <li>Conceptualizing your fieldwork project</li> </ul>	<ul style="list-style-type: none"> <li><i>FW</i>: Ch. 1 (1-18)</li> </ul>	
6/22	<ul style="list-style-type: none"> <li><b>No class meeting</b>: post on Carmen and respond to at least two posts by classmates before 6:10</li> </ul>		<ul style="list-style-type: none"> <li>Respond to “do this” (<i>FW</i> 54) [Carmen discussion board]</li> </ul>
6/25	<ul style="list-style-type: none"> <li><i>The Immortal Life of Henrietta Lacks</i> as an example of writing about culture</li> </ul>	<ul style="list-style-type: none"> <li><i>Immortal</i> (1-55)</li> </ul>	
6/27	<ul style="list-style-type: none"> <li>Folklore concepts: writing about culture, thinking about “group”</li> </ul>	<ul style="list-style-type: none"> <li><i>FW</i>: Ch. 2 (55-65)</li> </ul>	<ul style="list-style-type: none"> <li>Respond to “action” in Box 4 (<i>FW</i> 62) [hard copy to class]</li> </ul>
6/29	<ul style="list-style-type: none"> <li>Folklore concepts: ethical practices in fieldwork</li> </ul>	<ul style="list-style-type: none"> <li><i>FW</i>: Ch. 3 (111-115; 119-122)</li> </ul>	
7/2	<ul style="list-style-type: none"> <li>❖ Group 1 presents</li> <li>Reading reflection expectations</li> </ul>	<ul style="list-style-type: none"> <li><i>Immortal</i> (56-109)</li> </ul>	
7/4	<ul style="list-style-type: none"> <li><b>NO CLASS: 4<sup>th</sup> of July Holiday</b></li> </ul>		
7/6	<ul style="list-style-type: none"> <li>Folklore concepts: tradition and belief</li> </ul>		<ul style="list-style-type: none"> <li>Reading reflection 1 (Carmen dropbox)</li> </ul>
7/9	<ul style="list-style-type: none"> <li>❖ Group 2 presents</li> <li>Field writing expectations</li> </ul>	<ul style="list-style-type: none"> <li><i>Immortal</i> (110-169)</li> </ul>	
7/11	<ul style="list-style-type: none"> <li>Writing as practice: analyzing non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li><i>FW</i>: Ch. 6 (271-275)</li> <li>“Proxemics” article (in class)</li> </ul>	

7/13	<ul style="list-style-type: none"> <li>▪ Assessing our progress in fieldwork</li> </ul>		<ul style="list-style-type: none"> <li>▪ Field writing 1 (Carmen dropbox &amp; hard copy to class)</li> </ul>
7/16	<ul style="list-style-type: none"> <li>❖ Group 3 presents</li> <li>▪ Folklore concepts: narrative genres</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Immortal</i> (170-231)</li> </ul>	
7/18	<ul style="list-style-type: none"> <li>▪ Practice with interviewing</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>FW: Ch. 5</i> (219-242; 264-266)</li> </ul>	
7/20	<ul style="list-style-type: none"> <li>▪ Writing as practice: improving diction, syntax, and organization</li> </ul>		<ul style="list-style-type: none"> <li>▪ Reading reflection 2 (Carmen dropbox &amp; hard copy to class)</li> </ul>
7/23	<ul style="list-style-type: none"> <li>❖ Group 4 presents</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Immortal</i> (232-285)</li> </ul>	
7/25	<ul style="list-style-type: none"> <li>▪ Writing as practice: analyzing verbal communication and finding secondary sources</li> </ul>		
7/27	<ul style="list-style-type: none"> <li>▪ Optional conference/draft workshop</li> </ul>		<ul style="list-style-type: none"> <li>▪ Field writing 2 (Carmen dropbox)</li> </ul>
7/30	<ul style="list-style-type: none"> <li>❖ Group 5 presents</li> <li>▪ Wrapping up <i>Immortal</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Immortal</i> (286-328)</li> </ul>	
8/1	<ul style="list-style-type: none"> <li>▪ Peer editing workshop</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>FW: Ch. 8</i> (351-371)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rough Draft (Carmen dropbox &amp; hard copy to class)</li> </ul>
8/3	<ul style="list-style-type: none"> <li>▪ Final evaluations and paper Q&amp;A</li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Final papers due before midnight on Sunday, 8/5</b></li> </ul>

**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?