

**English 211: Writing In the Humanities and Social Sciences
Rhetoric of Identity & Self Representation**

New Mexico State University

Section Number: M15 Semester: Spring 2015	Instructor: Ms. Kefaya Diab Email: Through Canvas only
Class Times/Location: TR 11:45-1:00 pm @ Domenici Hall (DOM) (Room 006)	Office Hours/Location: T (9-11 am) Milton Hall, Cubical F11 And by appointment @ Kefaya.Diab on Skype

Course Description

In this class we will go through a journey to investigate our own and others' identities. We will reflect critically on who we are as individuals, as members of cultural groups, and how we came to believe in who we are. We will rhetorically analyze cultural artifacts that influence who we are, and we will create others to challenge those influences, therefore we will use rhetoric to change the world. During this semester, I hope that each of us will come to a closer understanding to how "I" was/is shaped and constructed socially, and to be critical in accepting or rejecting the assigned identities that we live by. By asking questions of gender, race, sexual orientations, age and disability, we will examine how culture informs who we are, and how every day communication inspires who we believe we are. However, that's only one side of the equation; if we come to question our assigned identities, we should in result question the "others'" identities that are also socially assigned.

This class will build on what you have learned in English 111, where we practice writing as a recursive process, and use rhetoric to influence audiences. Although you are not going to write a rhetorical analysis, you will rhetorically analyze academic text and cultural artifacts while working on the class major and minor assignments.

Prerequisite

In order to enroll in English 211, you must have earned a **C** or higher in English 111.

Learning Objectives

The following learning objectives are standard for all English 211 courses. By the end of the semester, students should be able to:

- Analyze and evaluate cultural artifacts such as texts, images, and practices.
- Construct a rhetorical argument with evidence appropriate for an explicit audience and purpose.
- Use writing to persuade, inform, or engage while considering situation, audience, purpose, aesthetics, and adverse points of view.
- Practice effective research strategies, and integrate research correctly and ethically from credible sources.

- Understand and apply components of the writing process such as planning, collaborating, organizing, composing, revising, and editing.
- Act and communicate with each other and with me as active class community members, and use rhetoric in this communication.

Additionally, by the end of the semester, the state of New Mexico expects students to be able to:

- Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view
- Express a primary purpose in a compelling statement and order supporting points logically and convincingly
- Use effective rhetorical strategies to persuade, inform, and engage
- Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar and mechanics
- Integrate research correctly and ethically from credible sources to support the primary purpose of communication
- Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences

Required Texts

- Adams, Maurianne. Readings for Diversity and Social Justice. 2nd ed, 2010. Print.
- Graff, Gerald, and Cathy Birkenstein. They Say / I Say: The Moves that Matter in Academic Writing. 3rd ed. New York: W.W. Norton & Company, 2014. Print.
- Howard, Rebecca Moore. Writing Matters Custom Edition for New Mexico State University: A Handbook for Writing and Research. 2nd ed. McGraw-Hill Education, 2014. Print.
- Other material (videos, articles, blogs) to be posted on Canvas.

Required Materials

- Jump drive, CD-RW disks, or other electronic storage device for backing up and storing assignments. Make sure to save and print your files periodically!
- Access to a copier in order to print copies of your work for peer review groups.
- Access to a reliable computer.
- Reliable, frequent access to the internet.

*Note: If you can't afford buying/renting the textbooks, two copies of the two textbooks; **They Say, I Say and Writing Matters** are on reserve at the Zuhl Library.*

Your rights: You can expect me to do the following:

- Be organized and consistent in the design of course content and assignments
- Be responsive to your emails (I will respond within 24 hours M-F and within 48 hours on the Weekend).

If the answer to your question is in the syllabus, I will not answer the question.

- Grade or give you feedback about any submitted assignment within 2 weeks.
- Provide you with constructive criticism
- Explain assignments to you to ensure you understand each assignment expectations and guidelines
- Notify you when any changes are made to the course calendar
- Treat each student equitably with respect
- Meet you individually during my office hours and by appointment, either face-to-face or via Skype.
- Conduct 1 hour workshops for drafts' feedback both during and outside my office hours.

Your duties: I expect you to take responsibility of your own learning where you:

1. Read and follow instructions;
2. Understand and adhere to the policies outlined in this document;
3. Communicate your concerns and questions to me on timely manner;
4. Attend class meetings prepared to participate and contribute to the learning community;
5. Complete all assignments in a timely manner;
6. Refer to Canvas daily to see any new posted materials, assignments or discussions, I require you to submit some of the assignments through Canvas exclusively, so we can all share our comments with each other;
7. Take this course seriously by turning in quality work;
8. Actively participate in the online discussion forums;

Assignments and Activities

- 1- Family Narratives & Personal Identity: 15%
Making connection between your personal life, family history and the class readings, you will analyze past family narratives that inspired how you see yourself and how you interact with others. Using the readings as a guide, you will question and criticize the narratives that implied your (assigned identity), to reinforce who you want to be (desired identity).
- 2- Annotated Bibliography: 10%
Preparing for your research project, you will read and annotate at least 5 secondary resources (literature review) other than the readings that assign to you during the semester. In this annotated bibliography, you will summarize each resource, explain how you will use that resource in your research paper, and cite it according to APA style.
- 3- Research for Advocacy & Social Change 25%
Building on the course readings, discussions and assignments you should be able to form research questions in regard to social identities. This research question should lead you to investigate past research (literature review), and to conduct your own (primary research) in your community to advocate for social change. While your personal narrative might

lead to your research paper, your research should be more broadened to include a social problem or phenomenon that's related to social identities.

4- Public Service Announcement (PSA)/ Video: 10%

In groups of 3- 4 students, you are going to create short movies (45-60 seconds) using rhetoric to call for action, in order to solve an issue of oppressed identities.

5- Reading Responses/ Discussions: 20 %

To demonstrate your understanding to the readings, and to engage in the class activities and discussions I ask you to read and to respond to what you have read on a weekly basis. Prior to each week, I expect you to summarize the week's readings, to connect it with your daily life, and to propose questions regarding it. After you have read your class mates responses, and after the in-class discussions and activities on Tuesday, you should respond to at least 2 of your classmates' responses to enrich the academic discussions and conversations.

6- Learning Logs: 5%

By weekly, I ask you to reflect on what you have learned in this class in the past two weeks, and to reflect on your efforts to enhance your learning, and to determine the areas that you need help with.

7- Attendance: 10%

Attendance is much more than appearing and leaving the class on time; it means also to actively participate in the class conversation.

8- In-class and Canvas short assignments and activities: 10 %

English 211 Course Policies

Attendance: Regular attendance is essential for your success in a writing course such as this. This is a hands-on, workshop-oriented class, and much of the learning of the course takes place in class or on the basis of class lectures, discussions, and exercises. Therefore, attendance in this class is mandatory. Missing class means missing out on information that can help you succeed as an academic writer.

If you must miss a day of class, it is your responsibility to find out what you missed during that class. You can do so by contacting a class mate or me.

At the beginning of the semester I assume that you will not miss any class, therefore I give you 100% of the attendance grade on Canvas (100 points). Every time you miss a class you will notice a deduction of 5 points from your attendance grade.

The Department of English has established the following policy governing attendance:

- We do not make a distinction between "excused" or "unexcused" absences. Following university policy, the only exception is when students miss class for documented,

university-sanctioned activities (e.g., ASNMSU president representing NMSU at a legislative session; student athletes competing in NMSU scheduled athletic events; students participating in educational field trips and conferences). In such cases, students must provide official documentation in advance and make arrangements for work missed or due. In all other cases, missing class counts as an absence.

- Attendance will be taken for each class period, beginning with the first class meeting. Attendance plays a role in your final grade; specifically, attendance and participation account for 10% of your final grade (it can move your final grade up or down a full letter grade).
- If you are absent—or anticipate being absent—from class at any time, notify me as soon as possible to discuss what you will need to do. If you cannot contact me immediately on your own, find someone who can do so for you.
- In cases of absences, you are responsible for getting notes and any other materials from other students in the class and continuing to follow the syllabus schedule.

Tardiness: It's crucial to come on time; coming late will cause an interruption to the class and it shows disrespect to the teacher and the students. If you come 1-5 minutes late, I will deduct 1 point from your attendance grade for that day. If you come late beyond the 5 minutes, I will deduct 5 points.

Cell Phones & Electronic Devices: Please silence phones, refrain from texting, and turn off other electronic devices during class. If you use any device in class without my permission, I will deduct 5 points from your attendance grade.

Ear Phones: Please remove the ear phones once you enter the class; keeping your ear phones sends a message that you are not serious about your education, which harms your credibility as a student. If you keep the ear phones on, I will deduct 5 points from your attendance grade.

Extra Credits: I do understand that life circumstances can go beyond our control, and that you might miss classes due to those circumstances. Therefore, I will give you a chance to earn extra credits to make up absences. For each hour session or workshop at the Writing Center you attend, one day absence will be covered. In order to gain that extra credit you have to ask the Writing Center to provide you with a form to show the day and time period that you spent there in order to enhance your writing.

Below I have outlined the course policies, the major assignments, and the grading scale. You are responsible for reviewing the items detailed in this document. If you foresee potential problems or have questions about any of the policies outlined below, please bring those questions or concerns to my attention.

In-Class, Email & Canvas Etiquette

This class is about rhetoric, where we have all to comply with basic tactful rules to appeal to and persuade each other. In that regard, I expect the following from you:

- Treat me and each other with respect; respect of each other is especially important. Please patiently listen to me and to your colleagues when talking; don't treat any idea of your colleagues as unimportant.
- When giving feedback on each other's writing, start with mentioning the positive aspects, then talk about the negative aspects. When criticizing, please criticize the idea not the person.
- When contacting me or each other on Canvas I expect an appropriate greeting and closer of your text. For example: "Hello Ms. Diab..... Thank you. Student name".
- When you have a question, a request, or a concern use a polite way to address that. "Would you please explain...", "may I know when..." Avoid sounding like attacking, judging, or confronting, such as saying "Why did you deduct 5 point from last week's assignment?"

Good example of an email:

"Hello Ms. Diab,

I am really sorry for submitting my peer review assignment late; I actually might have misunderstood what you have said about the deadline in class. I have noticed that I got zero for that assignment, would you please consider accepting my excuse this time? I promise to be more careful from now on.

Thank you

Maddi."

Bad example of an email:

"Why did I got zero for my peer review assignment, it is not fair to deduct points when you were not clear about the deadline!"

Revision Policy: For the two major assignments (Family Narratives & Personal Identity & Research for Advocacy and Social Change) you will submit them as a portfolio prior to the final week. You will have the opportunity to revise your assignments for a higher grade during the semester as much as you need. Every time you revise and submit your assignment to me, I will provide you with my feedback to enhance it within 2 weeks of submission. Also, I encourage you to go to the writing center for additional feedback.

Technology Policy: You will need to have an active mynmsu/canvas account, access to a computer, and internet.

Required Technical Skills: In order to succeed in this class you need at least to be able to do the following:

- Use Canvas.
- Use online tutorials to learn new technical skills.
- Send and receive emails, attach files and download attached files.

- Download and install software.
- Convert word documents to pdf files.
- Use word documents.

Late Work Policy: All assignments must be turned in by the due date. I don't accept late work, if you are late submitting any assignment you will get zero. If you have a problem with technology you need to contact me right away, I may make arrangement for you to submit your assignments as hard copies or to help you to solve the problem.

Document Format Policy: In this course we will emphasize the importance of a professional appearance for all of your documents. All assignments must be typed on a word processing program (ideally Microsoft Word), include a heading, and a cover page (with your name, the assignment, and date) proofread, and spell checked. All documents should be composed in standard 12 point font, double spaced, and formatted with one inch margins and to totally match APA style. All assignments that require attachments must be submitted as .doc or .docx files. All assignments turned in as paper copies must be **stapled**. You must turn in your **final portfolio stapled in a folder**.

If your assignments do not meet these criteria, I reserve the right to refuse your work or deduct points.

Withdrawal Policy: Please note that if you choose to withdraw from the course with a "W" (not a letter grade), you are responsible for initiating the appropriate paperwork by the date the university specifies. The instructor is not responsible for ensuring that students who simply stop attending class are withdrawn, and the English Department is not responsible for initiating withdrawals for students with attendance problems. If you stop attending the class and do not withdraw, you will fail the course. Refer to the NMSU Academic Calendar online for more information about deadlines to withdraw from a course.

Incomplete Grade Policy: I will only assign incomplete grades to students who are passing the course but encounter an illness or emergency; I reserve the right to decide on a case by case basis whether the situation is appropriate for issuing an incomplete. Documentation of the illness or emergency will be required.

Plagiarism: The NMSU library defines plagiarism as "using another person's work without acknowledgement, making it appear to be one's own." Plagiarism and other acts of academic dishonesty will result in serious consequences, such as failing the assignment, failing this class, and/or being removed from NMSU. In addition, it is academically dishonest to submit your own previously written work for a current assignment or to submit an assignment in more than one class without the prior permission of the instructors. The NMSU library plagiarism pages provide some basic information and a tutorial at: <http://lib.nmsu.edu/instruction/plagiarism/index.shtml>. All course texts have information about how to properly document your sources. Please review them carefully and consult your instructor, a Writing Center tutor, or a librarian with questions.

Grading: In this document I am providing you with a list of the class assignments indicating the points that they are worth. I will provide you with more details about each of your assignments later during the semester.

Component	Points	Percentage of Final Grade
Attendance	100	10%
Portfolio: <ul style="list-style-type: none"> Family Narratives and Personal Identity (Drafts, WC Visit Forms, Peer Review Sheets & Revision Memos) Research Paper (Purpose statement, Drafts, WC Visit Forms, Peer Review Sheets, Primary Data & Revision Memos) Due in class on April 28 th , as part of your final portfolio	400	40%
Reading Responses (10 responses)	200	20%
Annotated Bibliography	100	10%
Public Service Announcement (Video)	100	10%
Other in class and canvas short assignments and activities	100	10%
Total	1000	100%

Grading Scale:

A	93-100% = 4.0	B	83-86% = 3.0	C	73-76% = 2.0	D	63-66% = 1.0
A-	90-92% = 3.7	B-	80-82% = 2.7	C-	70-72% = 2.0	D-	60-62% = 1.0
B+	87-89% = 3.3	C+	77-79% = 2.3	D+	67-69% = 1.0	F	0-59% = 0.0

If you need to maintain a certain GPA, you should work hard to achieve your goal. If you come to me at the end of the semester to help you do extra credit work to keep a scholarship, it will be too late. Maintaining a certain grade and keeping your scholarship are your own responsibility, not mine.

Note: I reserve the right to make changes to the policies, assignments and schedule outlined in this document. If any changes are made, I will announce those changes in class and on Canvas. You take responsibility to regularly check the class contents on Canvas and to ask your peers about in-class announcements if you missed a class.

Students' Support Services

Non Academic	
The Counseling Center	http://counselingcenter.nmsu.edu/
The Crisis Call	http://thecall.nmsu.edu/
The Wave Program	http://www.nmsu.edu/~wave/
Career Services	http://careerservices.nmsu.edu/
Housing	http://housing.nmsu.edu/
Corbet Center	http://ccsu.nmsu.edu/
The Activity Center	http://recsports.nmsu.edu/facilities/activity-center/
NMSU Clubs & Organizations	http://upc.nmsu.edu/charter/list.php
Free Transportation	http://park.nmsu.edu/
On Campus Safety Transportation (PET'S Pick Up)	http://asnmsu.nmsu.edu/aggie-transportation/petes-pick-up/
Career Services	http://careerservices.nmsu.edu/aggiecareer-manager-guest-account/
Academic	
NMSU Library:	http://lib.nmsu.edu/index.shtml
English 111 Library Guide:	http://nmsu.libguides.com/e111
NMSU Writing Center:	http://www.nmsu.edu/~english/resources/writingcenter.html
Student Success Center:	http://ssc.nmsu.edu/hardman/
NMSU Academic Calendar:	http://www.nmsu.edu/General/academic_calendar.html
Purdue "Owl" Online Writing Lab:	http://owl.english.purdue.edu/
Canvas	https://nmsu.instructure.com/login
Registration	http://registration.nmsu.edu/
Financial Aid	http://fa.nmsu.edu/
International Students' Resources	
International Students and Scholars Services	http://iss.nmsu.edu/
Technical	
Information & Communication Technologies (ICT):	http://ict.nmsu.edu/
Equipment Rental	http://studenttech.nmsu.edu/rentals-2/
Computer Labs	http://www.nmsu.edu/ict/scs/labs.html
Canvas Technical Support	https://alamo.instructure.com/courses/293886/wiki/technical-information

Course Support Resources

Students with Disabilities: Qualified students with disabilities are to be provided with reasonable accommodation in accessing buildings, programs, and services. Students who have or think they have a disability are encouraged to contact Services for Students with Disabilities at (575) 646-6840 or TDD/Text at (575) 646-1918. More information about NMSU's services for students with disabilities can be found at <http://www.nmsu.edu/~ssd/index.html>.

Division of Student Success: The New Mexico State University Division of Student Success offers important resources to all students. There are two Student Success Centers on campus, and each offers different services. The Student Success Center–Hardman (located in room 210 of Hardman Hall) offers UNIV courses, which help students obtain important study skills, and Freshman Year Experience (FYE) courses, which provide a useful introduction to the university. The Student Success Center–Zuhl (located on the second floor of the Zuhl Library) offers tutoring services for most disciplines in addition to cross-campus advising. Visit <http://ssc.nmsu.edu/> for more information.

Writing Center: The following description comes from the Writing Center website: "The Writing Center is a free service available for all NMSU students. We work with writers at any level of experience. The Center is staffed by graduate assistants who teach undergraduate writing courses through the English Department. We provide one-on-one consultations at any stage of the writing process, from understanding assignment directions to revising final drafts. Please be aware that we do not offer editing services, although we can work with you on aspects of proofreading and editing.

To make an appointment, call us at 646-5297, or stop by Room 102 in Clara Belle Williams Hall during working hours. Appointments begin on the hour and last approximately 45–50 minutes. We recommend that you schedule an appointment a day or two in advance, and we ask that you please be on time for your appointment. We'll hold your slot for approximately 10 minutes, but after that, we may have to give your appointment to another writer. We also welcome walk-in appointments, but may not be able to accommodate walk-ins at busy times.

Please bring as much information as possible with you: your assignment sheet, any notes or drafts you've written, peer reviews of your work, and/or instructor's comments. We also ask that you come to your appointment with specific needs or questions to discuss."

Visit the following Web site to make an appointment, for more information about the Writing Center hours, and for tip sheets on writing and grammar:
<http://www.nmsu.edu/~english/resources/writingcenter.html>.

Nondiscrimination: According to the NMSU Office Institutional Equity website: "New Mexico State University (NMSU) is dedicated to non-discrimination and equal opportunity in education and employment in compliance with state and federal laws which prohibit discrimination on the basis of race, color, national origin, ethnicity, gender, gender identity, sexual orientation, spousal affiliation, physical or mental disability, serious medical condition, or veteran status. NMSU's dedication to non-discrimination extends to recruitment, admissions, education, scholarships and other tuition assistance, social and recreational

programs, hiring, promotion, training and other employee actions such as work assignments, compensation, benefits, transfers, layoffs, and terminations. Additionally, NMSU's mandated affirmative action plan is evidence of our dedication to excellence in everything we attempt to accomplish."

In the context of your English 111 class, this means that you should show respect not only to your instructor, but also to your peers as equals. We are all entitled to our own opinions and beliefs; however, any comments, jokes, or remarks that denigrate the worth of an individual's physical or mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. You can visit <http://www.nmsu.edu/~eeo/> for more information.

English 211 Course Schedule

Note: RR= Reading Response; TSIS = They Say I Say textbook; RFD&SJ=Reading for Diversity & Social Justice textbook. Sec. = Section. WM = Writing Matters textbook.

Week	Days	In-class Topics and Activities	Out-of-class Assignments and Readings
Introduction			
1	01/15	Course & major assignments introduction	Introduce yourselves: Getting to know each other. Due 1/16
	01/18		Read: Sec. 1: Conceptual Framework (RFD&SJ) & Back Packs and Brief Cases (pdf). Due: RR 1
Conceptual Framework			
2	01/20	Bring TSIS: Entering the class conversation. (1 point)	Due: Comment on RR 1
	01/22	Critical Reading	Due: Redesign the syllabus
	01/25		Read: Section 5: Sexism Due: RR 2
Rhetoric & Sexism			
3	01/27	Bring TSIS & WM: Summarizing (1 point)	Due: Comment RR 2
	01/29	Bring WM: Citation (1 point) <i>Jan 30th : LAST DAY TO CANCEL A COURSE (with 100% refund) by 5 PM</i>	Due: Personal narrative (draft 1)
	02/01		Read: Section 2: Racism Due: Personal narrative peer review Due: RR 3
Rhetoric & Racism			
4	02/03	Peer review Bring TSIS & WM: Quoting (1 point)	Due: Comment on RR 3
	02/05	Research guest Bring (RFD&SJ) (1 point)	
	02/08		Read: Introduction to primary research (pdf) Due: RR 4
Research for Social Change			
5	02/10	Workshop: Research Topics.	Due: Comment on RR 4
	02/12	Library visit: <i>we meet in Zhul Library classroom 1st floor</i> Due: Personal narrative (2 nd draft)	
	02/15		Search: Research topic/ problem Due: RR 5: Qualitative purpose statement
Research and Racism Continued			

Personal narrative (2nd draft) workshop			
6	02/17	Workshop: research questions and interviews	Due: Comment on RR 5
	02/19	Workshop: annotated bibliography Bring source 1 to annotate (1 point)	Due: Revised RR 5: draft of the purpose statement
	02/22		Read: Section 4: Religion Oppression Due: RR 6
Rhetoric & Religion Oppression Research Proposal Workshops			
7	02/24	Bring WM: Fallacies (1 point)	Due: Comment on RR 6
	02/26	Due: Personal narrative (3 rd draft)	
	03/01		Read: Sections 6 & 7: Heterosexism & Transgender Oppression. Due: RR 7
Rhetoric & Heterosexism and Transgender			
8	03/03		Due: Comment on RR 7
	03/05	Due: Annotated Bibliography	
	03/08		Read: Section 3: Classism Due: RR 8
Rhetoric & Classism			
9	03/10	Lab: draft your research paper	Due: Comment on RR 8 Due: Peer review
	03/12	Research paper peer review	
	03/15	<i>March 16th: LAST DAY TO DROP A COURSE WITH A "W" (by 5 PM)</i>	Read: TBA Due: RR 9
Rhetoric & Ableism			
10	03/17	Due: Research Paper (2 nd draft)	Due: Comment on RR 9
	03/19	<i>I will be in a conference Library visit: you meet in Zhul Library classroom 1st floor</i>	
	03/22		Read: TBA Due: RR 10
Spring Break			
11	03/24	No classes this week	
	03/26		
	03/29		
Revising & Editing Research paper (2nd draft) workshops			
12	03/31	Bring TSIS & WM (1 point)	

		Bring your research paper (1 point)	
	04/02	Bring TSIS & WM (1 point)	
	04/05	Bring your research paper (1 point)	
Rhetoric & Filmmaking for social change			
13	04/07	Panel: to be confirmed	Research: PSA
	04/09	Workshop: PSA & plan your movie/ rhetoric for social change Due: research paper (3 rd draft)	Research: storyboard
	04/12		
Filmmaking: Pre- Production Research paper (3rd draft) workshop			
14	04/14	Workshop: storyboard	Create: storyboard
	04/16	Workshop: Basics of filming.	Research: basics of filming
	04/19		
Filmmaking: Production			
15	04/21	Filming & Editing	Work on your film
	04/23	Filming & Editing	Work on your film
	04/26		
Filmmaking: Post- Production			
16	04/28	Due: Portfolio Workshop: Finalize and upload your movies	
	04/30	Course evaluation & Reflection	
	05/03		
EXAM WEEK			
17	05/05	Tuesday Final Exam Day: Film Presentations 10:30- 12:30 pm	

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