

English 1A: Unwritten Rules: Gender, Race, and Privilege



Instructor: Ilyssa Russ

Office Location: Faculty Offices 224

Telephone: 408.924.8451

Email: ilyssa.russ@sjsu.edu (but use Canvas ONLY)
All contact and course information available on our Canvas page.

Office Hours: MW 9:00-10:15 or by appointment

Class Days/Time:
Sec. 4 (47363): Mo/We 7:30 – 8:45 AM
Sec. 16 (47394): Mo/We 10:30 – 11:45 AM
Sec. 20 (47398): Mo/We 12:00-1:15 PM

Classroom: BBC 124

Prerequisites: English Placement Test

GE Category: A2 Written Communication

COURSE THEME

In this era, conversations about gender, race, class, sexuality, and privilege dominate news outlets and social media platforms. Arguments erupt in the comment sections of Facebook posts about whether or not a transgendered person is a “hero.” YouTube videos showing the arrests of black men explode with disagreements about warranted or unwarranted police force. Newspapers, online publications, blogs, and BuzzFeed articles all—in varying degrees of credibility—reveal deep-rooted issues about identity and how our society constructs and deconstructs itself when these factors are compounded by politics, economics, social mobility, and religion. For many, these discussions can be deafening and tiresome. Some individuals get uncomfortable, some grow irate, and still others are simply apathetic. We know that none of the opinions we and other American citizens have merely appeared out of thin air—but where do notions of social standards, acceptance, and identity come from? This course aims to look at these “unwritten rules” and problematize both their origins and how they’ve become modern institutions. We will do this through reading from various contemporary authors and writing about a variety of texts about the politics and science of gender, race, and privilege.

COURSE DESCRIPTION

English 1A is an introductory composition course, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university, on the other. Students develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

GE LEARNING OUTCOMES (GELO)

Students shall:

GELO 1: Demonstrate the ability to read actively and rhetorically.

GELO 2: Demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance.

GELO 3: Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

GELO 4: Demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

GELO 5: Demonstrate college-level language use, clarity, and grammatical proficiency in writing

COURSE LEARNING OUTCOMES (CLO)

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

UNIVERSITY POLICIES

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record this course.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain my permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are my intellectual property; you have not been given any rights to reproduce or distribute the material. Come and see me if you want to record or

use anything I share with you in class. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by me, Ilyssa Russ, is the intellectual property of me, Ilyssa Russ, and cannot be shared publicly without my approval. You may not publicly share or upload ANY of my generated material for this course such as exam questions, lecture notes, or essay models without my consent. As there are two other sections of this course with similar assignments, anyone found sharing information between sections may be subject to disciplinary actions as they pertain to plagiarism and other violations of academic conduct.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

REQUIRED MATERIALS:

All books are available in an electronic edition (e.g. Kindle, Nook), though pagination may vary from print editions.

Books:

Delusions of Gender: How Our Minds Society and Neosexism Create Difference by Cordelia Fine
ISBN: 9780393340242

Bad Feminist: Essays by Roxane Gay ISBN: 9780062282712

Privilege: A Reader SECOND EDITION edited by Michael Kimmel and Abby Ferber
ISBN: 9780813344263

*You will need to find the 2nd edition on Amazon. The SJSU Bookstore does not have this edition in stock. Do not buy the 3rd edition—it is far more expensive and has readings we do not need.

Writing guide:

The Everyday Writer with Exercises (5th Edition)—Special Edition: San Jose State University by Andrea A. Lunsford

ISBN: 9781457667121

*The handbook and the online learning platform Writer's Help 2.0 are being integrated into Canvas. You will no longer need a code to access the handbook; it will automatically appear on the Canvas homepage.

Other Readings

In addition to the readings from the books I've assigned, I will be posting links to articles, blogs, TED Talks and various other media sources on our Canvas site. There will be various times throughout the course where I will post a link to a reading/viewing and ask you to participate in a graded Discussion with your classmates. Graded discussions are marked in the course schedule, but non-graded discussions may also be spontaneously posted as the world turns and new stories pertaining to our class theme present themselves.

Other equipment / material requirements:

Multiple green books for a total of four in-class essays

A small notebook for Journals that you will turn in at the end of the semester

Computer, printer, and internet access

Canvas

All course materials such as the syllabus, essay prompts, handouts, notes, assignment instructions, etc. can be found on our class Canvas page. You are responsible for regularly checking with the messaging system through Canvas—including all announcements—in order to get up to date information about our course. All communication will be done through Canvas and many of our assignments will be due on Canvas. Do NOT e-mail me unless Canvas is down.

We will be using Canvas for electronic submissions of (mostly) all major out-of-class (OC) writing assignments including drafts. Hard copy submissions are not required except for OC 1 and the ICs. TurnItIn.com is already pre-plugged into the Canvas submission system, so you *do not* have to submit to TurnItIn first.

CLASS PROTOCOLS:

Diversity

SJSU studies include an emphasis on diversity. Thus, you will be reading articles from writers of different ethnicities, gender, socioeconomic class, and ideologies.

Reading

This is a writing-intensive course, but reading will be assigned daily. The reading is a crucial component of the class, as you must read effectively writing to become an effective writer. Reading must be completed by the beginning of each class session, and most of our discussions and assignments will be based in some way upon our reading material. It will be impossible to be a successful student in this course if you neglect to complete the daily reading.

Absences, Tardiness, and Participation

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus. If you miss a quiz, you cannot make it up. This is a college course, so if you miss a class it doesn't matter much why. If you miss class, you're missing valuable information. If you're late to class or if you leave class early, you may not receive credit for your participation that day. You will complete daily work in class that goes toward your participation score. You will not be able to complete in-class assignments if you do not attend class daily, come on time, and stay for the full class period.

Absences and tardiness will affect your PARTICIPATION grade. A final note: class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed.

Late Work

I do not accept late work for any unexcused reason. Late out-of-class essays will be dropped one full letter grade for each day late (a "B" paper due Monday and turned in on Wednesday will receive a "D"). If you know you will miss class for a special event, then extensions on papers may be given on a case-by-case basis. However, this is ONLY if you contact me 48 hours in advance of the due date asking for one. You may not ask for an extension the day before a paper is due.

Email and Contact

Please contact me through the messaging service on Canvas—not my email unless you have no other option. I will try to respond to your messages within 24 hours. Please be courteous with your timing (I may not see your desperate message at 2 AM the day an assignment is due). I am your instructor, not your FaceBook friend, so please remember to use appropriate language when messaging me.

Classroom Courtesy

Everyone deserves to be heard in this course. I am personally committed to having students' take charge of their own learning and apply outside readings / viewings they find interesting to the rest of the class for evaluation at certain times this semester. For this reason, at times we may discuss or watch some touchy or controversial material. I would ask that you would be courteous to your classmates and respectful of their thoughts and opinions even if they differ from your own. This class is a safe space, so please feel free to ask questions and speak your mind (as long as you remain respectful). This same kind of respectfulness goes for the times we

work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another—not to take cheap shots at others’ work.

Technology

I expect you to show up to class awake, aware, and present. Coffee and snacks to keep you awake are allowed! However, cell phone, laptop, iPod, and iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students. When you come to class, put all of these items away and do not take them out until class is finished.

Office Hours

Please come see me during office hours on M/W from 9:00-10:15. I would love to get to know you all well. My office has an open-door policy. If I’m not available for office hours at the same time you are, send me a message and we’ll set something up. I am more than willing to help you at any stage of your writing process from brainstorming to revising. I guarantee that my help will increase your chances of an “A” paper—take advantage of my office hours!

GRADING CRITERIA

Grading is A-F. *This course must be passed with a C or better as a CSU graduation requirement.* A passing grade in the course signifies that the student is a capable college-level writer and reader of English. A C- is not a passing grade.

Essays will be graded by the following criteria:

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show significant weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

You can earn up to 1,000 points in this course. Please refer to the grade calculations below:

930-1000 points = A (93%-100%)	800-829 points = B- (80%-82.9%)	670-699 points = D+ (67%-69.9%)
900-929 points = A- (90%-92.9%)	770-799 points = C+ (77%-79.9%)	630-669 points = D (63%-66.9%)
870-899 points = B+ (87%-89.9%)	730-769 points = C (73%-76.9%)	600-629 points = D- (60%-62.9%)
830-869 points = B (83%-86.9%)	700-729 points = C- (70%-72.9%)	0-599 points = F (0%-59.9%)

*You must receive at least 730 points to pass this course.

* Extra Credit: There will be 20 extra credit points available for attending MOSAIC Cross Cultural Center events. You will be required to write a brief-write up about your experiences. Events TBA.

COURSE ASSIGNMENTS

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Essays (800 points = 80%)

You will complete a total of eight major essays for this class: four in-class essays, and four out-of-class essays, for a total of 8000 required words, 4000 of which must be in revised form. Each of the first three out-of-class essays must go through at least one revision. This means that you will be turning in extensive drafts of the latter three out-of-class essays. An outline or bullet point list of thoughts is NOT a draft. Each draft needs to have at least half the final draft word count, so please treat these drafts like you would a final copy. Revisions of essays may be accepted for a new grade on a case-by-case basis if, and only if, a student conferences with me and turns in a new paper in a timely manner, i.e., you may not randomly decide to revise an essay four weeks later.

Essay	Description	GELO(s)	Minimum Word Count*	Point Value
(OC 1) Diagnostic	This out-of-class diagnostic will be your chance to explain your experience with the “unwritten rules” of society.	1, 5	650	Not Graded
(IC 1) Personal	This in-class writing assignment requires you to examine a personal experience with a stereotype of either gender.	1, 5	650	50 points
(OC 2) Expository	This essay requires you to do an in-depth examination of the subject matter and style of one of the previously assigned essays found in Gay’s <i>Bad Feminist</i> .	1- 5	1000	100 points
(IC 2) Close Read	This essay requires you to examine the rhetorical strategies and depictions of gender & race used by an advertisement.	1, 3	650	50 points
(IC 3) Response	This assignment will require you to analyze an excerpt of a text and apply its importance to contemporary events.	3-5	650	100 points
(OC 3) Multimodal	You will write and present a multimodal essay discussing depictions of gender and/or race in a film of your choice. This assignment will require secondary sources, and creativity. This essay is meant to be read online and will make strong use of the affordances of the web.	1-5	1300	125
	Proposal	1		10
	Sources	1		10
	1 st Draft	1-5		25
	Presentation	3, 4		30
	Total			200 points
(IC 4) Argument	Using Kimmel’s <i>Privilege</i> and other relevant sources you will make a claim about cultural appropriation, social media activism, or “female” privilege.	3-5	650	100 points
(OC 4) Portfolio Reflection	This “final” requires you to reflect back upon your initial “unwritten rules” essay, our class readings, and discussions in order to shed new light on your understanding of a specific topic pertaining to gender, race, and/or privilege.	1-5	1000	200 points

*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

Other Writing Assignments (150 points = 15%)

In addition to Essays, you will be required to do Reader Responses, participate in Canvas Discussions, and reflect on various topics related to gender, race and privilege in your quick-write journals.

Assignment	Description	GELO(s)	Word Count*	Point Value
Reader Responses	You will complete a total of 8 out of 13 potential Reader Responses for various readings throughout the semester. All readings eligible for a RR will be clearly marked. There are multiple readings some days, so you must touch on each briefly in the RR. RRs are due at the beginning of class and they must be typed. No e-mails; no exceptions. You must attend class to turn in a RR; a classmate cannot turn it in for you.	1, 3, 5	250	10 x 8 = 80 points
Canvas Discussions	There will be three major Canvas discussions on three videos / secondary readings throughout the semester. You will be required to post thoughts of your own and respond to the thoughts of your classmates.	3 - 5	500	10 x 3 = 30 points
Journals	Throughout the semester, you will write a total of 8 "journals" pertaining to the process of writing. We will then discuss (and sometimes I will lecture on) the subject matter. You turn this journal in at the end of the semester.	1, 5	150	5 x 8 = 40 points

*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

Oral Assignments / Participation Credit (50 points = 5%)

ITEM	DESCRIPTION	GELO	POINT VALUE
Mandatory Conference	Within the first half of the semester you are required to set up a 10-15 minute conference with me to either go over one of your essays or simply come to talk about your educational goals, your major, your life, or whatever! I am personally invested in you and your continued education. I want to get to know each and every one of you. Sign-ups for this will be forthcoming.		5 points
Grammar Presentations	You will give grammar presentations with your Writing Groups in the early part of the semester. Each group will conduct a 5-10 minute lesson on a grammar topic, including both instructional material (a handout or Prezi / PPT) and a brief quiz. A sign-up sheet is posted on Canvas. Your group must e-mail me the presentation so that I can project it for the class.	1, 3	20 points (Each individual in the group)
Writing Groups & Participation	You will be assigned to Writing Groups early in the semester. You will be required to bring copies of your drafts for each of your group members on Writing Group days. Non-attendance may result in a loss of points. Additional participation points are not simply garnered by attendance, but by active participation in class discussion, group work, pop quizzes, and so on.	4	25 points

FA2015 English 1A Course Schedule

This schedule is subject to change with fair notice. Always consult Canvas for up-to-date info.

KEY:

Delusions = *Delusions of Gender*

BadFem = *Bad Feminist*

Privilege = *Privilege: A Reader*

EW = *Everyday Writer*

Any other readings will be linked in the schedule / on Canvas or announced in class.

Week	Date	In-Class Activities	Homework Due
1	M 8/24	Introductions / Go Over Syllabus Assign OC 1 Diagnostic —Unwritten Rules	None
1	W 8/26	Journal on Writing Processes; Diagnostic Discussion; Reading Discussion.	Read: <i>Delusions</i> “Introduction” & <i>BadFem</i> “Introduction: Feminism (n.): Plural” OC 1 Diagnostic due in hard copy form
2	M 8/31	Writing Groups assigned; Sign-ups for Grammar Presentations (online); Reading Discussion	Read: <i>BadFem</i> “Peculiar Benefits” & “How We All Lose.” <u>Reader Response 1</u>
2	W 9/2	IC 1 Personal first 45 min of class; Reading Discussion	Read: <i>BadFem</i> “How To Be Friends With Another Woman” (very short)
3	M 9/7	LABOR DAY – No class	LABOR DAY – No class
3	W 9/9	Introduce OC 2 Expository Group 1 Grammar Presentation (MLA Format); Reading Discussion	Read: <i>Delusions</i> “We Think, Therefore We Are” & “Why You Should Cover Your Head...” <u>Reader Response 2</u>
4	M 9/14	Journal on Purpose and Theses; Reading Discussion	Read: <i>Delusions</i> “XX-clusion and XXX-clusion” & <i>BadFem</i> “The Careless Language of Sexual Violence.” <u>Reader Response 3</u>
4	W 9/16	Group 2 Grammar Presentation (Punctuation); Writing Groups	OC 2 Expository Draft due in class and a submission @ 11:59PM on Canvas.
5	M 9/21	Journal on Revision; Reading Discussion	Read: <i>Delusions</i> “The Glass Workplace,” & “Gender Equality Begins (Or Ends) At Home.” <u>Reader Response 4</u>
5	W 9/23	Group 3 Grammar Presentation (Subject-Object-Predicate); Discussion on Race and the Media. Check out: http://www.racebending.com/v4/	Read: <i>BadFem</i> “Dear Young Ladies Who Love Chris Brown...” & “Blurred Lines Indeed.” OC 2 Expository Final @ 11:59PM on Canvas
6	M 9/28	Journal on Rhetorical Appeals; Reading Discussion Introduce OC 3 Multimodal	Read: <i>BadFem</i> “Surviving Django,” & “Beyond the Struggle Narrative.” <u>Reader Response 5</u>

Week	Date	In-Class Activities	Homework Due
6	W 9/30	IC 2 Close Read first 45 min of class Group 4 Grammar Presentation (Fragments & Run-ons)	None other than to prepare for analysis of gender & race in the media.
7	M 10/5	Journal on Concise Paragraphs & Style; Reading Discussion	Read: <i>Delusions</i> “The Fetal Fork” & “In the Darkness of the Womb.” OC 3 Multimodal Proposal @ 11:59PM on Canvas <u>Reader Response 6</u>
7	W 10/7	Group 5 Grammar Presentation (Subject-Verb Agreement); Reading Discussion	Read <i>Privilege</i> “Introduction” & “White Privilege and Male Privilege.” Canvas Discussion #1 Opened RE: http://stfuconservatives.tumblr.com/post/31936295113
8	M 10/12	Reflections on Canvas Discussion #1	Read <i>BadFem</i> “The Last Day of a Young Black Man,” & <i>Privilege</i> “Privilege, Power, Difference, and Us.” OC 3 Multimodal Sources @ 11:59PM on Canvas <u>Reader Response 7</u>
8	W 10/14	Journal on Close Reading; Reading Discussion	Read <i>BadFem</i> “The Politics of Respectability,” & <i>Privilege</i> “On Being Okie.” <u>Reader Response 8</u>
9	M 10/19	IC 3 Response (60 minutes)	None
9	W 10/21	Journal on Integrating Sources / Evidence; Reading Discussion	Read <i>Privilege</i> “Becoming 100 Percent Straight,” & “Masculinity as Homophobia.” <u>Reader Response 9</u>
10	M 10/26	Writing Groups	OC 3 Multimodal Draft due in class and a submission link @ 11:59PM on Canvas.
10	W 10/28	Reading Discussion	Read <i>Privilege</i> “On White Pride, Reverse Racism, and Other Delusions,” & <i>BadFem</i> “A Tale of Two Profiles.” Canvas Discussion #2 Opened
11	M 11/2	Reflections on Canvas Discussion #2	Read <i>Privilege</i> “How Jews Became White” and “Class: Still Alive...” <u>Reader Response 10</u>
11	W 11/4	Individual Meetings	Individual Meetings
12	M 11/9	Journal on Flow and Transitions; Reading Discussion	Read <i>Privilege</i> “Class and Race.” <u>Reader Response 11</u> OC 3 Multimodal Final Link @ 11:59PM on Canvas

Week	Date	In-Class Activities	Homework Due
12	W 11/11	VETERAN'S DAY – No class	VETERAN'S DAY – No class
13	M 11/16	Class Presentations. (3-4 minutes); Reading Discussion	Read “Your Terra Incognita Is My Home” https://weekdayblues.wordpress.com/2010/07/27/your-terra-incognita-is-my-home/#more-29
13	W 11/18	Class Presentations. (3-4 minutes); Reading Discussion	Read <i>BadFem</i> : “The Alienable Rights of Women.” <u>Reader Response 12</u>
14	M 11/23	Class Presentations. (3-4 minutes); Reading Discussion	Read <i>BadFem</i> “When Twitter Does What Journalism Cannot.” Canvas Discussion #3 Opened <u>Reader Response 13</u>
14	W 11/25	MODIFIED CLASS (Canvas Discussion #3)	MODIFIED CLASS (Canvas Discussion #3)
15	M 11/30	IC 4 Argument 60 minutes Introduce OC 4 Portfolio Reflection	None
15	W 12/02	Reading Discussion; Spoken Word	Read <i>Privilege</i> “Toward a New Vision.” Spoken Word Poems TBA
16	M 12/7	Writing Groups	OC 4 Portfolio Reflection Draft due in class and a submission @ 11:59PM on Canvas.
Final Exam	Sec. 4: 7:30 – 8:45	Monday, December 14 th at 7:15 – 9:30 AM in BBC 124 Mandatory Attendance. We will likely meet starting at 8 AM, not 7:15. You will submit your final draft in hard copy form and talk about it with the class.	Monday, December 14 th at 7:15 – 9:30 AM in BBC 124 OC 4 Portfolio Reflection Final
	Sec. 16: 10:30 – 11:45	Tuesday, December 15 th at 9:45-12:00 PM in BBC 124 Mandatory Attendance. We will likely meet starting at 10:30 AM, not 9:45. You will submit your final draft in hard copy form and talk about it with the class.	Tuesday, December 15 th at 9:45-12:00 PM in BBC 124 OC 4 Portfolio Reflection Final
	Sec. 20: 12:00- 1:15	Thursday, December 10 th at 9:45-12:00 PM in BBC 124 Mandatory Attendance. We will likely meet starting at 10:30 AM, not 9:45. You will submit your final draft in hard copy form and talk about it with the class.	Thursday, December 10 th at 9:45-12:00 PM in BBC 124 OC 4 Portfolio Reflection Final

Multimodal Essay

Modified from an assignment created by Professor Joseph Harris at Duke University.

Your main writing project for this course is to plan, compose, revise, and present a multimodal essay discussing depictions of gender and/or race in a film of your choice. This is an essay meant to be read online that makes strong use of the affordances of the web. You will post the final version of this essay as a link on Canvas and present it to the class in a 3-4 minute presentation.

An *affordance* is an aspect of an environment, technology, or object that allows an individual to do something. An affordance of writing, for instance, is that it allows us to make our thoughts visible to ourselves—to note something down on a page. An affordance of print is that it allows us to circulate our thoughts to a much larger readership—to publish. And some of the affordances of the web are . . . well, finding *that* out is one of the main points of this assignment. But, clearly, one thing the web affords is an ability to combine modes of expression—to mix prose with still images, hyperlinks, sound files, and videos.

So another way of putting this is to say that your task here is to compose a digital essay in which you do something you could *not* do (or could not do as evocatively or as well) if you were limited to printing out your work on paper. (Let me pause to emphasize the term *digital* in the previous sentence. Your task here is to produce a text that will be read onscreen. There are other forms of multimodal expression that involve the fashioning of objects, events, costumes, sets, etc. Such work is not a concern of this course.)

Beyond that, there are few limits to this assignment—other than to say that your work should be substantive, researched, imaginative, and carefully composed, designed, and edited. Consider using Wordpress, Prezi, Powerpoint, Wix, YouTube, Instagram, Twitter, Vine, Reddit, etc. For a list of example Multimodal Essays and more information on Multimodal projects, check out these links:

https://sites.duke.edu/english109s_02_s2011/digital-essays/

<http://kcwritingcenter.weebly.com/multimodal-projects.html>