

**Achievement Requirements - Fall 2006**  
**ENG 207, Section 001, MWF 3:30-4:20 pm, East Hall 117**

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**Required Course Texts and Materials**

Faigley, Lester. *The Penguin Handbook*. 2<sup>nd</sup> Ed. New York: Pearson Longman, 2006.  
Zip disk, memory stick, other electronic storage device.  
A BGSU email address  
Commonplace book – notebook, binder, folder etc.

**Course Description**

This course provides opportunity to develop mastery of the rhetorical principles of planning, executing and revising prose. Emphasis is on strengthening analytical writing, both expository and argumentative; valuable for writing on the job. Prerequisite: ENG 112.

Our class will concentrate on the roles each of us play at work, at school, at home, and in other areas of our lives and we will explore those roles through writing and other forms of composition. We will pay particular attention to what it means to belong to and participate in a discourse community. A discourse community is a group of people with similar goals and/or interests and those goals are often visible in the written documents produced by those in the community. As a class we will examine a specific discourse community and then each of you will choose other communities you are a part of and that you might benefit from studying.

To further this goal we will work on a variety of composition projects including a commonplace book, a research blog, a major essay, and a scrapbooking project. I hope by working with several modes of communication (visual, textual, audio, etc.) each of you will broaden your definition of "writing" and will explore new ways to convey meaning in a variety of discourse communities via various communication channels.

**Course Requirements**

**Attendance and Participation**

A great deal of what we do in this course will build upon discussion and work done during class meetings. Therefore, daily attendance is required for this class. I understand that illness and family emergencies can prevent you from coming to class. If a true emergency arises, please discuss this with me as soon as possible. I'd be happy to work with you in the case of emergencies, but I obviously cannot recap every class for students with excessive absences. Please remember that it is your responsibility to find out what you missed. Contact me as soon as possible via email or telephone if you know you must be absent.

## **Essays**

There will be several short writings – or essays – for this course that will be helpful in exploring your own work and role as an academic, writer, researcher, and future professional. The course will also include a major essay (at least 8 pages) that will explore a specific discourse community of each student's choosing. To profile this community, students will consider the common values, conventions, goals, and other characteristics (i.e. commonplaces) of the discourse community being studied and how those commonplaces affect membership in the community. The final essay will include outside sources, a Works Cited page, and possible images.

## **Individual Conferences**

Talking about writing is one of the best ways to improve and evolve your work so you will take part in several in class conferences with your classmates. Additionally, two conferences will be required outside of class with me. Although only two conferences with me are required, I encourage you to stop by my office hours or make an appointment with me whenever you might need assistance.

## **Commonplace Books**

Each class member will compile commonplace books reflecting common conventions, "truths", goals, icons, and other markers of specific discourse communities. Each student will prepare three commonplaces to share in class and will prepare for writing projects by collecting other information and commonplaces within their books. I will collect the commonplace book once during the semester to check for participation, not for "grading" or correction. The books are intended to help each of you explore your own roles in the groups you belong to or wish to belong to in the future and will also help with our final essay and scrapbooking project.

Each book will be divided into four parts focusing on the your role (present or future) in different discourse communities. Options to pursue include your role as:

- student
- American citizen/political affiliation
- researcher
- technology user
- club/organization member
- professional

## **Readings**

We will frequently use our handbook for composition guidelines and suggestions and will draw on electronic readings posted at our Blackboard site to cover subjects including writing and identity, technology usage, and discourse communities.

## **Late Work**

All work – rough drafts and final copies – must be turned in on time and during class. I will not accept late work unless you have made arrangements with me well in advance of the due date. The decision of whether or not I accept late work is solely mine. I will not accept or grade late work that is placed in my office, under my office door, in my mailbox or sent to my e-mail account. If you are unable to turn in an assignment for emergency reasons, please inform me as soon as possible. Please pay attention to the due dates listed on your syllabus and make use of my e-mail if you are unable to contact me by phone to discuss any concerns regarding due dates.

## **Plagiarism**

Plagiarism, in any form, will not be tolerated. Please consult BGSU's Student Affairs Handbook for policies concerning plagiarism and academic honesty. All policies and penalties for violations stated in these materials apply to our class.

## **Human Subjects Review Boards**

In compliance with federal regulations governing research with human subjects, when conducting field research (i.e. interviews, questionnaires, and observations), students must adhere to the guidelines that have been approved by Human Subjects Review Board. Some of you may wish to do field research in order to gather information for your commonplace book, to support your research paper, or to prepare for your scrapbook project. I encourage this sort of scholarship, but work done without HSRB approval will not be accepted. See me with HSRB questions or contact the HSRB office at [www.bgsu.edu/offices/orc/hsrb](http://www.bgsu.edu/offices/orc/hsrb) or by calling 372-7716.

## **Course Projects and Grades**

Grades for this course are based on a traditional 100 point scale. Final grades will break down as follows:

100-90 **A**      89-80 **B**      79-70 **C**      69-60 **D**      59 and below **F**

The point breakdown is below and listed by each assignment with **10 points** remaining **for in class work and class participation.**

### *Commonplace book (10 points)*

- 3 graded entries
- Mid-point check for participation grade

### *Scrapbook (20 points)*

- 4 pages/screens or other units of representation

### *Blogger account (25 points)*

- 4 signpost entries
- Overall presentation

### *Essay – (30 points)*

- profile of a specific discourse community

### *Final Portfolio – (5 points)*

- includes commonplace book, scrapbook presentations, final essay, link to Blogger space

## **In-class Activities and Assignments**

Group projects and several short assignments will be included in the final course grade and will build toward your final projects (major essay and scrapbook).

### **Campus Resources for Writers**

The BGSU Writers Lab (WL) provides informed and friendly feedback to student writers across the curriculum. Writing consultants work one-to-one with student writers for up to one hour in person or online. In-person appointments are available Monday through Friday by calling the Writers Lab. Writers Lab Website is at <http://www.bgsu.edu/offices/acen/writerslab/index.htm>.

### **Online Information about BGSU's Library Resources**

The BGSU Library will be important to your work in this class in accessing articles, books, and other resources about your chosen discourse community. For information about the library, visit the "Library User Education" main page at <http://www.bgsu.edu/colleges/library/infosrv/lue/luehome.html>. Also, make friends with the resource librarians. They are smart and really want to help you with your work.

Another great source of information is the Undergraduate Circulation Survival Guide, which explains the ins and outs of using the Jerome Library. Please visit [http://www.bgsu.edu/colleges/library/circ/undergrad\\_guide.html](http://www.bgsu.edu/colleges/library/circ/undergrad_guide.html).

### **A Final Word**

While this class probably takes a different approach to composition than you have experienced in previous classes, the work we do in this class will teach you to create and decipher a variety of messages in a variety of modes (text, images, technology, etc.) in order to better prepare you to participate as members of defined discourse communities. It is my hope that by really exploring a specific discourse community you will be better prepared to interpret the requirements of whatever discourse communities you choose to join in the future.

## Syllabus (Subject to change)

### Week 1

M Aug 21 – Discuss syllabus; Intro visual rhetoric, tech literacy, discourse communities; *For next time: Read "Discourse Community" by Erik Borg housed on Blackboard site*

W Aug 23 – Discuss discourse communities (DC) – Define them as a class; In-class brainstorm what DCs you belong to and choose one – consider "rules" and how these rules constrain/enable you? *For next time: Read section of "Inventing the University" by David Bartholomae housed on Blackboard site*

F Aug 25 – **No class (my prelims)** – By midnight email or place in digital dropbox a 2-page discussion of the DC you are most interested in exploring (one you do or want to join-Why are you interested in it? What do you know about the DC? What do you want to know?) *For next time: Read "Teens hang out at MySpace" by Janet Kornblum housed on Blackboard site*

### Week 2

M Aug 28 –Discuss MySpace as discourse community; Do MySpace overheads; Have students write down some "truths" about MySpace; *For next time: Read "MySpace Nation: The Controversy" by Bill Hewitt, etc. and "Social Networking" by Joanne Barrett housed on Blackboard site*

W Aug 30 –**Computer Lab Day** – Look at MySpace online; Discuss MySpace fears; Speculate on MySpace popularity; In class will spend time online to gather info, conventions, goals, etc of MySpace community; *For next time: Read "The MySpace Generation" by Jessi Hempel and Paula Lehman housed on Blackboard site*

F Sept 1 – Discuss role of commonplaces in defining a community; Introduce commonplaces; Do PowerPoint presentation with images and author names, borrow book from Dr. Sue Carter Wood; *For next time: Read "Rhetorical Situation" in Faigley, 7-21*

### Week 3

M Sept 4 – **No class – Labor Day**

W Sept 6 – Look at prepared commonplaces of "Education" DC in class; Define commonplaces; Do history discussion of commonplaces: *For next time: Focus on one image/saying/"truth" for your DC and be ready to discuss it in class Friday; Read "Words, Images, Graphics" in Faigley, 22-36*

F Sept 8 – **Computer Lab Day** – Visit online commonplace books (Thomas Jefferson, scribblingwoman.com, etc.); *For next time: Read about commonplaces on Blackboard site and come up with 3 possible commonplaces for your discourse community; Read "Analyzing Verbal and Visual Texts" in Faigley, 117-129*

### Week 4

M Sept 11-Work in groups of three to explore, expand, challenge each person's three commonplaces; In class, consider what rules, conventions, values, language usage, benefits, and constraints the DC you are studying

W Sept 13- **Computer Lab Day** - In class will spend time online to gather info, conventions, goals, etc. of chosen DC; *For next time: Prepare three 1-page commonplaces for your DC to share in class*

F Sept 15-Share commonplaces in class; *For next time: Look at blog info on Blackboard*

### Week 5

M Sept 18-**Computer Lab Day** – Set up blogs in class; Assign members to each blog group (plus me); Add group members as blog users; *For next time: Read blog citizenship packet from Blogging for Dummies*

W Sept 20 –Introduce major essay (Essay will explore how specific commonplaces creates cohesion and membership within a DC); Discuss how blogs will be used for this assignment; *For next time: Post a blog entry by next class time that explains what commonplaces you have uncovered about your DC*

F Sept 22 – **Computer Lab Day** – Show my research blog; In class have students respond to partners' blog entries; *For next time: Read "So You Want to Be an Archeologist?" by Brian Fagan housed on Blackboard site*

### Week 6

M Sept 25 – Discuss archeology as a discipline/DC; Discuss as model for final essay; *For next time: Read "Students as Researchers" by Susan Black housed on Blackboard site*

W Sept 27 –Define commonplaces of research; Discuss ways article counters the commonplaces of research; In-class writing on how you view yourself as a member of the research community; *For next time: Skim "Finding Print Sources" in Faigley, 267-284*

F Sept 29 – **Library Research Day**-look for commonplaces; *For next time: Bring one source of a commonplace for your DC that you found*

### Week 7

M Oct 2 –**Turn in Commonplace book for teacher feedback**; Discuss source findings; Discuss how findings might influence your role as a member of that discourse community (writing conventions, vocabulary choice, etc.); *For next time: Read "Options of identity in academic writing" by Ken Hyland housed on Blackboard*

W Oct 4 – Discuss identity through writing: Is there an "academic" identity? Is there a BGSU student identity in writing?; *For next time: By Sunday, Oct. 8 at midnight, post on your blog about how writing helps define identity as a member of the discourse community you are exploring*

F Oct 6 – **No class – (Me at Watson Conference)**

### Week 8

M Oct 9 – **No class – Fall Break**

W Oct 11 –Discuss how writing affects your DC; One way to prepare to write as a member of a DC is to participate in DC, to investigate commonplaces of community; *For next time: Bring source material and electronic draft of major essay*

F Oct 13 –Computer Lab Day-work on drafting major essay

### Week 9

M Oct 16 – *For next time: Bring three copies of rough draft to class; Peer editing in class*

W Oct 18 –Rough draft of major essay due to me; *For next time: Skim "The Writing on the Stall: Gender and Graffiti" by James Green housed on Blackboard*

F Oct 20 –Discuss alternate "texts" – images, Web sources, music, film, etc.; In class do scavenger hunt in class for new texts-come back with notes and discuss; *For next time: Find an "alternate" text relevant to your DC and bring to class (or link)*

### Week 10

M Oct 23 –**Computer Lab Day**; Get drafts back; Discuss alternate texts; Discuss scrapbooking as text, bring in samples; Look at scrapbook history; *For next time: Write a paragraph about a time you scrapbooked/took photos/created a Website (acted as archivist)*

W Oct 25 – Discuss scrapbooking as preservation versus scrapbooking as identity formation; Watch *Last Holiday* film clip; Discuss what areas of life she covers; *For next time: Bring in an image or representative of self and tell how it might work in a forward-looking scrapbook; Read "Writing to Reflect" in Faigley, 133-147*

F Oct 27 –Discuss images; *For next time: Post on blog by midnight Sunday, Oct. 29 what areas of your life you would "forecast" scrapbook and what DCs you might belong to in 5, 10 years*

### Week 11

M Oct 30 –**Library Day** – Meet in Archives to view some historic scrapbooks

W Nov 1 –Discuss Mission Statements as way to predict action of DC, of individuals; Write a mission statement for our class

F Nov 3 – **Computer Lab Day** – Do mission statement activity online; *For next time: Bring in completed mission statement*

### Week 12

M Nov 6 –Discuss how mission statement might result from commonplaces and might impact "forecasting" scrapbook project; *For next time: Draft a mission statement as an intro to your scrapbook and bring four copies to class*

W Nov 8 –Peer editing of mission statements

F Nov 10 – **No class – Veterans Day**

### Week 13

M Nov 13 – **Computer Lab Day**-Final drafting on major essay before last peer edit

W Nov 15 – Peer Review Day (Bring four copies of essay draft to class)

F Nov 17 – **No class (me at NCTE conference)** – *By midnight* today post on blog about what discussed in peer review and what changes you plan to make

### Week 14

M Nov 20 – **No class (me at NCTE conference)** – *By noon, Final Essay due* in digital drop box

W Nov 22 – **No class – Thanksgiving Break**

F Nov 24 – **No class – Thanksgiving Break**; *For next time: Read "Design Basics" in Faigley, 202-212*

### Week 15

M Nov 27 – **Computer Lab** – Introduce online scrapbooks; Discuss options for final scrapbook presentations – traditional paper, Web format, Web site, iMovie, etc.; *For next time: Prepare a 1-page essay about the format you intend to pursue and why*

W Nov 29 – Discuss format options; Discuss how commonplace research and keeping might impact DC membership; *For next time: Begin work on scrapbook "forecasting" project and bring electronic or other materials to class on Friday*

F Dec 1 – **Computer Lab** – scrapbook workday

#### **Week 16**

M Dec 4 – **Computer Lab** – scrapbook workday

W Dec 6 – **Scrapbook Presentations**

F Dec 8 – **Scrapbook Presentations**

#### **Week 17**

Finals Week – No class meeting, but bring **Portfolios** (with final scrapbooks, commonplace books, link to blog, copy of final essay) **to Jen's office by 4 p.m.**

**Monday, Dec. 11**