

**When we encounter an image, a text, even another person,
how do past experiences shape this one?**

This semester we will be examining the ideas of (re)vision and perception through various lenses. To engage this theme, we will begin by asking: what is composition? What is writing *today*? What 'counts' as a text? How can we most effectively tell our stories?

You will be responsible for three papers: two shorter essays (3-5 double spaced pages) and one larger production (2,500 words, or roughly 8-10 double spaced pages). In order to gain ideas about various stylistic techniques, we will frequently be reading selections from our course text, *The World is a Text*. Since this is a writing course, you will have the opportunity to explore your own writing style on your blog (for the purposes of this class, please use the free services at blogger.com). Two weekly blog postings are required: responses to readings, in-class discussion, and other 'writing musings' are all valid posting options. There will also be random in-class writings for which you can only receive credit if you are in attendance.

Course Description

ENG 1020 prepares students for academic writing as required in college classes. It puts considerable emphasis upon the relationship between reading and writing, specifically upon the readers' expectations about the structure of written texts; the writer's reliance upon previous written texts to produce new writing; and the process of collecting, interpreting, and disseminating information through written texts.

Course Information

ENG 1020, CRN 31331, Section 002
T,Th 8:45-10:20 a.m. 337 State Hall

Instructor Information

Kimberly Lacey
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Office Hours: T,Th 10:30-11:30, or by appointment

Texts (Available at Marwil's, located at the corner of Cass and Warren)

Ruszkiewicz, John, Maxine Hairston, and Daniel Seward, eds. *SF Writer, 3rd Edition*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2004.

Silverman, Jonathan, Dean Rader, eds. *The World is a Text: Writing, Reading, and Thinking about Culture and its Contents, 2nd Edition*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2006.

Attendance and Other Course Policies

Please attend each class meeting and arrive promptly. Please respect your classmates by arriving to class on time and prepared to participate. Cell phones, iPods, and other distracting devices are to be turned off during class time.

Plagiarism: University Policy

Be responsible--do *your own work*. For a detailed description of Wayne State's policies regarding plagiarism and academic responsibility, please visit:

<http://www.doso.wayne.edu/judicial/academic-integrity.htm>

Assignments and Grading

Two shorter papers: (400 points/200 each): All papers must be typed--no exceptions. There are many computers available on campus so please plan accordingly if you need to use them. I will not accept handwritten assignments.

Personal Narrative: In this essay, you will discuss your own identity as a text. How have people read and misread you? Possible themes include a specific event, a reoccurring experience, or your identity in general (you are not limited to these, however). 3-5 pages.

Compare and Contrast: When composing this essay, select two similar but different themes and explore their relationship, or possible lack thereof. Some suggestions: music, literature, art, politics, cultures, cities, etc. 3-5 pages.

Blog Usage: (200 points/2 posts per week/20 points per week/10 points per post) In order to constantly think of yourselves as writers, please use your blogs to respond to weekly readings, in-class discussions, or outside issues dealing with composition. Blog postings are short responses (about 100-200 words each) and you will not be graded on the content of your postings, but will receive credit only upon the completion of these assignments.

Final Assignment: (400 points) You will be creating an argumentative research paper revolving around a larger theme to be determined as the semester progresses. During the semester, you should be gathering ideas through your readings and writings in order to alleviate your workload towards the end of the term. 2,500 words.

Final assignment presentation: (50 points) You will give a short 5-7 minute presentation on your final assignment. Further details regarding your presentations will follow.

Peer Review: (100 points/50 per session) On the days noted as peer review, please bring in a completed version of your paper. It is your responsibility as a student to come prepared and ready to participate. The main goal of these sessions is to receive and offer feedback from and to your peers in regards to your paper. You will then have time to revise and turn in a clean, polished paper. Please do not abuse the peer review sessions by coming into class with only preliminary ideas about your paper. Your paper should be a completed draft suitable for exchange.

In-class Writing: (10 points per essay) These short essays will be given at random. You will not be graded, but will receive credit only for the completion of the assignment.

Grading Scale:

1100-1050: A	1040-1000: A-
990-950: B+	940-900: B 890-850: B-
840-800: C+	790-700: C
690-600: D	
Below 600: F	

Semester Calendar

(Note: where readings are listed, please come to class that day having read that selection)

T: 9 May	Introduction to course; set-up blogs
TH: 11 May	Discussion: What is composition?
T: 16 May	<i>World is a Text (WIAT)</i> : Intro, Writing
Th: 18 May	Self-Censorship: <i>WIAT</i> Betty Shamieh, "Censoring Myself"
T: 23 May	Developing Ideas: Creating Outlines
TH: 25 May	Code, Recode, Coded Again: <i>WIAT</i> Holly Devor, "Gender Role Behaviors and Attitudes"; Paul Theroux, "Being a Man"
T: 30 May	<u>Peer Review #1: Personal Narrative</u>
Th: 1 June	<u>Paper #1 DUE</u> <i>WIAT</i> Interchapter: Reading and Writing about Images
T: 6 June	<i>WIAT</i> Jason Silverman, "Deciphering <i>I, Robot</i> : Random Thoughts from an Evolving Film Reviewer"
Th: 8 June	<u>Paper #1 Revisions Due</u> Discussion: Composing compare and contrast
T: 13 June	How We Tell the Stories We Do: Covers, Re-makes, Expression: Bring in examples of 'doubling'
Th: 15 June	<i>WIAT</i> <i>Passion of the Christ Suite</i>
T: 20 June	Discussion: Giving Credit Where It's Due Citation Workshop (Bring in <i>SF Writer</i>)
TH: 22 June	<i>WIAT</i> Whitney Black "Star Wars and America"; Diana Mack, "It Isn't Pretty...but is it Art?"

T: 27 June Th: 29 June	<u>Peer Review #2: Compare/Contrast</u> <u>Paper #2 Due</u> Discussion: Writers (Un)Block: Selecting Research Topics
T: 4 July TH: 6 July F: 7 July	NO CLASS A Demonstration: Conducting Research Day scheduled as Tuesday, but NO CLASS
T: 11 July	<u>Paper #2 Revisions Due</u> Perspective: <i>WIAT</i> Robert Bednar, "Caught Looking: Problems with Taking Pictures of People Taking Pictures at an Exhibition"
TH: 13 July	Discussion: Organizing Ideas: Creating Fluid Essays
T: 18 July TH: 20 July	SCHEDULED CONFERENCES: NO CLASS SCHEDULED CONFERENCES: NO CLASS
T: 25 July TH: 27 July	Presentations Presentations Last Day of Class
TH: 3 August	<u>FINAL PAPER DUE BY 10:20 AM IN MY OFFICE</u>