

University of New England
English 110—English Composition: Food and American Culture
FALL 2017 * M/W * 2:00pm—3:20pm * Decary Hall 206
Section H4
Course Syllabus



The Magician (Self-portrait with Four Arms) by René Magritte, 1952.

Instructor: Mr. Jesse E. Miller

Office Hours: Monday/ Wednesday/ Friday: 11:00am -12:20pm ; Friday: 2:00-3:00; and by appointment. **NOTE: I AM ONLY ON CAMPUS M/W/F.**

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Our Common Blog: <https://jessemiller17.wordpress.com>

Required Textbooks and Materials:

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 3rd ed. New York: W.W. Norton, 2017. (ISBN: 978-0-393-60263-0)

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: W. W. Norton, 2014. (ISBN: 978-0-393-93584-4)

Miller, Richard, and Ann Jurecic, *Habits of the Creative Mind*. Boston: Bedford/St. Martin's,

2016. (ISBN: 978-1-4576-8181-3)

*A folder to collect major assignments for the portfolio *A composition notebook for notes.

Note: Some of the readings will be handouts, which I will provide. Treat these as vital texts—collect our readings in a binder or folder, for the works we'll be reading throughout the entire semester will be revisited.

Course Description and Objectives:

This course introduces students to writing as a conscious and developmental activity. Students learn to read, think, and write in response to a variety of texts, to integrate their ideas with those of others, and to treat writing as a recursive process. Through this work with texts, students are exposed to a range of reading and writing techniques they can employ in other courses and are introduced to fundamental skills of information literacy. Students work individually and collaboratively, participate in peer review, and learn to take more responsibility for their writing development. Placement into this course is determined by entering SAT (or ACT) writing scores or by successful completion of LAC 010. 4.000 Credit hours.

Successful completion of English 110 fulfills the writing requirement in CAS Core Curriculum or the CHP Common Curriculum.

The ability to write in a clear, concise, and persuasive manner will be a benefit to any academic and professional goal you seek. During your course of study at UNE, you will be asked to construct a functional thesis and back it up with support. Beyond college, you will surely need to persuade a boss, a colleague, or even a potential spouse that you are the right person for the role. The aim of this course is to help you do all these things, and ultimately become a more effective writer and communicator.

Our course of study will focus on the ritualistic, cultural, ethical, and financial aspects of food and American culture. Our primary vehicle for learning is the essay. Emphasis will be on planning and revision, as well as critical investigation of the readings below the surface level. In many classes we will work in collaborative groups, or workshops, designed to inspire thoughtful, lively, and constructive responses to the material presented. The workshops and coursework will focus on narrowing topics, revising, and editing work. The writing skills learned during the course will be displayed in the in the completion of our major assignments.

Learning Objectives:

Students who succeed in this class should be able to demonstrate the following learning objectives:

* Demonstrate the ability to approach writing as a recursive process that requires substantial revision of drafts for content, organization, and clarity (global revision), as well as editing and proofreading (local revision).

* Be able to integrate their ideas with those of others using summary, paraphrase, quotation, analysis, and synthesis of relevant sources.

- * Employ techniques of active reading, critical reading, and informal reading response for inquiry, learning, and thinking.
- * Be able to critique their own and others' work by emphasizing global revision early in the writing process and local revision later in the process.
- * Document their work using appropriate conventions (MLA).
- * Control sentence-level errors (grammar, punctuation, spelling).

Attendance and Tardiness:

Attendance is required. You may miss **FOUR** classes without penalty (though missing any class time will certainly diminish your potential for success). However, should you miss a **FIFTH**, **it is highly unlikely that you will pass my class**. I am not a dictator and I realize life has its hiccups. If something horrible happens, like you end up in jail or you need to attend the funeral of a close relative, let me know. I'm sure we can find a reasonable, workable solution.

As the great Bill Hicks puts it: *Tardy is one of those words that means absolutely nothing in the real world. I hope you realize that. If you don't realize that, trying showing up late to work tomorrow with:*

YOU: "Hey, sorry I'm tardy"

BOSS: "Hey, sorry you're fired."

Please be on time for each class. **Three "lates" equals one absence**. It will behoove you to let me if you know you are going to be late. All missed work we do in this class will be your responsibility.

Being a Citizen of this Class:

A large portion of your grade (15%) in this class can be earned through your ability to demonstrate exceptional classroom citizenship. This grade is **MORE** than just class participation, but a holistic performance as a member of our learning community this semester. Your preparation, focus, willingness to do the work of the class, and attitude all shape this grade. Late arrival, talking during class discussion, absenteeism, slouching, lethargy, sour disposition, leaving early, space-outs, fudging the reading, inattention to detail, unwillingness to visit me or SASC, or just allowing a general idea to fester that this class doesn't matter because you're "not a writer" or you are "not an English major" will all diminish your ability to earn this dimension of your final grade. If you think hard work is stupid because you don't like the material, you should think about withdrawing today. I'm not kidding.

Perhaps unlike any other you've had before, this class is as much a product of your involvement and contributions as much as mine. I promise to teach with my whole self. In order to earn maximum points on your Citizen of this Class grade, you will need to do the same.

Disruption Policy:

If you must bring your cell phone to class, please set it to vibrate or **SHUT IT OFF**. Please **KEEP YOUR PHONE OUT OF SIGHT**. Disruptions to the class will not be tolerated. You will not text during this class. You will not make or receive phone calls during class. Please stop trying to hide your phones in your laps. I can see them! And what's worse, that kind of covert practice most assuredly makes you a bad person, if not an anti-intellectual. Also, be courteous and respectful to the class when coming and going. **PLEASE** do not start packing up your materials until class has ended.

Please do not get up during class to throw out your trash. This isn't your dorm room, bedroom, or living room. Comport yourself as the courteous adult you either already are, or are aspiring to be.

External discussions and chatting during my class will not be permitted. I will eliminate unwanted talking by first addressing the problem with you. The second step could be to change your seat. Lastly, if the issue keeps up, you will leave my classroom. I reserve the right to assign seating arrangements at *any time* during the semester.

Grading:

The grading breakdown will be as follows:

| | |
|--|-----|
| Major Writing Assignments/Projects and FinalPortfolio..... | 75% |
| Class Citizen Grade including Workshop Performance (in/out of class) | 15% |
| Journals ("blogs") and ePortfolio..... | 10% |

| | |
|--------|------|
| TOTAL: | 100% |
|--------|------|

There will be no exams, however, there may be an occasional (or frequent) pop quiz to make sure you have been keeping up with the readings.

Major Assignments/Projects, Grade Weight, and Due Dates (tentative):

- 1) **Favorite Meal** (15% of grade) *Week 2*
- 2) **Meal Analysis** project (20% of grade) *Week 5*
- 2) **American Values/Codes** essay (25% of grade) *Week 10*
- 4) **Portfolio including Entry and Exit essays*** (15% of grade) *First week/Final weeks*

Due dates are subject to change, and quite honestly, please consider this a very tentative listing.

UNE does not award A+, D+, or D- final grades. Here are the letter grade conversions:

| |
|------------|
| A = 93-100 |
| A- = 90-92 |
| B+ = 87-89 |
| B = 83-86 |
| B- = 80-82 |
| C+ = 77-79 |

C = 73-76

C- = 70-72

D = 60-69

F = <60

I = Nearly all work completed; fewer than 5 absences

WP = Withdrawal while passing during first two-thirds of the term

WF = Withdrawal while failing during first two-thirds of the term

W = Withdrawal during final one-third of the term

Journals a.k.a. “Blogs”:

You will be tasked with writing roughly 15 or so journal entries that should be roughly 300-400 words. These entries could be a series of analytical questions or sometimes just a single response question, and should be posted at least an hour before our classes. These entries will be posted on your “blog,” which is really not a blog at all, but more of an electronic pin board for our course. (I’ll talk more about making your blog soon, don’t worry!) I am going “collect” your journals twice during the semester (roughly at midterm and the end of the semester), which means I’ll take a look to see you have posted your entries in a timely and orderly fashion. Please label each entry, e.g. **JOURNAL # 1—DFW**. Don’t write about unrelated drivel or to just fill space—these entries are the fodder for our discussions and feed into our major assignments. I reserve the right to view journals at any point in addition to the two aforementioned collection times. The purpose of the journal is to spend time away from the classroom thinking about the questions I’ve posed, and then to bring in your thoughts for the class to discuss. These are very much writings for public consumption within *this* classroom and I will likely draw on your responses to share with the class from time to time.

Word to the wise (that’s you!): The semester is a semi-plastic thing: cancellations, illness, holidays, life-changing epiphanies, etc. I assign entries germane to our study “on the fly”—it’s your responsibility to **PAY ATTENTION and be responsible for each entry, *EVEN IF IT’S NOT LISTED ON THE WEEKLY CALENDAR***. I will *not* provide a complete list of journals. This is one of my methods of keeping you on your toes.

Fire and Brimstone:

All major assignments are due on the assigned due date without exception. Please have them typed, double-spaced with 1-inch margins and saved in a Word document. Times New Roman is the preferred font and 12-pt size is required. Don’t do anything weird like alter the margins, or blow up the font size. A feeble attempt to lengthen your writing instead of strengthening the content of your writing projects is entirely beneath you.

You will need to retain and print out **ALL** drafts of your major assignments and collect them in your portfolio at the end of the term. You will need to submit your entire *physical paper portfolio* at the end of term. Your portfolio will also include a sample of your best peer-review feedback. (You’ll want to hang on to a copy, physical or digital, of all of the feedback you provide during the term). Failure to provide do so may result in failing the course.

In order to pass this course, all major assignments must be submitted.

Plagiarism and Academic Honesty:

Plagiarism is intentionally taking someone else's words, ideas, or writing and attempting to make them your own. Writers give credit to others' original content through citations. (In this class, we will use the MLA style.) I find plagiarism personally offensive and any student found guilty of doing so will fail the class. Please review UNE's policy on Academic Integrity at the end of this syllabus.

No paper written for any other course is acceptable for this one.

Late Work:

In order to succeed in this class, and in order for this class to succeed, you will need to complete the coursework on time. If you fail to turn in the assignment on time, your assignment grade will drop an entire letter, each day the paper is late, including MAJOR ASSIGNMENTS, e.g., a "B" becomes a "C" automatically. If you are having difficulty meeting a deadline, please see me as soon as possible by appointment. I am happy to work with you to get things back on track if you are dedicated to the task.

Revision Policy and Drafts:

In addition to the vital workshops we will hold in this class, you will have an opportunity to conference with me one-on-one about your first draft of each major assignment. The first two are compulsory, the last is voluntary. Unless explicitly discussed, missing or low-effort *first drafts* will be devalued. If you miss a conference, I cannot promise an opportunity to make it up. Please take control of your academic life and do your work on time.

After workshops and our conferences, you'll be expected to revise your paper. Any revision re-submitted must be a major re-working of the essay—**mere editing is not revision and will not be considered as such.**

ACADEMIC INTEGRITY:

Academic Integrity at the University of New England

Students enrolled in ENG 110, ENG 122/123, or SAS 011 are encouraged to take a few minutes to complete the nationally recognized Academic Integrity 101 Self Test (<http://www.une.edu/studentlife/plagiarism/>) to familiarize themselves with the issue.

The UNE Student Handbook states:

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable.

Charges of academic dishonesty will be reviewed by the Dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England (UNE Student Handbook, 2016, p. 57).

The UNE Student Handbook also includes samples of Academic Dishonesty:

Academic dishonesty includes, but is not limited to the following:

- A. Cheating, copying, or the offering or receiving of unauthorized assistance or information including but not limited to
 - 1) use of any unauthorized assistance in taking quizzes, tests, or examinations;
 - 2) dependence upon the aid of sources beyond those authorized by the faculty in writing papers, preparing reports, solving problems, or carrying out other assignments, including but not limited to calculators, handheld computers, smart phones, or any other electronic devices; or
 - 3) the acquisition, without permission, of tests or other academic materials belonging to a member of the University faculty or staff.
- B. Fabrication or falsification of data, results, or sources for papers, reports, or examinations, either oral or written.
- C. Actions that destroy or alter the work of another student.
- D. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
- E. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own including but not limited to:
 - 1) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
 - 2) the unacknowledged use of materials prepared by another person, company, online purveyor, or agency engaged in the selling of term papers or any other academic materials (UNE Student Handbook, 2016, p.32).

The College of Arts and Sciences policy on reviewing alleged acts of academic dishonesty can be found at: <http://www.une.edu/cas-1>

Relevant Web Links

- UNE Student Handbook (<http://www.une.edu/studentlife/handbook/>)
- “Academic Integrity 101 Self Test” (<http://www.une.edu/studentlife/plagiarism/>)
- Procedure for Adjudicating Academic Integrity Violations (<http://www.une.edu/cas-1>)

Procedure for Reporting Suspected Academic Dishonesty

Procedure for reporting and review of alleged academic dishonesty in the College of Arts and Sciences. (This information is available at [une.edu/cas-1/](http://www.une.edu/cas-1/))

A course instructor who believes a student has engaged in academic dishonesty shall meet with and notify the student of the suspicion of academic dishonesty, report the alleged incident to both his or her department chair and the College of Arts and Sciences (CAS) Dean’s Office, and provide the department chair with a written account of the incident, including all relevant documentation.

The instructor may include a recommendation for the appropriate sanction (the minimum sanction is a failure on the assignment in question.)

The department chair shall confer with the CAS Dean’s Office to determine if the student is a repeat offender, review the material provided by the instructor, and notify the accused student in

writing or e-mail of the charge of academic dishonesty. The student must reply within 5 days of receiving the communication from the chair. The department chair will then schedule a meeting with the accused student to discuss the charge.

After reviewing the documentation and meeting with the student, the department chair will provide

- all relevant documentation,
- a description of his or her decision on the veracity of the charge and, if necessary,
- a recommendation of an appropriate sanction to the CAS Dean's Office within 5 days of meeting with the student.

If the student does not reply to the chair's request for a meeting, then the chair will proceed without input from the student within 10 days of receiving the material from the course instructor.

If the department chair concludes that the student has not committed an act of dishonesty, he or she must

- meet with the course instructor to determine an appropriate course of action,
- forward the appropriate documentation to the CAS Dean's Office, and
- inform the student and course instructor of the department chair's decision.

If the department chair concludes that the student has committed an act of dishonesty, the Associate Dean will review the relevant documentation, the chair's conclusion, and the recommended sanction. If the Associate Dean disagrees with the conclusion and/or the recommended sanction, the Associate Dean will meet with the department chair to determine an appropriate course of action. The Associate Dean will then notify in writing the department chair, the faculty member, and the student of the Associate Dean's final decision and the sanction, if appropriate, within 5 days of receiving the material from the department chair.

Midterm Progress, SASC, and Accessibility Language (2017-18)

Midterm Academic Progress Reports

The University of New England is committed to the academic success of its students. At the midterm of each semester, instructors will report the performance of each student as SATISFACTORY (S) or UNSATISFACTORY (U). Instructors will announce when these midterm academic progress reports will be available for viewing via U-online. This early alert system gives all students important information about progress in their courses. Students who receive an UNSATISFACTORY midterm report should take immediate action by speaking with their instructor to discuss suggestions for improvement such as utilizing the services of academic advising, the Student Academic Success Center, Counseling Services, and Residential Education.

Student Academic Success Center

The Student Academic Success Center offers a range of free services to support your academic achievement, including tutoring, writing support, test-prep and studying strategies, learning style consultations, and many online resources. To make an appointment for tutoring, writing support, or a learning specialist consultation, go to une.tutortrac.com or visit the SASC. To access our online resources, including links, guides, and video tutorials, visit <https://sites.google.com/a/une.edu/student-academic-success-center>.

Students with Disabilities

The University of New England will make reasonable accommodations for students with documented disabilities. Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor at the beginning of the semester. Registration with the Student Access Center, located in Stella Maris 131 (ext. 2815) on the Biddeford Campus and the Lower Level of Ginn Hall (ext. 4418) on the Portland Campus, is required before accommodation requests can be granted.

<http://www.une.edu/studentlife/student-access-center>

All disability-related inquiries can be directed to bcdisabilityservices@une.edu on the Biddeford campus or pcdisabilityservices@une.edu on the Portland campus.

A Special Note about this class:

For planning purposes, as a student in this course, you should expect to dedicate an hour each week to the e-assignments in addition to 3-4 hours on English 110 homework. As is the usual expectation for college-level courses, students should expect to spend about one hour completing course work for each credit hour of a course (4 credits = 4 hours of homework per week).

A Special Note about this Semester:

Ok, as you can see there are a lot of rules and regulations associated with a college class. This can be scary, serious stuff and it's easy to get lost in the flood of detail here. Take a deep breath and think of a swan floating on a pond unbroken by ripples. *Ahhhh...*

**Academic Calendar
(WEEK 1 & 2)**

Life is a combination of magic and pasta.
—Federico Fellini

WEEK 1 Wednesday, August 30

Introduction: 1. You are a journalist. Pair up and interview your partner. Share during class.

2. Distribution of syllabus; discussion of policies and procedures.

3. Self-assessment

Assignment: 1. Take home writing prompt. Bring in 3 copies to be workshopped by your peers.

2. Read David Foster Wallace's "Consider the Lobster" HANDOUT (available on Friday). Send me an image of one page of this text by Monday, September 4 by 5 pm.

3. DFW journal (#1). Send this response to me by ___ **Monday, September 4 by 5 pm** ___.
4. Watch a pro annotate a text, and talk through her annotations. In the video below, Professor Lisa Giles explains how she goes about marking up a reading for improved comprehension, and to prepare to write about it. Professor Giles is a poet, essayist, and professor teaching writing and literature at the University of Southern Maine.

<https://www.youtube.com/watch?v=dx4vH8Cqnao>

WEEK 2 Monday, September 4

Labor Day—No class.

Assignment: See above

Wednesday, September 6

1. Distribution of prompt handout. Keep your pen moving. Write!
2. Entry writing sample workshop.
3. How would you improve your paper?
4. David Foster Wallace's "Consider the Lobster" discussion and journal playback.
5. Look at one-pagers.
6. Establish cohorts and classroom citizenry guidance system.

Assignment:

1. Revise your Entry essay for next class.
2. Read pages 3-8 on ***Reading*** and pages 33-39 ***Topic Sentences and Unity/Coherence/Organization*** (PDF-our course site).
3. Read pages 63-71 in on ***Narration*** and ***Drafting*** (PDF-our course site).
4. JOURNAL 2: In detail, describe your experiences **drafting** writing projects. And what about revision? What did that look like? What was your process? How did it work for you?