Fall 2018

HUM 101-033: Writing, Speaking, Thinking

Risa Gorelick

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Humanities 101:
Writing, Speaking, Thinking

Professor: Dr. Risa Gorelick
Phone: (973) 596-5868
Email: Gorelick@njit.edu

Office Hours: MW 2:30 - 3:30 PM & by appointment
Office: Cullimore 426
Term: Fall 2018

Meeting Times:

HUM 101-005: Monday/Wednesday 1:00 – 2:20 PM 207 Kupfrian Hall
HUM 101-033: Monday/Wednesday 10:00 – 11:20 AM 110 Cullimore Hall

Course Description
HUM 101 is an introduction to college-level writing. In this course, students are introduced to writing’s rhetorical dimensions; they are asked to consider the purpose, audience, occasion, and genre that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on the writing processes, asking students to brainstorm topics, to write drafts, and to revise their writing based on reflection and peer feedback. Writing and reading go hand-in-hand, so students are asked to read challenging articles, essays, and prose, and to consider paintings, films, or other visual compositions. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, the readings serve as both models of effective communication and as beginning places for students’ own arguments and analyses.

Prerequisites
Permission of the Humanities Department is required. Entrance is determined by placement score or completion of HUM 099 with a grade of C or better.

Course Goals
During this course you will:

● Gain knowledge of writing’s rhetorical dimensions
● Use writing as a tool for critical thinking and reflection
● Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
● Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
● Practice using the conventions of written, spoken, and visual composition
● Practice writing and creating in digital environments

Required Texts
This course uses an OAT (Open Affordable Textbook).

About OpenTextbook: An “open” textbook means that its authors have made it free to own, share, and adapt for non-commercial purposes. Instead of having to buy it, you can just read it online, download it to an electronic device (like a computer or e-reader), or print out some or all of it. The book for this course is Writer’s Handbook.

REQUIRED AND/OR SUPPLEMENTAL COURSE MATERIALS

● Open textbook or Open Educational Resources (OER) will be used for this course. Electronic links to all OER are on the Moodle course page.
There is no traditional textbook for this course. All course materials (readings, videos, podcasts, images, etc.) will be available via web link or by download from the course Moodle page.

Open textbook or Open Educational Resources (OER) will be used for this course and are provided on the weekly assignments schedule.

No textbook is required for this course, see list of online resources below.

A college-level dictionary/thesaurus (can be a free downloaded app)

A notebook and writing instrument (pen/pencil) to take notes in class

A writing instrument that is a color other than red to make notes on peer response papers

A stapler to staple your assignments together

You can bring your laptop/tablet on days where we write in class.

Assignments & Assessment

Your grade breakdown is as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance /Participation /HW</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 1</td>
<td>25%</td>
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<tr>
<td>Essay 2</td>
<td>25%</td>
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<tr>
<td>Essay 3</td>
<td>25%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
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</tbody>
</table>

Individual and group work will be evaluated according to the university’s grading scale.

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>D</td>
<td>69-60</td>
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<td>F</td>
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Participation, Punctuality and Attendance

You must be present to win—please make every effort to attend class. All students are expected to attend all regularly scheduled classes. See the NJIT attendance policy: http://www.njit.edu/registrar/policies/attendancepolicy.php.

Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You may miss up to one week of class (2 classes) without penalty. Every subsequent unexcused absence will result in a deduction of participation points. More than six unexcused absences (three weeks of the course) can result in the automatic failure of the course.

Students who expect to miss classes because of religious observance must submit to their instructors a written list of dates that will be missed by the end of the second week of classes, September 11, 2018 (per university policy). Students are expected to make up missed work within a week.

Attendance on workshop days is mandatory. If you know in advance that you will miss one of these days, please meet with me to arrange an alternative solution. If your group does not complete reviewing everyone’s paper, you must find a time outside of class in which to meet to review each other’s drafts.

Please contact your classmates for missed work. Take 5 minutes to meet 3 people and get their contact information.
Please Note: All assignments, readings, etc., must have been prepared prior to class meetings on due dates. You must have your drafts printed to participate in workshops. Revisions of work must be accompanied, when submitted for evaluation, by all prior drafts.

Assignment Submission

All assignments must be submitted in typed, hard copy (printed) AND through Moodle by the time class begins on the day it is due. This means you must arrive with your assignment printed, stapled, and ready to hand in. I will not accept emailed work. Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets. All assignments must contain your full name, course name and section/time, have pages numbered and placed in the right order, and stapled together.

Late Work

Late work will be severely penalized (one grade per day—not class—late). If you are having difficulty completing an assignment, please see me prior to its due date. It is better to hand in an assignment you may not be happy with and revise it later than to hand it in late.

Technology

If you need to get a hold of me email is my preferred method. Under normal circumstances, I will respond to your emails within 24 hours. Please plan accordingly. Remember to maintain an appropriate tone in all school-related correspondence. This means to include an appropriate SUBJECT line and your NAME in all emails. I will not respond to emails that do not include the sender’s name.

Cell phones should not be used during class unless needed for a specific activity. Please set them to silent as a courtesy to your classmates and instructor.

Laptops should only be open when we are drafting. For discussions and presentations they should remain close.

NJIT University Code on Academic Integrity

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity. The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework assignments are to be completed individually unless otherwise specified.
The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

Special Needs
Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

The Writing Center
The Writing Center (G17 Central King Building) is available for one-hour individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/

Writing Assignments: Since this is a composition course, you are required to write three formal essays and an oral presentation. **Essays must be handed in on time! Late papers will drop 1 letter grade for each DAY [NOT CLASS] they are late.** You must revise papers in this course, so it is smarter to hand in a completed draft on time then revise it later. If you are absent, contact Dr. Gorelick and arrange to have someone hand in your work on time.

**FORMAT:** All papers must be typed/word processed, double-spaced, no “weird” margins/fonts (1 inch margins; 12 point Times New Roman). Papers must be handed in printed on paper (no emailed copies) and in Moodle. Please number papers & STAPLE pages together. In the upper right-hand corner, please put your name, course name, time, section, professor’s name, and date. All papers must have a creative title that gives your audience a clue about your subject matter. Make sure you spell check and proofread your work. Check for grammatical mistakes.

Please keep all drafts to hand in at the end of the term so you and I can monitor your progress. **Do NOT discard ANY work from this course! Keep your drafts in a safe place. Never hand in the only copy of an assignment. Always keep a copy for your files in case something happens and an assignment is misplaced. This way you will always have a copy of something as important as a college assignment.**

**If you work in Google Docs, you should be able to access your work from any computer/mobile device. Additionally, Google Docs automatically saves the document for you. In a pinch, you can access a Google Doc on a mobile device, even during a power outage.**

Out of class assignments must be word processed. Make sure you save your work on at least 2 places (hard drive/cloud/flash drive) so you always have a copy of your work. **Make a print out of your paper before you turn off your system so if something goes wrong you only have to retype what you’ve written rather than going through the entire writing process again. Email a copy of your paper to yourself so you can access it from the writing center and other computer labs. Update your computer virus protection weekly and do weekly virus scans of your computer.**

**Writer’s Memo:** When you hand in your final drafts—and any subsequent revisions—of your papers, you MUST include a brief [one page typed] business-like memo, addressed to me, which reflects how your writing process developed through the writing of the particular assignment. Memos done for revisions must discuss why you changed what you did and how peer groups, instructor comments, new research, etc. helped you revise your work. You should also discuss

* What you learned from writing each paper?
* If you had any difficulties you had while writing the paper.
• What you thought about the assignment? (e.g. if you could change it, how would you do so?)
• How peer grouping/Round Robin helped/hurt you?
• How did you use your in-class writing time?
• Did you access the Writing Center? How was that experience?
• If any part of your writing process changed/altered while working on the paper, you should also comment about that in your memo.

Failure to include your writer’s memo with your final drafts will drop your grade one letter per paper! This memo is a way for us to communicate without requiring that you see me in a conference for each paper. Of course, you are welcome to set up a conference with me in addition to writing the memo. (See sample at end of syllabus.)

Revision: All papers that do not earn the grade of “B-” or higher MAY be revised by the end of the semester and put in your portfolio with the original, graded draft. If you do not see a way to improve your paper other than to “fix” the grammatical errors I indicate, your revision will not receive a higher grade than the original. You need to do more than merely respond to my comments or corrections; you must re-conceptualize your presentation (e.g. the logic, sufficiency, and clarity of your argument and the sources you cite). Revision can improve your grade; putting in the commas where I said they go does not constitute a revision. Revision means re-seeing and re-thinking along with re-writing! For revisions to count, you must make an appointment at the Writing Center and/or set up a conference with Dr. Gorelick.

Conferences: If you have questions about your assignments, please come see me to talk about them. If office hours are not convenient, let me know and we’ll work out another time to meet. You are welcome to visit Dr. Gorelick about any writing concern.

PEER GROUP WORKSHOPS: What is a Peer Group? You will be randomly placed into small groups (3-4 students) called peer response groups. You will meet with your peer groups during class (and occasionally outside of class) to discuss the drafts of the papers you will write for this course. Why? Most writers can benefit from some honest feedback from readers, and often writers form support groups to read and react to one another’s work. Hearing reactions to your writing from more than one reader will help you judge the effectiveness of your work. Additionally, responding to the work of other writers will help develop your ability to read and revise your own writing. Your drafts must be complete drafts in order for you to get credit for the peer group exercise. Peer workshop days are not the time to brainstorm; rather, it is the time to have peers reflect on what you have already written and to help you progress to the next stage of writing—revision. This stage cannot be done if your paper is incomplete. If your paper is not finished on a peer group day, you will receive one absence for the class period. It is critical that everyone be present and ready to participate on peer group days.

PEER GROUP ETIQUETTE: There are no real rules to peer group workshops, but there is a certain etiquette. Please be familiar with the following information. You will be asked to find at least 3 items you liked about the paper and 3 items where the author needs improvement (with some suggestions from the group).

1. Be timely. That is, make sure that everyone’s writing is given equal time. This is done by dividing the number of people in your group by the amount of time we will be spending on a particular day in our peer groups. If you manage not to respond to everyone’s paper, it is the group’s responsibility to arrange time outside of class to meet to finish the workshop. Think of how you would feel if you were the one whose paper wasn’t critiqued. If you finish early, please use the extra time to go back and look at the drafts again.
2. **Be quiet when your work is being discussed.** If time permits, you may ask questions of your peers after everyone’s work has been discussed. Just listen when your work is “on the floor.”

3. **Be honest but POLITE & TACTFUL.** There is no value in demeaning a peer’s work or in personally insulting a peer. Do your best to respond tactfully (as you would wish to be responded to by your peers). **Never say, “This sucks, what are you doing in college?” (or the equivalent).** If you can’t find anything positive to say, ask Dr. Gorelick to assist the group.

4. **Do NOT tell a peer that his/her paper is “fine” and s/he does not need to change anything!!!** All writing can be improved upon. Take a look at the textbooks you bought for this semester. Notice how many of them are in the first edition. Most published textbooks go through many revisions. If professional writers can revise their work, all of our work can be revised.

Below is a Sample Writer’s Memo, which you must include with each final draft of a paper when you hand it in to be graded. Additionally, should you choose to revise the paper for a better grade, then you must include a revised writer’s memo informing me what you learned from your revisions and the steps you took to revise your paper.

Sample Writer’s Memo

TO: Dr. Gorelick  
FROM: David Liu  
DATE: October 1, 2018  
RE: Paper 1: The Risk of Eating

In this paper, I wrote argumentative essay about the risk most people take every day: eating. With all of the news about the dangers in the food supply, the risk of consuming too much trans fat, the American obesity problem and the like, my paper focuses on why Americans eat too much and argues that the government should NOT step in to ensure that Americans are healthier by passing all these laws. My audience is anyone who has experienced anger when the government steps in and decides that one cannot eat something because it is bad for you. I tried to use humor in my essay, along with many details, to explain my points.

I began my writing process by first jot listing, then clustering. I like clustering since it lets me just write whatever comes to mind. It's much “freer” than the outlining we did in high school. From the clustering, I did some free-writing and wrote about three drafts before I brought in what I had for the round robin.

The round robin exercise proved beneficial to me because I received feedback on the parts of my paper, which needed better clarification. My peer group, however, did not work as well with me. My paper’s thesis angered some of the students in the group. I would like to be switched into another group, please. My paper, it appears, did not receive as much time as the others in my group (Student A, B, & C).

To make up for my peer group’s lack of assistance, I conferenced with you and we weeded out unnecessary sections and tightened up my essay. Thanks for the extra help! Then I took your advice and went to the Writing Center where I learned where commas should go (more or less). The consultant (Patrick) was quite helpful. I am still uncertain as to what exactly a comma splice is. Can you please take some more class time to go over this area? I also need help with subject/verb agreement.

I am glad this paper is finished! This accomplishment makes me feel more at ease about being in college. Writing is hard work (but rewarding)! I hope my papers become easier to write as the semester progresses.
Audience: Campus Newspaper (students, faculty, staff)
Purpose: To inform/persuade readers of your views of an area restaurant of your choice
Form: essay/review
Style: semi-formal
Length: 2-3 double-spaced, typed pages (no weird margins; 12 point Times Roman, 500-750 words)

Most Americans eat out on a fairly regular basis. Most people have favorite restaurants. The venues for restaurants are numerous: fast food drive-thru windows, comfy diners; pizza places, bar & grills, BBQ joints, ethnic specialties (Chinese, Japanese, Thai, Italian, Cajun, Spanish, Portuguese, etc.), themed places (Hard Rock Café), “dives” where the food is good but the atmosphere not so desirable, and “fancy” places where you would go on a date or for a celebration of some sort (birthday, anniversary, graduation, etc.). We eat out for different reasons besides hunger. Sometimes we want to be “seen”; other times we want to “go where everybody knows your name.” Certain places or food remind us of special times with special people.

Many people rely on reviews from places like Yelp and other apps to see if the food or atmosphere is what they are hoping to replicate. Look at some Yelp or other reviews to see what people write about and if you think the reviews are written fairly. Often times, people include photos of the food they ordered.

For this paper, you will write a restaurant review of a restaurant of your choice. This will probably work better if you do NOT choose a fast food place. If you cannot afford to eat out, you may do a review of one of the campus dining facilities. If you aren’t on a meal plan, you may review a meal at a relative’s or friend’s house (grandma). You will want to consider the following items in your review:

- name of the place you’re reviewing; location; phone number; days/times open
- types of food served (that you did & didn’t order)
- cost of items on the menu (that you did & didn’t order)
- quality (description of sight, taste, smell, etc.) of the food you specifically ordered
- atmosphere of the restaurant (casual, dive, elegant, etc.)
- quality of service by hostess, wait staff, owner, chef/cook, etc.
- location of the particular restaurant (especially if it is a chain); try to find a place that’s not a chain. See if you can find the taste of New Jersey or the taste of Newark or another town.
- why you chose this particular restaurant
- who came here with you (generally reviewers don’t eat out alone—they look too suspicious)
- would you come here again?
- Rating (out of 5 stars)
- Feel free to include photos of the restaurant and the food you ordered. Please include the menu.
- You are welcome to add to the above list.

Make sure you have an introduction (with a THESIS) and a conclusion. You are arguing whether your readers should or should not go to this restaurant and why. Be DESCRIPTIVE! Your paragraphs should have transitions between them, and you should have organization/logic to your essay.

You may use first-person (I/me/my/we). Avoid 2nd person (you/your). If you dine with others, please share their names rather than refer to someone as “my boyfriend/girlfriend”; if you dine with your parents, you may call them Mom and Dad.

This assignment works better if you go to the restaurant and actually begin writing as you go through the process of ordering. Look at how the table is set. Do they bring you water, bread, refill drinks, etc. without asking? Are you comfortable in this place or are there too many forks here which make you unsure of which to use? Are the people who work here friendly? Remember, your job is to fairly describe and assess the restaurant so others will decide whether or not to eat here. You should share a dining experience (narrative) as part of your review.

Do not forget your Writer’s Memo (see sample above).
Include a copy of a menu from your restaurant. See syllabus for workshop and due dates.
Sample Restaurant Review: Please double-space your restaurant review!

Olde Tyme Grocery: A Birthday Dive

When I arrived in Lafayette, LA to attend graduate school and knew almost no one, I promised myself I would not spend my birthday alone. I didn’t want gifts, but I did want some company. I asked some classmates what they were doing after class the night of my birthday, mentioned the occasion, and asked if anyone wanted to go out. Three people said they were free, so we began to scout where to go eat.

Joe, the New Yorker, had the most local dining out experience in the bunch. He had arrived at the last minute and was still crashing at another student’s place and looking for an apartment. He said he knew of a few good Cajun places, so we piled in my car and started out for the one he said was the best. When we arrived, we learned it was only open for lunch, as were the next two places he suggested. We were beginning to get really hungry and finally found an open place a block from campus where Joe said the po-boys were good. Po-boys were not part of my mid-western vocabulary, but we were tired of going from place to place and decided to give Olde Tyme Grocery a try.

I pulled in the lot across the street from Olde Tyme Grocery. Its marquee read, “Joie de Vivre!” and I was beginning to regret having taken Spanish instead of French in both high school and college. I don’t know what I was expecting, but when we walked through the glass-paned cypress door, we entered what appeared to be a convenience store. I looked at them in disbelief. “You want to eat here?” I asked, “in a convenience store?” The group nodded, and I silently wondered, “what kind of people are these guys?” We walked up to the counter where a teen in a t-shirt and shorts asked for each person’s order. Joe suggested, “the shrimp and oyster ones are really good.” I figured what the heck and ordered a shrimp po-boy, not really knowing what one was other than some type of submarine sandwich, and an order of fries ($1.95). The teenager asked if I wanted a half or a whole, and when I asked how big it was, he told me a half was 6 inches ($6.95) and the whole was 10 inches ($9.50). I ordered the half. He wanted to know how I wanted it “dressed.” When he told me what dressing a po-boy meant (condiments), I asked that he hold the mayo. Joe ordered the whole oyster fully dressed. Laura, allergic to seafood, had their nightly special: a whole turkey po-boy with choice of cheese ($6 for a whole on special; $6.50 for a half when not on special; specials change nightly Monday - Thursday and are available from 6 -10 p.m.). Will had an Olde Tyme Po-Boy: turkey, ham, and roast beef with choice of cheese ($6.50 half; $9.50 whole). Drinks were self-serve out of the coolers ($1.50 for cans and $2.25 for 20 ounce bottles of sodas; beer in cans and bottles [large selection of imports] $4 - $9). A large selection of Zapp’s chips [a local chip kettle fried and extra crunchy] Crawtators (spicy, crawfish-seasoning flavored) and honey-mustard went over well ($1.50/bag) and candy bars lined the two convenience store shelves.

After ordering, we found a table in the crowded dine-in area. A television sat in the upper right hand corner and was tuned into “Wheel of Fortune.” Air condition units whirled at full speed. We sat at a round wood table with four chairs, wiped away the crumbs from the last customers, and twisted open our drinks. “What a dive!” I thought. But it was better than eating a TV dinner alone for my birthday, right? After about five minutes, another teen came into the dining room with our po-boys and fries wrapped in white butcher paper. My sandwich was brimming with fried shrimp. It never occurred to me the shrimp would be fried—certainly NOT a Weight Watcher choice!—but I figured I would try it. The French roll was crusty and warm. Shredded lettuce and thinly
slice tomatoes and a red sauce (which I later learned was Heinz Ketchup) covered the shrimp. It was such a huge sandwich I was wondering how I would open my mouth big enough to take a bite.

I managed to take that first bite, and it was heavenly. The shrimp were well seasoned with Cajun spices (my sinuses cleared very quickly). They were crispy on the outside and tender and juicy inside. The shrimp were hot and the condiments were cool creating a nice contrast in my mouth with the crispy bread creating a symphony of flavor. Joe said the oysters were wonderful—better than anything he could have ever gotten in New York City. The turkey special was also served warm with an *au jus*, leaving it a little soggy but quite filling. Will, who missed Milwaukee bratwurst, said his sandwich was better than what he could have put together at home, although he wished he had gotten the seafood one instead, but he was happy. The French fries were potato wedges, cut thick, served hot (albeit a bit salty), and fried in the same vat as the shrimp and oysters as some of the seafood had escaped into the fry orders. For $1.95 you get your money’s worth and they’re much better than any fast food variety fry.

While Olde Tyme Grocery looks like a complete dive, the food is better than I’ve had in many fancy restaurants. It’s a place where friends hang out after classes, and where families come on nights when mom and dad don’t want to bother cooking (especially on nights when the weather is over 100 degrees); even a place where folks go to celebrate birthdays and dissertation defenses. The atmosphere is very casual and friendly. Prices are low even college kids can afford to eat here, but many of the doctors and nurses from the hospital across the street are also seen here. If you’re not watching your cholesterol and calorie intake, the shrimp po-boy is what I would suggest. They also offer chef and seafood salads ($6.75 - $7.25) and will take the meat off salads for vegetarians ($5), but Olde Tyme is not very vegetarian friendly. They offer take out (but no delivery) and suggest phoning orders in ahead of time.

When out-of-town guests come in to visit, Olde Tyme Grocery is where we go for a casual lunch or dinner. My mother, who did not care for much of the Cajun cuisine, read about Olde Tyme Grocery on the American Airlines in-flight magazine on her way in for Mardi Gras one year. We went there for lunch a few times that week. She called me up after returning to Chicago to say, “I dream about that shrimp sandwich.” It’s “c’est ce bon,” as those who speak Cajun French would say. Now that I’m 1500 miles away, I dream about those shrimp po-boys, too. It’s the first place I ask to eat when I return to Lafayette. It may be a dive, but the food is a birthday party for one’s mouth.

**Olde Tyme Grocery, 218 W. St. Mary Blvd., Lafayette, LA 70503**
http://www.oldetymegrocery.com Phone Orders: 337-235-8165

**Over-All Rating: 4½/5  Cost: 5/5  Food: 5/5  Atmosphere: 2/5**
Open: Monday - Friday 8:00 a.m. - 10:00 p.m.; Saturday 9:00 a.m. - 7:00 p.m.; closed Sunday
### Dr. Gorelick
#### HUM 101 SEMESTER SCHEDULE
(Subject to change with written notification)

Please check email and Moodle regularly for announcements and changes.

For assigned readings: WH = *Writer’s Handbook*, MDL = Moodle

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**Unit One: Introduction to College Writing**

**Week 1**

| W 9/5 | Course Overview  
In class: Introductions, expectations, review of syllabus and course requirements. Moodle tutorial.  
Due: (Reading): “Preface to Students” and “Ch. 1 Writing to Think and Writing to Learn” (WH).  
(Writing): Assign Paper 1; Diagnostic Essay written in class (not graded but you must make this up if you miss the in-class essay.) |

**Week 2**

| M 9/10 | ROSH HASHANNAH—NO CLASS!—Instead of meeting f2f, please do the reading and the homework assignment on Moodle.  
Due: (Reading): “Ch. 2: Becoming a Critical Reader” (WH).  
**Last day to drop a class!** |

| W 9/12 | Due: (Reading): “Ch. 4: Joining the Conversation” (WH). (Writing): Review Yelp and other Yelp-like app reviews of restaurants. Why do people write such reviews? |

**Week 3**

| M 9/17 | Due: (Reading): “Ch. 11: Academic Writing” (WH). Lessner and Craig’s “Finding Your Way In” (MDL).  
(Writing): Time to draft in class—bring your laptop or pen/paper. |

| W 9/19 | YOM KIPPUR—NO CLASS!—Instead of meeting f2f, please do the reading and the homework assignment on Moodle.  
Due: (Reading): Dasbender’s “Critical Thinking in College Writing” (MDL). |

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**Unit Two Topic: Language and Identity**

**Week 4**

| M 9/24 | Due: (Reading): Alexie’s “Superman and Me” and Anzaldúa’s “How to Tame a Wild Tongue” (MDL).  
(Writing): Round Robin Workshop: come to class with one complete, printed draft.  
Arriving without a draft will earn you an absence and negatively impact your paper’s final grade.  
HOMEWORK: Revise draft based on comments; consider a trip to the Writing Center for more help. |

| W 9/26 | Due: (Reading): Shen’s “The Classroom and the Wider Culture” and Tan’s “Mother Tongue” (MDL).  
(Writing): Time to draft in class—bring your laptop or pen/paper. |

**Week 5**

| M 10/1 | (Writing) Peer Group Workshop: Bring in 4 printed, complete REVISED copies of your paper.  
Failure to bring in your draft will hurt your final grade. Do not bring in the same draft as you worked on 9/13 (should be REVISED).  
HOMEWORK: Revise Restaurant Review to hand in on 10/1  
(Reading): Klass’ “HERS” and Maddalena’s, “I need you to say I!” (MDL). |

| W 10/3 | Due: PAPER #1 Due: Make sure you include your writer’s memo, final draft, Round Robin and Peer Group drafts with comments. Please label drafts, number pages & staple pages together prior to class.  
DISCUSS: Your writing process—what worked/what didn’t.  
Due: (Reading): Lamott’s “Shitty First Drafts,” (MDL) and “Ch. 5: Planning” (WH). (Writing):  
In class: Assign Essay #2—time to brainstorm |

**Week 6**

<p>| M 10/8 | Due: (Reading): “Ch. 6: Drafting” (WH). (Writing): Time to draft in class—bring your laptop or pen/paper. |</p>
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<th>Date</th>
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<tbody>
<tr>
<td>10/10</td>
<td>W</td>
<td>In class: (Writing): Time to draft in class—bring your laptop or pen/paper.</td>
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**Unit Three: Education and Learning**

**Week 7**

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<th>Date</th>
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<tr>
<td>10/15</td>
<td>M</td>
<td>Due: (Reading): Gatto’s “Against School” and Rose’s “Blue-Collar Brilliance” (MDL). (Writing): Round Robin Workshop: come to class with one complete, printed draft. Arriving without a draft will earn you an absence and negatively impact your paper’s final grade. HOMEWORK: Revise draft based on comments; consider a trip to the Writing Center for more help.</td>
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<tr>
<td>10/17</td>
<td>W</td>
<td>Due: (Reading): Staples’ “Why Colleges Shower their Students with A’s” and Kohn’s “From Degrading to De-Grading” (MDL). (Writing): continue revising.</td>
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**Week 8**

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<tr>
<td>10/22</td>
<td>M</td>
<td>Due: (Reading): Doyne’s “Should Teachers and Professors Ban Student Use of Laptops in Class?” (MDL). (Writing) Peer Group Workshop: Bring in 4 printed, complete REVISED copies of your paper. Failure to bring in your draft will hurt your final grade. Do not bring in the same draft as you workshoped on 10/15 (should be REVISED).</td>
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<tr>
<td>10/24</td>
<td>W</td>
<td>Due: (Reading): Hanc’s “Building Skills Outside the Classroom with New Ways of Learning” and Toyama’s “Technology Won’t Fix America’s Neediest Schools” (MDL). (Writing): In class: Discussion of Essay Project 2.</td>
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**Week 9**

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<tr>
<td>10/29</td>
<td>M</td>
<td>Due: PAPER #2 Due: Make sure you include your writer’s memo, final draft, Round Robin and Peer Group drafts with comments. Please label drafts, number pages &amp; staple pages together prior to class. DISCUSS: Your writing process—what worked/what didn’t. Due: (Reading): “Ch. 3: Thinking through the Disciplines” (WH). (Writing):</td>
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<tr>
<td>10/31</td>
<td>W</td>
<td>Due: (Reading): “Ch. 8: Revising” (WH). Murray’s “Making Meaning Clear” (MDL). (Writing): Assign Essay #3</td>
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**Week 10**

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<tr>
<td>11/5</td>
<td>M</td>
<td>FILM: “Super Size Me”</td>
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**Unit Four: Food Culture in America**

**Week 10**

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<tr>
<td>11/7</td>
<td>W</td>
<td>Due: (Reading): Schwenenesen’s “The Ethics of Eating Meat” and Buhler’s “On Eating Roadkill, the Most Ethical Meat” (MDL). (Writing): Time to draft in class—bring your laptop or pen/paper.</td>
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**Week 11**

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<tr>
<td>11/12</td>
<td>M</td>
<td>Due: (Reading): Kendall’s “No Myths Here: Food Stamps, Food Deserts, and Food Scarcity” and Mcmillan’s “Food’s Class Warfare” (MDL). (Writing): Time to draft in class—bring your laptop or pen/paper. <strong>Last day to withdraw with a grade of “W”</strong></td>
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**Week 12**

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<td>11/19</td>
<td>M</td>
<td>Due: (Reading): Pollan’s “My Letter to Whole Foods”, Dalrymple’s “Grocery Stores: The Best Of America And The Worst Of America”, and Freedman’s “The Truth about Genetically Modified Food” (MDL). (Writing): Round Robin Workshop: come to class with one complete printed draft. Arriving without a draft will earn you an absence and negatively impact your paper’s final grade. HOMEWORK: Revise draft based on comments; consider a trip to the Writing Center.</td>
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<tr>
<td>11/21</td>
<td>W</td>
<td>Friday classes meet – no HUM 101 class meeting Happy Thanksgiving!</td>
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**Week 13**

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<tr>
<td>11/26</td>
<td>M</td>
<td>Due: (Reading): Moxley’s “Provide Metalanguage to Highlight Your Organization” (MDL).</td>
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<td>Week 14</td>
<td>M 12/3</td>
<td>Due: (Reading): In WH: Ch. 15-20 (quick review) <strong>In class: Presentation Workshop.</strong> Time to work on presentations.</td>
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<th>Unit Five: Presentations</th>
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<td>Week 14</td>
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**NOTE: We will not meet for the Final Exam Period—UNLESS WE DO NOT FINISH ALL PRESENTATIONS BY TODAY!**

Unit Topic Readings (to be posted on Moodle):

**Language and Identity**
- “Coming to An Awareness of Language” by Malcolm X
- “Superman and Me” by Sherman Alexie
- “How to Tame a Wild Tongue” by Gloria Anzaldúa
- “The Naturalization” by Natalia O. Treveño
- “The Classroom and the Wider Culture” by Fan Shen
- “Mother Tongue” by Amy Tan
- “Language and Literature from a Pueblo Indian Perspective” by Leslie Marmon Silko
- “HERS” by Perri Klass

**Education and Learning**
- “Why Colleges Shower their Students with A’s” by Brent Staples
- “From Degrading to De-Grading” by Alfie Kohn
- “Against School” by John Taylor Gatto
- “Can Tough Grades be Fair Grades?” by Samuel G. Freedman
- “Should Teachers and Professors Ban Student Use of Laptops in Class?” by Shannon Doyne
- “Blue-Collar Brilliance” by Mike Rose
- “Building Skills Outside the Classroom with New Ways of Learning” by John Hance
- “Technology Won’t Fix America’s Neediest Schools” by Kentaro Toyama

**Food Culture in America**
- “My Letter to Whole Foods” by Michael Pollan
- “Prudence or Cruelty?” by Nicholas Kristof
- “The Ethics of Eating Meat” by Paul Schwennesen
- “On Eating Roadkill, the Most Ethical Meat” by Brendan Buhler
- “No Myths Here: Food Stamps, Food Deserts, and Food Scarcity” by Erika Nicole Kendall
- “Food’s Class Warfare” by Tracie Mcmillan
- “The Obesity-Hunger Paradox” by Sam Dolnick
- “How a National Food Policy Could Save Millions” by Mark Bittman et al.
- “How Junk Food Can End Obesity” by David H. Freedman
- “Grocery Stores: The Best Of America And The Worst Of America” by Laurel Dalrymple
- “The Truth about Genetically Modified Food” by David H. Freedman

Extra Resources
- “Finding Your Way In” by Steven Lessner and Collin Craig
- “Critical Thinking in College Writing” by Gitanjali Dasbender
- “I need you to say I” by Kate McKinney Maddalena
- “Shitty First Drafts,” by Anne Lamott
- “Making Meaning Clear” by Donald Murray
- “Provide Metalanguage to Highlight Your Organization” by Joe Moxley