

Syllabi—General Studies 100—Section E: Stories
Dr. Linda Strong-Leek
Fall 2004
MTWF—9:00-9:50

Office Hours: M,T,W,F—10-12; MW 1-2:20—Others by Appointment
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“Identity and Society: Third Lives and Other Issues of Self”

Course Description and Goals:

In this course, we will read texts that examine the lives of people whose identities have been profoundly altered by their respective societies. These are individuals who must confront some of the harshest realities of racial and gender inequality in a nation founded on the principles of justice and “equality for all.” These individuals often question the inherent contradictions in their lives and the nation of their birth, and throughout the course, we will examine how each shapes her/his unique identity through a course of events through which they often have little control. This course will allow you to continue to develop your analytical skills and improve your ability to write not only clear and grammatically correct papers, but also thoughtful, in-depth, articulate essays. We will also focus on the development of oral communication skills, library use, and basic computer skills. I look forward to an invigorating semester.

Works for Discussion:

J. California Cooper—**The Matter is Life**

Alice Walker—**The Color Purple**

Mary Crow Dog—**Lakota Woman**

Denise Giardina—**Storming Heaven**

Antwone Fisher—**Finding Fish**

Other Required Materials:

Lunsford, Andre and Robert Connors, eds. **The New St. Martins’s Handbook**. Boston: Bedford/St. Martins, 1999.

Dictionary and Thesaurus

Attendance: Attendance is required and will be monitored throughout the semester. You should come to class prepared and ready to participate in class discussions, as well as presentations that will take place throughout the course. **No late assignments will be accepted without documented evidence of an emergency!** If you are ill or have an emergency when an assignment is due, please contact me as soon as possible to make arrangements to complete the assignment. All work must be completed in a timely manner!

Make-up Assignments—No quizzes or assignments may be made up without an excuse and/or prior approval from the instructor. There will be no opportunity to make up assignments because of an unexcused absence.

Revisions: You will be allowed to make revisions to most of your written assignments. Revisions are required for all major assignments, and your final grade will be based upon the quality of the revised work.

Communication Tuesday!—The class periods on Tuesday will generally be utilized to work on specified communication skills—mainly written—but others as well. We will attend workshops in The Learning Center and you are encouraged to utilize the resources available at The Learning Center this semester. We may also utilize some of this course time to view films and participate in other valuable learning experiences.

Evaluation:

- I. Participation –20%**
Preparation
Attendance
Discussion
- II. Written Assignments: 50%**
Essays
Bi-Weekly Queries
- III. Weekly Quizzes: 20%**
- IV. Group Presentations: 10%**

Everyone is required to participate in class!

Reading, Writing, and Discussion Schedule: Reading Assignments should be completed prior to the date of discussion listed on the syllabus.

Week 1—(We will meet on Wednesday and Friday of the first week of classes)
Introduction-Syllabus Distribution—Assignment—Begin Reading Denise Giardina’s Storming Heaven —Read First two Chapters of the text for Friday Diagnostic Essay—in class written assignment—Friday—In class writing—be prepared to write for the entire class period—Continue reading for discussion/quiz

Week 2—Begin Discussion of Giardina text—Tuesday, September 7—SMH Chapter 49, “Writing about Literature.” In –class introduction to Saint Martin’s Handbook, with overview of the writing process, chapters 1-4, including the establishment of the thesis statement. Continue Reading Giardina—**Begin In Class Work on Paper #1—Friday**

Week 3—Complete Discussion of Giardina—Tuesday, September 14—Meet in Library for General Introduction to the Library—In Preparation for Library session, read SMH “Research and Sources” Part VIII. Pay close attention to Chapter 41, “Conducting Research,” and pp. 487-88, 491-92, 505-06, 508-10 (on quoting paraphrasing, and summarizing) & pp. 516-18 (on documentation—parenthetical citations and works cited.) **Peer Editing of Paper #1 (Monday)—Complete First Draft of Paper#1—Due in Class on Friday!—Visit Learning Center (Wednesday)—work on Drafts**
Begin Reading Walker’s The Color Purple

Week 4—Begin Discussion of Alice Walker’s The Color Purple—**Group Presentation #1 on Alice Walker—Monday**-Tuesday—Review Carefully SMH writing process, focusing especially on Chapter 4-“Revising and Editing, “including the thesis statement. Also review “20 Most Common Writing Errors” in the introduction
Friday—Visit Learning Center—Workshop on Grammar and Composition
Return Paper #1 For Revisions—Tuesday—Final Draft of Paper #1 Due in Class on Friday—

Week 5—Continue Discussion of Alice Walker—Tuesday—Read SMH Chapter 6, “Constructing Paragraphs, “focusing especially on topic sentences and transitions. Also read Chapters 19 & 23, “Constructing Effective Sentences” and “Creating Memorable Prose.”
Begin Writing Paper #2/Revise/Edit

Week 6—Complete Discussion of Walker text—View Film Version of The Color Purple--**Complete Paper #2**-Due in Class on Friday—Read—SMH Chaps. 9-10, “Using Verbs” and “Subject/Verb Agreement” & 15-16, “Comma Slices” and “Sentence Fragments.” **Paper #2 due on Wednesday**—Return Paper #2 for revision--Friday

Week 7—**Revise Paper #2—Due in class on Wednesday!**—Mid-term Reading Period—no class on Monday and Tuesday)--Begin reading Antwone Fisher’s Finding Fish--**Group Presentation #2 on Fisher on Wednesday!**—Tuesday—SMH Chapters 20-22 “Creating Coordinate and Subordinate Structures,” “Parallel Structures,” and Varying Sentence Structures.” In class written assignment-- to be announced.

Week 8—Continue discussion of Finding Fish (**Wednesday and Friday—view Film version—“Antwone Fisher”**)

Week 9—Complete Fisher text -**Begin work on Paper#3**—Tuesday—In class writing exercises on quoting, paraphrasing, and summarizing. Peer Review of Paper#3—Wednesday—In class work on Paper #3--Friday

Week 10—**Paper #3 Due in Class on Monday**—Begin Reading **Lakota Woman**—(**Group Presentation #3 on Lakota Woman on Wednesday**)-Tuesday—SMH Chapters 30-31, “Commas and Semicolons” and page 393—dashes. Begin brainstorming ideas for essay #4—brainstorming, free writing, looping, and clustering. Continue Discussion—Crow-Dog

Week 11—Mini Conferences with Individual students, Monday and Tuesday; Complete Discussion of **Lakota Woman**—**Begin Work on Paper #4**—

Week 12—View Film Version of Lakota Woman—complete discussion of text-- Assignment—Short Stories—J. California Cooper—The Matter is Life—**Paper #4 Due in Class on Friday**—Tuesday—Review SMH section on documentation—Begin Writing Process—Revise Paper #4 In-class peer review session—Wednesday—

Week 13—(**Group Presentation #4 on J. California Cooper—Monday**)—Tuesday—Review SMH “The 20 Most Common Writing Errors” in the introduction. Discussion of J. California Cooper. **Final Draft, Paper #4, Due on Friday**

Week 14— Complete Discussion of Cooper--Begin Work on Final Paper—**Paper #5—Draft Due in Class on Friday-**

Week 15—Return Draft of Paper #5 on Tuesday--**Final Draft of Paper #5 Due in Class during Scheduled Exam!**

