Pay attention. Be observant. Make connections.
Instructor: L. A. Berry (Ms Berry or Ms B)
Office Hours: 9:30 - 10:45 & 12:30 - 1:45 TTh
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Required Text & Materials:
Greene, Stuart and April Lidinsky. From Inquiry to Academic Writing.
  ➗ a Pantermail account
  ➗ post-it note pad for marking texts
  ➗ a notebook and something to write with during class
  ➗ a positive attitude & strong work ethic

Goals aka End Results: Improvement in your ability to read critically, summarize college level articles accurately, synthesize ideas and arguments from multiple sources, and contribute to academic "conversations."

Means to the ends: Lots of practice. You can't develop academic skills without doing the work. Effort on your part is essential. Expect to spend four to six hours weekly in preparation for the class, depending on your current skill level. Keep up with the reading assignments. Keep in mind that coasting is one method of going downhill.

Your 3 major essays will be graded on the following components/scale:
Your thesis/contribution to the "conversation"  ➗ 20 16 14 12
Accurate/thorough use of sources ➗ 20 16 14 12
Synthesis ➗ 20 16 14 12
Clarity/Organization ➗ 20 16 14 12
Mechanics ➗ 20 16 14 12
A = 20, B = 16, C = 14, D = 12 Scores for each category are added together

Participation involves the following components:
Attendance ➗ 20 possible (1 deducted for each absence)
Preparation ➗ 20 16 14 12
(Homework, pop quizzes, group work, all averaged)
Contribution to discussion ➗ 40 possible (1 point for each pertinent comment (Max 5/class)
Self-assessment conference ➗ 20 16 14 12
You’ll get more of a sense of how this works as class proceeds.
Final grade: 400-360 = A, 359-320 = B, 319-280 = C, 279 and below = NC
Earning a C means you were competent in fulfilling requirements for the course. To receive an A or B, you must go above and beyond the basic requirements. Comments on your papers help you understand where you can improve. Use the comments in writing subsequent papers.

Policies/Practices:
- Tardiness, leaving early and not having the specified text with you each count as a half day absence for each occurrence
- Late papers lose 5 points for each calendar day (or portion thereof) past the deadline
- Cell phones should be absolutely out of sight. Ear buds or Bluetooth devices should be out of your ears. I don’t care whether you were trying to “multi task,” or if you were checking the time, or if you had your phone out but weren’t using it. If I see an electronic device, you’ll lose 20 points: 5% of your grade
- Major assignments must be submitted electronically. Use your Panthermail account. Attach a Word document. Name the document using your last name and the name of the assignment. So, if your name were Smit, you would name your document SmitEducation.docx
- You must schedule a conference at least once during the semester during my office hours. Take responsibility for this yourself; I have no obligation to remind you. This conference is 5% of your grade.
- There is no extra credit.
- If you are dis-satisfied with a grade you receive on a paper, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the 5 components I’ve considered in assessing the assignment. I will consider the merit of your argument, but there’s no guarantee I’ll change the grade.

Policy on Plagiarism:
The Random House Dictionary of the English Language defines plagiarism as “the appropriation or imitation of the language, ideas and/or thoughts of another author and representation of them as one’s own original work.” Plagiarism is cheating. If you turn in another person’s work or material cut and pasted from the Internet, you will achieve an F for the course. You will be reported to the Judicial Affairs Office, and the incident will become a part of your academic record.

Policy on Disability Accommodation:
If you wish to receive academic accommodations for a documented disability, you must contact the Office of Disability Services at 581-6583.
Daily Schedule: You must come to class having already studied the pages listed for that day. Don't simply read the material quickly; outline or take notes. Keep in mind that your education consists largely of the work you do independently; what we do in class is a means of monitoring your progress. All assigned essays must be typed.

Aug 20 Write an educational biography; explain how you think you've been shaped by your education. Discuss questions such as: Do I consider myself a good student? Do I feel my parents are proud of me? Am I a “math person” or an “English person” or something else? Why do I see myself this way? Do I like reading? Do I feel comfortable discussing what I've read? What have my experiences with teachers been? What is my attitude toward education and learning?

Aug 22 They Say/I Say x - 13, 17 - 26, 133 - 5; From Inquiry... 1-26 (Skip the Practice Sequences.) Write an essay comparing the experiences you wrote about on Tuesday with what Rodriguez and Graff describe in "Scholarship Boy" and "Disliking Books". Bring this essay, From Inquiry... and They Say... to class.

Aug 27 From Inquiry... 29 - 41 Be able to answer the questions in A Practice Sequence on 39; Paragraph 3 on 43 (It begins “Analysts of agency...”) 45 - top of 46, 55 - top of 57, 58 - 63, Annotations on 64 - 7. Bring From Inquiry... to class.

Aug 29 From Inquiry... 139 - 51: Write a summary of "Live and Learn" (electronic handout). Be sure that you follow the advice in the assigned reading from the text. Bring this summary to class.

Sept 3 From Inquiry... 73 - 86, “On the Uses of a Liberal Education” 322 - 36. Be able to discuss the Reading as a Writer questions. Bring this text to class.

Sept 5 Discussion of synthesis regarding "Live and Learn" and "On the Uses of a Liberal Education"

Sept 10 They Say/ I Say 39 - 47. From Inquiry... 182 - 6; Choose a quote from “Live and Learn” and another from “On the Uses of a Liberal Education.” These can be anything you find interesting. Write these down and bring them to class. We'll look at excerpts from “Declining by Degrees.” Bring They Say/ I Say to class.

Sept 12 From Inquiry... 152 - top of 153, look at annotations 153 - 64, 165 - top of 170 “Other Voices, Other Rooms” 337 - 44. Be able
to discuss the Reading as Writing questions. Do the essay as explained in Writing as a Reader #1, and bring it to class.

Sept 17  Prepare a Worksheet for Writing a Synthesis in reference to three of the essays you’ve read for the course (Can be handwritten) Explanation of color-coding.

Sept 19  Review of skills you need to demonstrate in the Education Essay; Be ready to ask questions about essay and color-coding.

DUE Sept 24, via e-mail prior to midnight:  *Education Essay: Synthesis of “Live and Learn” with at least two of the following: “Cultural Literacy,” “Hirsch’s Desire for a National Curriculum,” “On the Uses of a Liberal Education,” “Other Voices, Other Rooms” and “Declining By Degrees.”*

Sept 24  In-class writing as “baseline” for History Essay

Sept 26  From Inquiry… 201-11 “The Land of Opportunity” and material on ethos/pathos; 214-18 Rhetorical analysis of “The Land of Opportunity.” Bring From Inquiry… to class.

Oct 1  From Inquiry… 255-67 “Reinventing ‘America’: Call for a New National Identity” and rhetorical analysis; Prepare Worksheet for Writing a Synthesis for the two articles from last week. Bring From Inquiry… to class.

Oct 3  From Inquiry… 383-404 *From Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* Be able to discuss the Reading as a Writer questions; write a response to what Loewen says. (He says quite a lot; you can respond to whatever you wish, regarding content and/or technique.) Bring From Inquiry… to class.

Oct 8  Add “From Lies…” to your Worksheet for Writing a Synthesis from Oct 1; bring this to class. Bring From Inquiry… to class.

Oct 10  From Inquiry… 563-574 *Lies My Children’s Books Taught Me…* Be able to discuss the Reading as a Writer questions; write the essay as explained in #2 of Writing as a Reader questions, and bring this to class. Bring From Inquiry… to class.

Oct 15  Who is Howard Zinn? Issues of bias/propaganda/censorship

Oct 17  Write an essay explaining how “Tea and Antipathy” (electronic handout) deals with re-examining national identity. Make connections with Loewen and Anzaldua. Bring this essay to class.
Oct 22  From Inquiry... 295-303 Bring ideas for research related to how history is taught/how cultural “myths” are created.
Oct 24  Continue work on original research project.
Oct 29  Finish proposal for research project. Document is due by midnight via e-mail. (Counts in the category of preparation.)
Oct 31  Release time for executing proposal. If you haven’t scheduled your conference, here’s an opportunity to do so during regularly scheduled class time.
Nov 5  In-class writing about ads
Nov 7  From Inquiry... Bottom of 236 (Starting with Analyzing Visual Rhetoric) - 243. First and third steps of the Practice Sequence (write what you think for step three, without consulting a group). Bring what you’ve written, and From Inquiry... to class.
DUE Nov 7, via e-mail prior to midnight: History Essay, synthesis of ideas from Loewen, Anzaldua, Hade and original research.
Nov 12  Look at the public service ads on 244-6 and read the descriptions beneath them. Write an analysis of the approaches each ad uses and discuss whether or not you think it effectively reaches its target audience. Bring this essay to class. Bring From Inquiry... to class.
Nov 14  Find three beer ads. Find three fattening food ads or dieting ads. Find three drug or healthcare facility ads. Write brief descriptions of your nine ads, similar to those in the text. Bring these descriptions to class.
Nov 19  From Inquiry... 457-80 Be able to discuss the Reading as a Writer questions.
Nov 21  Work on research proposal for Advertising Essay.
Thanksgiving Break
Dec 3  Pool research results.
Dec 5  Release time to finish Advertising Essay, which is due by midnight via Panthermail.