Spring 2008

**WBIS: CREATING IDENTITY**


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**Office Hours**

Always on Wednesday 11:30-1
Plus alternate Mondays from 11:30-1 and the first Thursday of the month from 1-3.
All other times by appointment. I am available after class to answer questions.

**Official Course Description for WBIS**

The Writing-Based Inquiry Seminars (WBIS) will help students strengthen their writing, reading, and thinking skills within an academic context that will prepare them for their future college work.

Students in each WBIS section, regardless of theme, will compose a minimum of 5000 words per semester (approximately 20 typed, double-spaced pages)

Students seeking a degree from UW Oshkosh must complete 6 credits of composition with an average grade of C or better. For most students, this will include WBIS (taken in the first year of studies) and Advanced Composition (taken in the third or fourth year). In order to maintain the continuity of
writing instruction in our program, students' second year experience in general education literature courses will also be writing-intensive.

**Short Description for WBIS: Creating Identity (Section 031)**

Creating Identity will look at the many ways that Americans create images of themselves: as individuals, as families and even as nations. By looking at a wide variety of topics we will explore how language and images are used to manufacture a self.

**Required Books & Supplies for WBIS: Creating Identity (Section 031)**

*A Long Way Gone*, Ishmael Beah (This reading is required of all sections of WBIS)

*Into the Wild*, Jon Krakauer

*Friday Night Lights*, H. G. Bissinger

*Nickel and Dimed*, Barbara Ehrenreich (selections)

*A Writer’s Resource*, Maimon, et al. (Handbook, required of all sections of WBIS)

New Notebook to dedicate to this class (no old spirals or notebooks that double as math notes, please)

**What does WBIS offer you?**

- Practice in writing process strategies. WBIS is designed to help students develop analytical writing skills and aptitude in critical editing and proofreading.

- Training in collaborative work. WBIS courses consist largely of classroom activities other than traditional lecture, in which students develop answers to the theme-based questions through writing and discussion.

- Development of skills involving synthesis of sources. Students must develop abilities in accessing appropriate research materials and evaluating ideas and information from a variety of print and electronic sources.

- Work on outside research, involving electronic sources (electronic databases) and book resources.

- Sustained focus on critical analysis. WBIS includes discussion of writing (planning, drafting, revising, and editing) and opportunities to revise written work after receiving feedback.

- An introduction to the ethical and legal use of print and electronic information and codes of academic honesty.

**Graded Assignments**

All essay assignments and in-class projects are fully described in separate handouts, which are discussed in class and uploaded to D2L. The information below is only an outline. You will turn in
most of your assignments to the D2L Dropbox; I will also post feedback on the essay to the D2L dropbox, so you are responsible for checking the feedback. In addition, we will have personal, one-on-one conferences twice during the semester: once in March and once in May. You should also feel free to ask me questions through email.

In terms of planning to write essays that are due for the course, plan to spend at least 4 hours on each essay: 2 hours of drafting, 2 hours of revising, and 2 hours of polishing. For research essays, you should plan to spend at least 8 hours to create your essay. I usually draft at a speed of one page (250 words) per hour and then I spend several hours reviewing my work, adding to it, and completing it.

Finally, not listed are the large number of in-class assignments, worksheets, and projects that will be completed during our class meetings. These are designed to help you engage with the readings and to develop your writing and analysis skills. They count under “participation.”

Essay One
Essay 5%, PowerPoint 5%
Length: As much as you can write in 45 minutes!
Due February 6 through February 11
This first essay is referred to as the “diagnostic essay,” a clinical term to be sure. It helps me get an idea about your writing. You will write it during class, edit it with peers (to get a feel for the group work), and turn part of it into a PowerPoint project that you will present to the class.

Essay Two
15%
Due March 7
Length: 3 pages (750 words)
You will compose an essay describing and analyzing the meaning of an object in your possession that is meaningful to you.

Essay Three
15%
Due April 21
Length: 4 pages (1000 words)
This essay is a visual analysis of the film, posters, and other visual media related to Friday Night Lights. You will analyze the ways that visual images construct identity.

Essay Four
Proposal 5%, Annotated Bibliography 10%, Essay 20%
Proposal due April 23, Annotated Bibliography due April 30, Final essay due May 13
Length 6 pages (1500 words)
This is a formal research essay. You will be required to seek and use appropriate sources to support a thesis. Your subject is how one of the authors we have studied constructs the identity of the self or the protagonist in their writing. In other words, you will analyze the identity of others by reading and researching the text.

**Double Entry Reading Journal (DERJ)**

15%

Your new notebook will be used to create reading notes, responses to reading, and questions about the readings. Bring your notebook to every class; I will periodically announce when I will collect the notebooks---and I will look at them randomly during class.

You are also graded on **Participation (10%)**, which includes:

- Reading all assignments
- Bringing your books and DERJ notebooks to class
- Participation in class discussions and group assignments
- Completing daily assignments, worksheets, questionnaires, etc.
- Intellectual generosity (listening to others)
- Positive, hard-working attitude
- Active participation and contribution to group assignments
- Bringing full drafts to peer editing sessions. (Note that any group member who does not workshop a full draft during an editing session automatically will receive a ½ grade on the final assignment grade.)

Things you should avoid:

- Arriving to class late
- Ringing cell phones
- Answering ringing cell phones
- Wearing iPod or other headphones at the start of class
- Reading the newspaper during group projects, discussions, and labs
- Doing work for another course during group projects, discussions, and labs
- Reading and writing email during lab times
- Checking NFL, fantasy sports, poker websites or other during lab times
- Coming to class without a copy of the appropriate text

**Peer Editing Workshops**

Peer editing workshops are designed to allow you to learn strategies for providing feedback to others and improve your own writing by responding to feedback. You will be put in groups with two to three other members this semester and these peers will read and respond to your work.
On workshop days, you are responsible for bringing a paper copy of your draft to class. You will also need to put a copy in the D2L dropbox for me. (★ Note that any group member who does not workshop a full draft during an editing session automatically will receive a ½ grade on the final assignment grade.)

**D2L**

Vital information goes onto D2L almost daily: course materials, background research, updates, changes, contact information, office hours. So check it!

**Computer Labs**

We will be spending several class sessions in the Radford Hall Instructional Computing Lab. The dates are noted on the syllabus; please transfer them into your agenda.

This lab is located in the basement of Radford Hall (the building where the Health Center is located). The instructional lab is located to the right of the doors, in its own, enclosed area. Please wait in the lab or near it until I arrive.

You will need to know your campus email address (the part before the @uwosh.edu; this is called your username) and your network login password (initially, this will be your student ID number or your social security number).

D2L is accessed from any computer through the UW Oshkosh home page. You will need your username and password to access the pages.

**Electronic Resources**

If you transfer work from your home computer to the lab, please note that the work should be saved as an MSWord document (.doc or .docx) or as rich text format (.rtf). Any other document files will not open.

To use Universal Borrowing or Interlibrary Loan, you will need your campus ID number.

**Email**

Please make sure that you check your campus email account; I use it to communicate with you and it contains information on scholarships and safety on campus.

**Form & Language**

If you email me or another professor, please keep in mind that your email is a professional communication. Please make sure you include:
• A subject line.
• A proper salutation. “Dear Professor X” is a nice way to begin.
• A text completely worded in non-IM style.
• An indication of your full name, preferably in a signature line.

Here is an example of a message that you should not send:

To: helmers@uwosh.edu
From: deathmask666@yahoo.com

Hey,

ru gonna hev class 2day?
Cu l8r

Types of Messages

All professors are, I believe, happy to answer substantive questions in which you ask for information that supplements, complements, or clarifies course readings and issues. Email should not be used in place of reading the syllabus or course assignments. For example, do not email your instructors to say, “How long is the final paper supposed 2b?” or “Did you grade our tests yet?”

Response Time

Please allow me 24 hours to return your message during the workweek. If I am traveling, I may not have access to email for a period longer than 24 hours. If this is the case, I will post an “away” message to my email. There will also be information on D2L.

Food

I have been a student! I understand that sometimes you are tired and need a coffee and a candy bar. Such light food is fine for class; however, I prefer that you do not bring what I call “disruptive food” to class: pizza (unless I order it), bagels and cream cheese, crackling bags and papers, sub sandwiches.

Attendance

I expect you to attend all class sessions. If you are unable to attend, I ask that you explain to me why you will not be in class. For medical absences, please supply a dated, signed excuse from a doctor. After 3 missed hours of class, your final grade will be lowered. Please remember that, if you have the sniffles or you didn’t do the reading or your hair got stuck in your electric dryer and you miss class three times because of this—and then your car breaks down or you have the stomach flu and you miss class two more times because of it, that you will be registered as having 5 absences.
Late Papers

All assignments are due to the D2L drop box by the date specified. The box will close at the end of the day that the papers are due. ★ Late papers are graded one full grade lower. In exceptional circumstances, such as documented illness, I will accept a late paper.

Late Persons

While there are no bells in college, class begins at the time listed in the timetable. You may be late once due to weather; however, repeatedly walking into class late will affect your final grade: it is not constructive, it is disrespectful, and it interferes with students' ability to learn in a conducive and positive environment. Announcements, such as changes to the schedule, clarification of essay assignments, and announcements of English Department and campus events, are made in the first-10 minutes of class. Missing these will impair your ability to succeed.

Plagiarism

Plagiarism is a punishable offence, covered by the university rules. I can tell when your writing is not your own and the university now subscribes to Turnitin, which is an authentication tool for all essays. In addition, all essays must be original, which means that, even if you work with someone in class, you should ensure that you turn in individual writing and research. Even duplicated sentences between essays is considered an infringement of the academic honesty codes. We will discuss writing and plagiarism in this class. In the meantime, if you have any doubts about how to cite research properly, talk to me before you write.

Writing Center

The Writing Center will help you conceptualize your essays (for this class and others). The Writing Center is not a proofreading or editing service. All Writing Center services are free, but you need to schedule an appointment. The Writing Center is located in the basement of Radford Hall. The phone number is 424-1152; you may also email them at wcenter@uwosh.edu.

Daily Syllabus

February
4 Welcome, Introductions
6 Paper 1 (draft one): “the diagnostic”
8 First peer editing group: diagnostic

11 Meet in Radford Instructional Computer Lab: Multimedia project / PowerPoint based on first essay. Bring Maimon WR.
13 Read A Long Way Gone
15 Read A Long Way Gone
\begin{itemize}
\item 18 Read \textit{A Long Way Gone}
\item 20 Read \textit{A Long Way Gone}
\item 22 Meet in Polk Library foyer for library walk through
\item 25 Meet in Radford Instructional Computer Lab
\item 27 Practice 5 Trait scoring with sample paper
\item 29 Draft paper two: Peer editing groups! Bring paper copy and drop one in dropbox.
\end{itemize}

\section*{March}
\begin{itemize}
\item 3 Strategies for writing essays and editing papers
\item 5 Strategies for writing essays and editing papers
\item 7 Paper 2 Due to D2L dropbox. Oshkosh Public Museum visit (plan to walk today)
\item 10 Read \textit{Into the Wild}
\item 12 Read \textit{Into the Wild}
\item 14 Read \textit{Into the Wild}
\item 17 Meet in Radford Instructional Computer Lab
\item 19 Read \textit{Into the Wild}
\item 21 Read \textit{Into the Wild}
\item 24-28 Spring Break
\item 31 Read \textit{Friday Night Lights}. Begin conferences.
\end{itemize}

\section*{April}
\begin{itemize}
\item 2 Read \textit{Friday Night Lights}. Conferences.
\item 4 Meet in Polk Library foyer: Library Orientation I
\item 7 Meet in Radford Instructional Computer Lab
\item 9 Film Screening for Visual Analysis essay: \textit{Friday Night Lights}
\item 11 Film Screening for Visual Analysis essay: \textit{Friday Night Lights}
\item 14 Draft paper 3: Peer editing groups! Bring paper copy and drop one in dropbox.
\item 16 Read \textit{Friday Night Lights}
\item 18 Read \textit{Friday Night Lights}.
\item 21 Essay 3 due to dropbox. Research: Finding and Synthesizing information from varied sources
\item 23 Meet in Radford Instructional Computer Lab. Research paper proposal due.
\item 25 Research: Finding and synthesizing information from varied sources
\item 28 Read selected chapter from \textit{Nickel and Dimed}
\item 30 Meet in Radford Instructional Computer Lab. Annotated bibliography due.
\end{itemize}

\section*{May}
\begin{itemize}
\item 2 Read selected chapter from \textit{Nickel and Dimed}
\end{itemize}
Meet in Radford Instructional Computer Lab. Conferences.
Draft research paper: peer editing. Conferences.
Sample research paper: Reading with the 5 Traits.

Meet in Radford Instructional Computer Lab.
Meet in Radford Instructional Computer Lab. Paper 4: Research Due to D2L dropbox.
Meet in Radford Instructional Computer Lab.