

**CEDAR CREST COLLEGE**

**Freshman Scholars Writing: Diversity**

**HON 122 04 2 (3 credits)**

**Fall 2008**

**TR 1:00 – 2:15**

**CUR 110 (our section) and Oberkotter 1 (large group)**

**Instructor:** Chris Duelfer  
**Office:** Curtis 205  
**Office Hours:** MF 11:00-12:00, W 11:00-3:00  
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Course Faculty: Prof. Roxanne Amico, Prof. Chris Duelfer, Dr. Allen Richardson, Dr. Audrey Ettinger

**Texts:**

Ali, Monica. *Brick Lane: A Novel*

Atwood, Margaret. *The Handmaid's Tale: A Novel*

Colombo, Gary, et al. *Rereading America: Cultural Contexts for Critical Thinking and Writing (RA)*

Kirszner and Mandell. *The Pocket Wadsworth Handbook*. 3<sup>rd</sup> edition. **(PWH)**

This handbook is your college writing handbook; you should refer to it throughout your career at Cedar Crest.

Wiesenthal, Simon. *The Sunflower: On the Possibilities and Limits of Forgiveness*

Additional readings will be distributed in class, placed on reserve in the library, or posted to the online course site.

**Course Description:**

HON 122 is an interdisciplinary seminar designed for entering freshmen as an initial college experience. The course is taught by a combination of individual section discussions and several large group experiences and field trips. The seminar's topic is issue-oriented, international in scope, and academically explored across various disciplines of the college. The issue for this year is "prejudice and diversity in society." Writing and critical thinking skills are stressed as a method by which to explore the course topic; these skills are necessary for a successful college experience. **Successful completion of the seminar with a grade of C or better satisfies the WRI-1 requirement.**

**Course Outcomes, Objectives, and Assessment**

Upon completion of HON 122: Freshman Scholars Writing, students will be able to:

- Express their understanding of the complexities and consequences of cultural diversity and the underpinnings of prejudice in our society.
- Use critical reading and writing strategies as a way of inquiring, understanding, and thinking about a subject.
- Use writing to communicate their own understanding of a subject while integrating and distinguishing their ideas from those of others.

- Analyze other writers' arguments by locating and evaluating their claims, the ways in which they support those claims, and how they address counterarguments and alternative points of view.
- Focus on a writing task's purpose by clearly articulating an insightful claim (or series of claims) and drawing upon sound reasoning, specific and pertinent evidence, illustrative examples, and relevant authorities to express and develop those ideas.
- Draw upon and use a variety of rhetorical forms, genres, and structures as appropriate to the expectations of audience and the demands of a writing task.
- Understand that there are differences between academic writing styles in the humanities, natural sciences, and social sciences (the MLA, CSE, and APA, for instance). These differences include citation methods and procedures for incorporating quotation, paraphrase, and summary of source material, but also matters such as organization, style, tone, vocabulary, and format.
- Utilize research skills and appropriate technologies in effectively addressing a writing assignment to locate, evaluate, analyze, and synthesize both primary and secondary sources.
- See that successful writing often takes several drafts, and develop strategies for generating and revising ideas and the language to express them, along with editing and proofreading practices to ensure readability.
- Critique their own and others' writing and ideas, as well as understand the collaborative and social contexts in which writing takes place.
- Prepare a manuscript of professional quality and format, while controlling readability conventions in spelling, grammar, mechanics, and syntax.

In order to attain these outcomes, HON 122 has the following course methods:

- Thinking critically requires you to recognize and analyze patterns of argument. To analyze arguments, you will locate and evaluate writers' and speakers' claims, the supports for these claims, and their counterarguments. You will also assess the credentials and authority of the writer/speaker. You will apply these skills of analysis to various sources of information, in print and media through direct experience, in order to evaluate the legitimacy and applicability of the information you acquire.
- Thinking critically also requires you to reflect on and understand the rationale behind your own assumptions. You will explore your own thought process and perspective on the subject of prejudice and diversity through class discussions, reflective writing, and experiential learning.
- In order to learn to communicate effectively in writing, you will be asked both to examine and to practice the uses and effects of various types of writing, noticing how different contexts for writing call for changes in tone, syntax, rhetorical mode, and genre. Feedback from your teacher and classmates will guide you as you write and revise your own work.

Student performance regarding HON 122 learning outcomes will be evaluated through the following forms of assessment:

- Student writing will be evaluated according to the six qualities of effective college writing: insightful ideas, a supported thesis, audience and discourse conventions, coherence and

logical organization, a sophisticated and professional style, & the revision process and manuscript preparation.

- Students will demonstrate the ability to engage in critical analysis through class discussion of assigned reading and through informal and formal written assignments.
- Students will demonstrate the ability to communicate clearly and effectively in writing in the prewriting, drafting, and revising of their papers for the course.
- Students will demonstrate the ability to practice information literacy through assigned research tasks.

### **Course Assignments**

All sections of the class require students to complete the same types and number of assignments, though the instructors for each section will choose the nature of each assignment at his/her discretion. In particular, students in all sections will be required to complete the following, with the percentage of the final grade listed in parentheses next to the assignment:

- Three 2-3 page essays (10% each), in which you will begin to articulate your thoughts on the issues raised by our readings and discussions. “Essay” means “to try”; in these assignments, you will begin to formulate your ideas about the topic. You will have the opportunity to revise your essays, once graded, and resubmit them for a new grade. More specific details about the essay assignments will be distributed in class.
- Two 5-6 page papers (15% each), in which you will develop your ideas about our topics at greater length. Your papers will ideally convey your most thoughtful insights about each topic, presented with clarity and sophistication. You will have the opportunity to revise your papers, once graded, and resubmit them for a new grade. More details about the paper assignments will be distributed in class.
- One 7-8 page researched paper (20%) in which you will take one of your two earlier papers and refine your ideas yet further in the context of the perspectives and information you will gather from academically appropriate, published sources. As part of your preparation of this paper, you will submit an annotated bibliography of three sources you have consulted; the grade on the bibliography will be incorporated into the paper grade. In this bibliography, you will summarize and provide a brief evaluation of each source. More details about this researched assignment will be distributed later in the semester.
- Informal writing assignments (15%), which may take the form of journals, in- and out-of-class writing exercises, contributions to an online discussion board, or short quizzes related to the assigned readings.
- Class participation (5%).

### **Discussion Board**

For this section of HON 122, I have chosen to create a discussion board within e-Companion to gather the informal writing responses I will ask you to contribute over the course of the semester. Below are some directions for accessing this discussion board. **Please speak to me immediately if**

**you have difficulty using the e-Companion site so that we can address any problems before they being to affect your grade for this assignment.**

- You will find the e-Companion site at <http://cedarcrestonline.net> . Your login is your student ID number, and the initial password is ccc. The first time you log in, you should change your password to something only you will know and remember.
- When you log on to the page, you will see a tab marked “Courses” near the top. Click on that link. The “Courses” page will have a link to this course. You will also see a list of “Special courses.” PLEASE take the time to do the Student Orientation Tutorial, as this will make the rest of the semester easier for everyone.
- You must make TWO substantial entries per week (Monday-Sunday) unless I tell you otherwise in class; additional participation is encouraged and will improve your grade. New topics will be available on the site each Monday. Your entries should be a generous paragraph in length (5-6 sentences minimum) and may take any of the following subjects, according to your interests or in response to what we are doing in class: 1) Respond to one or more of the assigned readings for the week by addressing the issues it raises or why the work itself interests or challenges you. You may use one of the questions following each selection to focus your response, or share a personal memory related to the work. 2) Ask a question about one of our reading selections for discussion on the board, and provide a tentative answer of your own. 3) Respond to the contributions of your classmates on the board: offer a different point of view; offer additional evidence for a classmate's position; offer other feedback. 4) Respond to something that came up in class discussion or large lecture during the week.
- Your contributions to the discussion board will be graded on the basis of three criteria: consistent contributions, as assigned; appropriate length for contributions; quality of contributions--they should demonstrate thoughtfulness, rather than superficiality or "just going through the motions."
- Course-related emails can be sent to me through the eCompanion site or from your Cedar Crest account. You are responsible for reading any email sent to your Cedar Crest account, and I will only send mail to that address.

### **Class Participation**

You are expected to attend each meeting of the class and to come to class prepared to participate in class activities. Your participation grade does not reflect merely your consistent *presence* in class, however. If you consistently attend and are a dedicated participant in all class activities, including discussions and peer reviews, you will earn an "A" for participation. If you consistently attend and prepare your written work for review, but you do not participate actively in discussions, you will earn a "B" for participation. If you consistently attend, but you are unprepared for class, or you do not contribute to discussions in ways that foster productive conversation, or you do not complete assigned written work necessary for class activities such as peer review, you will earn no higher than a "C" for participation. If you are frequently absent from class, if you frequently arrive late or leave early, or if you have a pattern of missing or late written assignments, you will receive an "F" for participation.

### **Attendance**

Because this class thrives on your contributions to discussion and because class activities require your participation, attendance is required. Since class participation is an essential part of this class, more than two absences will result in a lowered grade (your final grade will lose 1/3 grade for each additional class missed). If you miss more than six classes, you will receive a final grade of F. As

classes will be cancelled towards the end of the semester to accommodate individual conferences, a missed conference will count as a class absence.

### **Policy on Late Work**

Essays, papers, and other assignments noted on the course schedule are due at the beginning of class on the specified dates. I will deduct 1/3 grade for each day an assignment is late. Since the discussion board is only useful if the conversation is “live,” I will not give credit for late contributions.

### **Printing and Distributing Your Work**

You should expect the writing you produce for this class to be public, written for the class as a whole to read, critique, and publish. As such, the class will look at selective examples from writing assignments throughout the semester, and part of the requirements of our peer review workshops will be to provide enough copies of your work to receive meaningful feedback. I will let you know how many copies of your work to bring on days we will be discussing it in groups. *In its computer labs, Cedar Crest College limits you to printing one copy of each document.* Thus, if you’re printing material out in the campus labs, you’ll need to use a photocopy machine to make duplicates. Photocopy machines are available in the Tompkins College Center, in Cressman Library, and in the Miller Building (Science complex).

### **Field Trips**

As part of the exploration of the seminar topic, you will be required to participate in three out-of-class experiences, if your class schedule permits. We will be visiting a Hindu temple in Allentown on Friday, October 3<sup>rd</sup> in the evening. We will be visiting the Holocaust Museum in Washington, D.C. on Saturday, November 8<sup>th</sup>. This trip is an all-day experience. Finally, you will attend a Theater Department performance scheduled from November 20-22.

### **Large Group Meetings and Film Presentations**

During the course, all four sections will come together on occasion for presentations by the seminar’s teaching faculty, guest presentations, and occasional film discussions. The large group classes will meet in Oberkotter 1.

Twice during the semester, full-length films have been scheduled for screening and discussion outside of our regular class meeting time. You may choose, in each case, whether to see the film on a Friday afternoon from 1-4 or on a Sunday evening from 7-10. These films will be shown in Miller 33.

### **Course Schedule**

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|-----------|---|
| Aug 26 T  | Individual section meeting: Introductions; writing sample   |
| Aug 28 Th | Individual section meeting <ul style="list-style-type: none"><li>• Reading: In RA, “Thinking Critically, Challenging Cultural Myths” (1-16); “Harmony at Home: The Myth of the Model Family” (17-21), Rockwell, “A Family Tree,” “Freedom from Want,” “Freedom from Fear” (21-25); Soto, “Looking for Work” (26-31)</li></ul> |
| Sep 2 T   | Individual section meeting  |

- Reading: In RA, “Money and Success: The Myth of Individual Opportunity” (259-264); Kendall, “Framing Class, Vicarious Living, and Conspicuous Consumption” (334-352); “Visual Portfolio: Reading Images of Individual Opportunity” (325-330)
  - In-class exploratory writing
- Sep 4 Th Large group meeting: Professor Chris Duelfer on “Globalization, Growth, and Inequality.”
- Reading: In RA, Ehrenreich, “Serving in Florida” (294-307); Mantsios, “Class in America—2003” (307-324); Hamblin, “The Black Avenger” (285-294)
- Sep 5 F/  
Sep 7 Su Film: Do the Right Thing  
Attend one screening of the film, to be shown in **Miller 33**: Friday from 1-4 or Sunday from 7-10
- Sep 9 T Large group meeting: Discussion of film and readings
- Reading: In RA, Steele, “I’m Black, You’re White, Who’s Innocent?” (530-541)
  - Discussion of film and lectures in the context of reading assignments for today’s class and our September 4<sup>th</sup> class
  - **Essay 1 Due**
- Sep 11 Th Individual section meeting:
- Reading: In RA, Wachtel, “Talking About Racism: How Our Dialogue Gets Short-Circuited” (541-555); “Visual Portfolio: Reading Images of the Melting Pot” (556-560)
- Sep 16 T Individual section meeting
- Critique of Essay 1 and exploration of how to develop Paper 1: Please review Paper 1 assignment prior to class today
  - Reading: In PWH, Ch. 1: Understanding Purpose and Audience (2-5); Ch. 2: Planning Your Essay (6-12)
- Sep 18 Th Large group meeting: Professor Richardson on pluralism and stereotypes
- Reading: In RA, Fredrickson, “Models of American Ethnic Relations: A Historical Perspective” (561-574); Eck, “Afraid of Ourselves” (693-710). Handouts: *Funny in Farsi* (excerpt), “Islam in America” (Newsweek article).
- Sep 23 T Large group meeting: Professor Richardson on Indian culture and assimilation in Britain
- Reading:
  - Look ahead on the schedule—begin your reading of *Brick Lane*
- Sep 25 Th Individual section meeting
- Share developing draft of Paper 1 (you should have a minimum of 2-3 pages drafted)
  - Reading: Ali, *Brick Lane*, chapters 1-5 (1-90)
- Sep 26 F/ Film: *Bend It Like Beckham*

- Sep 28 Su Attend one screening and discussion of the film, to be shown in Miller 33: Friday from 1-4 or Sunday from 7-10
- Sep 30 T Large group meeting: Film—“Dadi’s Family”
- Preparation for Temple visit
  - Discussion of *Bend it Like Beckham*
- Oct 2 Th Individual section meeting:
- Revisit developing draft of Paper 1 (you should have a complete draft)
  - Discussion of *Brick Lane* and *Bend It Like Beckham*
  - Reading: *Brick Lane*, chapters 6-11 (91-199). Also, in PWH, review the “Checklist: Audience Concerns for Peer-Review Participants” (5-6)
- Oct 3 F Field trip to the Hindu temple in Coplay.  
Leave Blaney Hall oval at 6:30 PM, return approximately 9:30 PM.
- Oct 7 T Individual section meeting:
- Discussion of Temple visit, *Brick Lane*
  - Reading: *Brick Lane*, from chapter 12, pages 200-250
  - **Paper 1 Due**
- Oct 9 Th Large group meeting: Guest Mr. Mohamed Rajmohamed
- Reading: *Brick Lane*, remainder of chapter 12-chapter 17 (251-343). Also, in RA, D’Souza, “America the Beautiful: What We’re Fighting For” (768-779) and Hertsgaard, “The Oblivious Empire” (781-793)
- Fall break**
- Oct 16 Th Individual section meeting:
- Discussion of *Brick Lane*
  - Introduction to *The Sunflower*
  - Reading: Complete *Brick Lane*
  - **Essay 2 due**
- Oct 21 T Individual section meeting
- Reading: Wiesenthal, *The Sunflower: On the Possibilities and Limits of Forgiveness*, Book One (1-98)
- Oct 23 Th Individual section meeting
- Critique of Essay 2 and discussion of developing draft (2-3 pages) of Paper 2
  - Reading: In *The Sunflower*, selected responses (TBA)
- Oct 28 T Individual section meeting
- Discussion of full-length draft of Paper 2
  - Reading: In PWH, Ch. 3: Writing Paragraphs (19-24). Also, selected additional responses to *The Sunflower* (TBA)
- Oct 30 Th Large group meeting: Provost Pulham on language and gender
- Reading: In RA, Kilbourne, “Two Ways a Woman Can Get Hurt” (417-443); Additional reading to be announced.

- Nov 4 T Large group meeting: Professor Ettinger on research methods and citation Procedures; Introduction to *The Handmaid's Tale*
- Preparation for Holocaust Museum trip
  - Reading: Atwood, *The Handmaid's Tale*, chapters 1-13 (1-75). Also, in PWH, Ch. 29: Using and Evaluating Library sources (148-158), Ch. 30: Using and Evaluating Internet Sources" (158-168), Ch. 31: Integrating Source Material into Your Writing (169-172), and Ch. 32: Avoiding Plagiarism (173-177)
  - Initial presentation of final paper assignment
  - **Paper 2 Due**
- Nov 6 Th Individual section meeting
- Reading: Atwood, *The Handmaid's Tale*, chapters 14-28 (77-182)
- Nov 8 Sa Field trip to the Holocaust Museum.  
Leave Blaney Hall oval at 7:30 AM, return approximately 10 PM
- Nov 11 T Individual section meeting
- Discussion of final research assignment.
  - Discussion of Holocaust Museum visit
  - Final discussion of *The Handmaid's Tale*, with connections to upcoming Holocaust Museum visit
  - Reading: *The Handmaid's Tale*, chapters 29-46 and "Historical Notes" (183-311).
- Nov 13 Th Large group meeting: Professor Ettinger on "Women in Science"
- Also, pre-film discussion of "Paternal Instinct"
  - Reading: To be distributed
  - **Essay 3 Due**
- Nov 18 T Large group meeting: Professor Amico on upcoming theater production
- Nov 20 Th Large group meeting: Guest speaker: Ms. Berit Haahr
- Reading: In RA, Santorum, "It Takes a Family: Conservatism and the Common Good" (88-98), Wolfson, "What Is Marriage?" (98-111), Yoshino, "The Pressure to Cover" (598-609)
  - Sign up for individual conferences with me
- Nov 20 Th- Theater Department production attendance  
Nov 22 Sa
- Nov 25 T Large group meeting: Film: "Paternal Instinct"  
Rewrites of graded essays and papers due today (submit original graded version along with rewrite)
- Thanksgiving break**
- Dec 2 T No class meeting—individual conferences on final paper. Meet me in my office,

CUR 205. Bring your **annotated bibliography** with you to your conference

- Dec 4 Th Individual section meeting
- Wrap-up activity
  - Course evaluations
  - **Researched Paper Due**

If you choose to submit a rewrite of Essay 3, this rewrite is due by 4:00 p.m. on Monday, December 8<sup>th</sup>. As always, submit the original graded version with your rewrite.

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The following information may be found in the College Catalog, as well as the Student Guide:

### **Classroom Protocol**

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Faculty members are entitled to expect students to attend and be prepared for all classes, to arrive on time and to avoid leaving early or in the middle of class without permission, to treat the faculty members and fellow students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class (such as writing letters, reading external materials, using cell phones or other electronic devices), to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment. If a student would like to bring a guest to class, permission must be secured from the instructor prior to that class time.

Faculty members are entitled to discipline a disorderly student. Such discipline can range from asking a student to behave to telling the student to leave class. Faculty may further choose to treat dismissal from class as an absence, for the purposes of attendance policies. If a student refuses to leave when requested, the faculty member will call Campus Security and have the student removed.

If the faculty member desires that the expulsion extend beyond the class period or that it be permanent, the faculty member must first notify the chair of his or her department, and then make such a request to the Provost prior to the beginning of the next meeting of that class. If the Provost concurs, the student is to be notified of procedures by which she may appeal. Under some circumstances, some behavior may warrant dismissal from the College.

### **Plagiarism/Academic Dishonesty**

It is academically dishonesty to submit oral or written work that is not entirely the student's own, except as may be approved by the instructor. A student must follow the requirements of the instructor regarding when and how much collaboration with other students is permitted.

Any language taken from another source, whether individual words or entire paragraphs, must be placed within quotation marks and attributed to the source, following the citation format specified by the instructor. Paraphrased material from an outside source must also be attributed. In addition, if the

student is indebted to another source for a specific perspective or a line of argument--regardless of whether the student has directly quoted the source or not--that debt must also be acknowledged.

If a student fails to acknowledge debts to outside sources, that student has committed plagiarism. Deliberate or accidental, academic dishonesty is a serious academic offense and a violation of the spirit of the Cedar Crest Honor Code philosophy. The response to evidence of academic dishonesty rests with the individual instructor. Depending on the severity of the offense and at the discretion of the instructor, penalties for academic dishonesty may range from a request to redo the assignment before the grade is assigned, to the assignment of an "F" for the assignment, to the assignment of an "F" for the course, to suspension or expulsion. A judgment of suspension or expulsion from the College is made by the Provost, after consultation with the instructor and Chair. An instructor is entitled to take into account the student's degree of academic experience and any prior instances of academic dishonesty in the student's time at the College, in determining the penalty for the offense.