ENG 209: Students’ Rights to their Own Sentences

Quarter: Spring 2019  Instructor: Dr. José Manuel Cortez
Location: FEN 117  Office: PLC 319
Time: TR 2:00pm-3:20pm  Office Hours: TR 12:00pm-2:00pm & by appt.
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Course Description
This is a course about style and metacognition. This is a course about writing as a social practice, and it will encourage students to craft sentences within socially-situated cultural formations. The course covers various theoretical, historical and political aspects of English varieties, and looks toward broad issues of social justice and the relationship between language conventions and ideology. The course examines the ideologies and agendas associated with language standards and encourages critical examination of positions advocated by supporters of linguistic diversity and language rights.

Course Goals
In addition to examining the work of others, you will be challenged to explore your own beliefs. You should become sufficiently familiar with the work of various scholars and theorists to articulate and assess their views. Ideally, you will also begin to engage in your own analysis by synthesizing compatible elements of different theories, entertaining original ideas, and adopting a theoretically viable and personally satisfying account of rhetoric for yourself. Finally, as with any course, you should continue to strengthen your clarity, coherence, and consistency of thought and expression. In this course, students will:

Goal 1: Rhetorical Awareness. Learn strategies for analyzing texts’ audiences, purposes, and contexts as a means of developing facility in reading and writing.

Goal 2: Critical Thinking and Composing. Use reading and writing for purposes of critical thinking, research, problem solving, action, and participation in conversations within and across different communities.

Goal 3: Reflection and Revision. Understand composing processes as flexible and collaborative, drawing upon multiple strategies and informed by reflection.

Goal 4: Conventions. Understand conventions as related to purpose, audience, and genre, including such areas as mechanics, usage, citation practices, as well as structure, style, graphics, and design.

Required Texts
In an effort to offset the rising cost of attending a university, the course is arranged so that students will not be required to purchase texts. Instead, texts required for this course consist of .pdf files and will be available on Canvas. Students are expected to print and bring a copy of these readings to class on the day these readings are assigned. If you do not have a printer, or would not like to use your printer for class readings, printing services are available at Knight Library.
Grading and Assessment

2 Projects 30%
Reading summaries 30%
Style assignments 30%
Attendance 10%

Projects
30% of your final grade will be determined by your grades for two projects: a Literacy Narrative (15%) & a Cultural Literacies map (15%). We will go through the prompts for these assignments in detail.

Reading summaries
30% of your final grade will be determined by your scores for summaries of assigned readings. Reading summaries should consist of a brief overview (at least 400) of the reading assigned for that class period, along with one or two questions for class discussion. Reading summaries will be loosely graded as good, good enough, or not good enough. Reading summaries are due at the beginning of class. If you are unable to attend, you can earn credit for reading summaries submitted prior to the beginning of the relevant class period, but you will not earn credit for late reading summaries. To receive full credit, your response paper needs to:

1) address the reading
2) be at least 400 words (unless otherwise indicated)
3) present a thesis or claim with at least two paragraphs that support this claim
4) synthesize at least 2 citations from the text

In class style assignments (workshops)
An additional 30% of your final grade will be determined by your participation in in-class written assignments. These will give you practice in writing sentences and working with elements of syntax. Missed in-class assignments cannot be made up.

Attendance & participation
The remaining 10% of your final grade will be determined by your attendance and participation. Your attendance grade will be calculated as a straightforward percentage of the classes you attend. Your participation grade will reflect the degree to which you enhance the quality of the course by asking appropriate questions, offering relevant insights, and supporting your classmates in their efforts to learn the material.
Course Policies

Attendance
Show up. This course requires attendance. Should a student miss the equivalent of 5 class sessions this semester, excused or not, they will not pass the course. Beyond that, this: because the success of this course depends upon the success of our interaction as a class, attendance is absolutely necessary. Expect your grade to suffer if you fail to fully participate. If you must miss a class, check with one of your classmates about what you missed before the next class.

Content
This course will openly engage texts about violence, dispossession, incarceration, institutional racism, settler colonialism, and other existentially horrifying conditions of political life. The course will engage these topics without censorship. I will not offer alternative arrangements for content, so please consider whether this is the right course for you.

Deadlines
Meet them. If you must miss class, your work will need to find its way there on time if it doesn't want its grade to suffer (one letter grade for each day it's late).

Students with Disabilities:
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Plagiarism
Don’t do it. While collaboration and cooperation are encouraged, cheating is legally and morally wrong. If you do not know the difference, please see me immediately. Should the need arise, I will determine the appropriate response to academic dishonesty, or suspicion thereof, on a case-by-case basis. I may elect to act at the university level, and I may impose consequences up to or including a failing course grade.
# Course Schedule

### Week 1 — Introduction
- **T** 4/02 — Introductions
- **TH** 4/04 — “Students’ Rights to their Own Language”
  *(Reading Summary #1 due)*

### Week 2 — “WHO DO I BE?”
- **T** 4/09 — Smitherman: “WHO DO I BE”
- **TH** 4/11 — Workshop 1

### Week 3 — “Nah, We Straight”
- **T** 4/16 — Young: “Nah, We Straight”
  *(Reading Summary #2 due)*
- **TH** 4/18 — Workshop 2

### Week 4 — “This shit right here, it’s forever”
- **T** 4/23 — Thomas: “This Skin is Forever”
- **TH** 4/25 — Anzaldúa: “How to Tame a Wild Tongue”
  *(Reading Summary #3 due)*

### Week 5 — “Quien tiene boca se equivoca”
- **T** 4/30 — Bechdel: “Fun House”
  *(Reading Summary #4 due)*
- **TH** 5/02 — Workshop 3
  *(Literacy Narrative due)*

### Week 6 — Cultural Literacies
  *(Reading Summary #5 due)*
- **TH** 5/09 — NO CLASS

### Week 7 — Cultural Literacies
- **T** 5/14 — Guo: “How Iggy Azalea Mastered Her Blaccent”
- **TH** 5/16 — NO CLASS

### Week 8 — Cultural Literacies
- **T** 5/21 — TBD
- **TH** 5/23 — Workshop 4

### Week 9 — Cultural Literacies
- **T** 5/28 — TBD
- **TH** 5/30 — Workshop 5
Week 10— Salon
T  6/04 — Salon
TH 6/06 — NO CLASS

Finals Week
TH  6/13 — (Cultural Literacies map project due)