

Language, Thought, and Culture

ENGL 381, section 1

11:30-12:45 T, Th
Patterson Hall 207
Spring Semester 2016

Instructor: Laura Wetherington
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Office: 2nd floor TCES
Office Hours: Tuesdays and Thursdays, 1-2 p.m.
Poetry Center Office Hour: Thursdays 3-4 p.m.

REQUIRED MATERIALS

- a computer with word processing software (SNC's technology requirements: <http://www.sierranevada.edu/resources/admitted-students/technology-requirements/>)
- cloud storage, a thumb drive, or some other method for backing up written work

Course Description

Prerequisite: English 101

Language, Thought, and Culture is a study of the relationships between words and thought, and between language and culture. We will explore the origins of words and how changes in meaning over time reflect and influence changes in cultural values, beliefs, and aspirations. The theoretical examination of language, thought, and culture will be balanced by real-world discussions of how language and thought create social categories in the contemporary United States. Through analysis of the categories of race, class, and gender, students in this class will be preparing to understand how identities in contemporary culture are constructed in language and thought, and how the relationships between race, class, and gender have been constructed historically.

Student Outcomes

On successful completion of this course, students will be practiced in critical reading skills and writing well-constructed arguments that matter in a variety of academic contexts. They will be equipped to read actively, listen actively, question critically, generate open-ended questions, and understand academic writing as a process of discovery and conversation. They will, in addition, extend the practices of library research developed in English 101 & 102.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Smaller Assignments (including annotations, reading responses, research tasks, developing research questions, etc.)
2. Three essays
3. Two Prezis
4. Group Research Presentations

COURSE POLICIES

OFFICE HOURS

Feel free to drop by my office if you have questions or just want to chat about this class. If you are unable to come by during office hours, send an e-mail and we can set up an appointment that fits into your schedule. I will be happy to review your drafts with you in person during my office hours or by appointment. However, I will not comment on drafts by e-mail.

One hour per week is designated as the “Poetry Center Office Hour.” Students from all classes are invited to come read poems and chat about ideas. We will read together, extend discussions from class, or share our own creative writing. You come, too!

ATTENDANCE AND PARTICIPATION

To best reach your learning potential, you need to attend every class fully prepared and actively participate in discussions and activities. You can miss three classes without your grade suffering. After three absences I will reduce your final grade by 25 points for each absence. If you miss a class, please make sure you keep up with the work and keep in contact with me if you have questions.

LATE WORK

As a general rule, you cannot turn in late work in this course. This policy is borne out of our school’s core theme of professional preparedness. The work for this class is outlined below, so please plan to complete your assignments in advance of the deadline. Most of your syllabi from other classes will also list major deadlines. (Pro Tip: Create a master calendar. Spend an hour in the first week of classes mapping out when your major assignments are due and plan to begin them all ahead of time.) If you find yourself behind on an assignment for this class, turn in what you have completed before the deadline. Because we all run into difficulties outside of our control, if you find yourself falling behind, please let me know as soon as possible. We can then plan together for how best to meet the remaining assignment deadlines for the course.

TECHNOLOGY

While we’ll use technology often in the class to extend your learning, we’ll also be mindful of when, how and why we use it. Cell phones, mp3 players, and other devices can create distractions in the classroom. Use of these devices, therefore, is limited to class-related activities and are at the discretion of the instructor. Thank you for being courteous toward our learning environment. Inappropriate use of electronics during class time may negatively affect your final grade. Specific programs we’ll use for class purposes are outlined below. If you haven’t used technology much before, don’t worry! We’ll go over how to use these programs in class.

Moodle

Sierra Nevada College uses Moodle for online course supplementation. We’ll use this site for housing some reading assignments (see reading and work schedule), handouts, and other resources for this course. In addition, you’ll use Moodle to turn in most of your written work. We’ll go over accessing Moodle together in class.

Annotation Studio

This is a program from MIT that allows groups to share annotations of the same text. We'll use Annotation Studio to prep for class discussions and to jumpstart the thinking for the essays you'll write.

Prezi

This free, online presentation software will help you further apply Lakoff's discussion of metaphors to your own work. You'll translate your second paper into a set of visual metaphors using Prezi to share with the class (on Moodle). Your final project will use Prezi for a live, group presentation about race, class, and gender in the media.

WORK

We'll go over details when each assignment begins. Please check the reading and assignment schedule for dates.

Shorter Assignments, or Preps (20 @ 30 points each)	600 points
Paper 1: Analytical/Critical Response (3 pages)	100 points
Paper 2: Autobiographical Narrative (4 pages)	100 points
Prezi 1: Adaptation of Paper 2	50 points
Paper 3: Images in the Media (2 pages)	100 points
Final Exam (Group Research Presentations)	50 points
Extra Credit: Writers in the Woods	10 points ea.

Total Points Possible: 1000

GRADES

The grades you will receive for your work are identical to the official SNC catalog:

Grade	Explanation	Grade Point Equivalent	Percentage Points
A	Excellent	4.0	100-92
A-	Excellent	3.7	91-90
B+	Above Average	3.3	89-88
B	Above Average	3.0	87-82
B-	Above Average	2.7	81-80
C+	Average	2.3	79-78
C	Average	2.0	77-72
C-	Average	1.7	71-70
D+	Below Average	1.3	69-68
D	Below Average	1.0	67-62
D-	Below Average	0.7	61-60
F	Failing	0.0	59-

SCHOOL POLICIES

Sierra Nevada College Mission Statement: Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the

liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

Learning Differences: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu.

The Honor Code: The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code: SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

The SNC Email System: The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

WRITING RESOURCES

The Prim Library (<http://libguides.sierranevada.edu/library>) which, in addition to its book collection, houses:

Interlibrary Loan This service allows you to obtain articles or borrow books from other libraries. Some of the library's databases allow direct requests through the database interface. The online catalog allows holds to be placed using your library barcode number.

Scarsella-Boleky Tutoring Center (3rd floor Prim Library) Tutoring is available at no charge, not only to SNC students, but also to members of the Incline Village community. We only provide Tutoring services when our Fall and Spring semesters are in session, and only if qualified Tutors are available. You can also schedule one-on-one tutoring appointments in the following subject areas. To schedule, please fill out the [Tutoring Request Form](#) on the SNC website. Please be considerate and cancel by 10am on the day of your session. Repeated no-shows will be turned away for future appointments.

Incline Village Public Library One of the privileges of being a Sierra Nevada College student, staff or faculty member is that you are eligible to be a member of the Washoe County Public Library system at the Incline Village Public Library. This membership enables Sierra Nevada College students to have easy access to the print, video, and other collections of the Washoe Library system. SNC students are encouraged to enroll and use the Washoe County Public Library system. Washoe County Public Library Cards can be obtained at the Incline Village Public Library, 845 Alder Ave., Incline Village, NV 89451

The Eagle's Eye Newspaper The Eagle's Eye is a student-run publication which covers news of interest and importance to the greater Sierra Nevada College community.

Sierra Nevada Review The Sierra Nevada Review is an annual literary magazine published in May featuring poetry and short fiction. Editors read manuscripts from September until March (manuscripts submitted outside of the reading period risk a long, dusty dormancy). Response time may vary between a month and several months. The editorial staff changes on a yearly basis with the exception of advisory editor, June Sylvester Saraceno.

Writers in the Woods Reading Series: The Creative Writing Department has organized a series of readings and workshops. The Friday night readings remain free and open to all. Workshops are open to the community for a \$50 registration fee, and may be taken for credit or non-credit. The eclectic group of writers offers something for a wide range of interests—from history to science, drama, politics, comedy and, of course, literature.


READING AND ASSIGNMENT SCHEDULE

The dates below are due dates. The shorter writing assignments, or “preps,” are due the midnight before class. Your first prep, for example, is due the night of Wednesday, 1/20.) This is because the work we do outside of class is integral to the work we do inside the classroom, and I’ll be integrating your preps into our class activities. The three major essays are due at midnight on the day of class. This is to give you the most time possible to create a polished, carefully-crafted example of your thinking.

All specific reading and prep instructions are available on Moodle. This schedule is subject to change. You are responsible for keeping up with in-class and email announcements about changes to our schedule (which may come in class or as a Moodle announcement on the News Forum. Please make sure you’re subscribed to email updates for the News Forum.)

UNIT ONE: Working with Sources			
Essential Questions:			
<ul style="list-style-type: none"> What does it mean to sit with a question? What is gained from extended deliberation, and what is lost? 			
WK	DATE	Readings/Prep/Work Due	In Class
1	T 1/19	IN CLASS: Syllabus Moodle Annotation Studio Selecting texts for Prep 4	<ul style="list-style-type: none"> Who else is in this class? What will we learn? What will we do? How is our work graded? Library databases, Online catalog, and ILL Discussion questions: open-ended vs. clarification
	Th 1/21	Reading due: Paul Bloom’s “The Lure of Luxury” Writing due: Prep 1 (see Moodle)	<ul style="list-style-type: none"> Continuation of class introduction Rhetorical Précis form and application Discussion of Paul Bloom’s work Introduction to Paper 1
2	T 1/26	Reading due: Gelman’s, Postrel’s and Khan’s responses to Bloom Writing due: Prep 2	<ul style="list-style-type: none"> Rhetorical Précis, continued Discussion of Gelman, Postrel, and Khan
	Th 1/28	Reading due: Christakis’s, Cloutier’s, and Satz’s responses to Bloom Writing due: Prep 3	<ul style="list-style-type: none"> Literature Circles discussions of responses to Bloom Introduction to primary and secondary sources Introduction to Critical Thinking Annotations
3	T 2/2	Reading due: Your selected essay, article, or book chapter Writing due: Prep 4	<ul style="list-style-type: none"> Introduction to team teaching Informal presentations of essays, articles, or book chapters
	Th	Reading due: “Assessing Class:	<ul style="list-style-type: none"> Primary and secondary sources, cont.

	2/4	Wealth” by Jennifer Christian Writing due: Prep 5	<ul style="list-style-type: none"> • Discussion of Christian’s essay
4	T 2/9	Reading due: “The Problem: Discrimination” by the United States Commission on Civil Rights Writing due: Prep 6	<ul style="list-style-type: none"> • Primary and secondary sources, cont. • Discussion of USCCR’s essay
	Th 2/11	Reading due: article, essay, or book chapter of your choice on Annotation Studio Writing due: Prep 7	<ul style="list-style-type: none"> • Analysis and Synthesis in-class writing • MLA Formatting
5	T 2/16	Reading due: article, essay, or book chapter of your choice on Annotation Studio Writing due: Prep 8	<ul style="list-style-type: none"> • Analysis and Synthesis in-class writing, cont.
	Th 2/18	tba	
UNIT TWO: Race, Class, and Gender: Autobiographical Writing Essential Questions: <ul style="list-style-type: none"> • Is it better to focus on sameness or difference? • To what extent are personal stories important when trying to understand the issues arising from race, ethnicity, class, gender, sexuality, etc.? 			
WK	DATE	Readings/Prep/Work Due	In Class
6	T 2/23	Reading due: <i>Blindspot</i> (excerpt) by Mahzarin R. Banaji and Anthony G. Greenwald Writing due: Paper 1	<ul style="list-style-type: none"> • Introduction to Paper 2 • Active Listening • Discussion of Blindspot
	Th 2/25	Reading due: IAT webpages Writing due: Prep 9	<ul style="list-style-type: none"> • Active Listening, cont. • Discussion of Blindspot, cont. • Introduction to Narrative Structures (incl. Freytag’s Pyramid)
7	T 3/1	Reading due: “Lonely in America” by Wendy S. Walters Writing due: Prep 10	<ul style="list-style-type: none"> • Introduction to Narrative Structures, cont. • Discussion of Lonely in America
	Th 3/3	Reading due: “Racial Formation” by Michael Omi and Howard Winant Writing due: Prep 11	<ul style="list-style-type: none"> • Combining narration and analysis • Discussion of Racial Formations
8	T 3/8	Reading due: “White Fragility” by Robin DiAngelo Writing due: Prep 12	<ul style="list-style-type: none"> • Combining narration and analysis, cont. • Discussion of White Fragility
	Th 3/10	Reading due: “Racial Microaggressions in Everyday Life” by Derald Wing Sue et al.	<ul style="list-style-type: none"> • Combining narration and analysis, cont. • Discussion of Racial

		Writing due: Prep 13	<ul style="list-style-type: none"> Microaggressions Introduction to Performative Language
9	Spring Break (have fun!) 		
10	T 3/22	Reading due: <i>How to Do Things With Words</i> (excerpts) by J.L. Austin and “Your Behavior Creates Your Gender” by Judith Butler	<ul style="list-style-type: none"> Introduction to Performative Language, cont. Discussion of Butler’s and Austin’s texts
	Th 3/24	Reading due: Metaphors We Live By (excerpt) by George Lakoff & Mark Johnson and “Metaphors We Think With: The Role of Metaphor in Reasoning” (excerpt) by Paul H. Thibodeau & Lera Boroditsky Writing due: Prep 14	<ul style="list-style-type: none"> Introduction to metaphorical language Introduction to visual metaphors Discussion of both texts
11	T 3/29	Writing due: Assignment 2: Autobiographical Narrative	<ul style="list-style-type: none"> Introduction to Prezi Assignment
	Th 3/31	Class Cancelled	
12	T 4/5	Student conferences & Prezi hackathon Writing due: Prep 15	<ul style="list-style-type: none"> Intro to storyboarding Introduction to research clusters
	Th 4/7	Student conferences & Prezi hackathon Writing due: Prep 16	<ul style="list-style-type: none"> Workshopping storyboards
UNIT THREE: Analyzing Images from the Media Essential Question: <ul style="list-style-type: none"> How do media representations of social groups influence our understanding of ourselves and others? 			
WK	DATE	Readings/Prep/Work Due	In Class
13	T 4/12	Writing due: Prezi Adaptation of Assignment 2 Reading due: Compulsory Heterosexuality (excerpts) by Adrienne Rich	<ul style="list-style-type: none"> Introduction to the final project (Paper 3 & Group Presentations) Visual analysis
	Th 4/14	Reading due: “Fists of Fury: Discourses of Race and Masculinity in the Martial Arts Cinema” by Yvonne Tasker	<ul style="list-style-type: none"> Visual analysis, cont. Discussion of Tasker’s essay

		Writing due: Prep 17	
14	T 4/19	Reading due: “The Symbolic Annihilation of Women by the Mass Media” (excerpts) by Gaye Tuchman Writing due: Prep 18	<ul style="list-style-type: none"> • Visual analysis, cont. • Discussion of Tuchman’s essay
	Th 4/21	Reading due: “How to Tame a Wild Tongue” by Gloria Anzaldua Writing due: Prep 19	<ul style="list-style-type: none"> • Visual Representation and Belonging • Discussion of Anzaldúa’s essay • In class writing, posted to Annotation Studio
15	T 4/26	Reading due: Student writing Writing due: Prep 20	<ul style="list-style-type: none"> • Visual analysis and narrative workshop
	Th 4/28	tba	<ul style="list-style-type: none"> • Research cluster meeting
16	T 5/3	Writing due: Paper 3	<ul style="list-style-type: none"> • Research cluster meeting

Finals Week: Final Exam & Celebrations! (Group Research Presentations—Prezi due on Moodle)