



## Myth of the American Outlaw



<http://sncmoodle.sierranevada.edu/course/view.php?id=386>

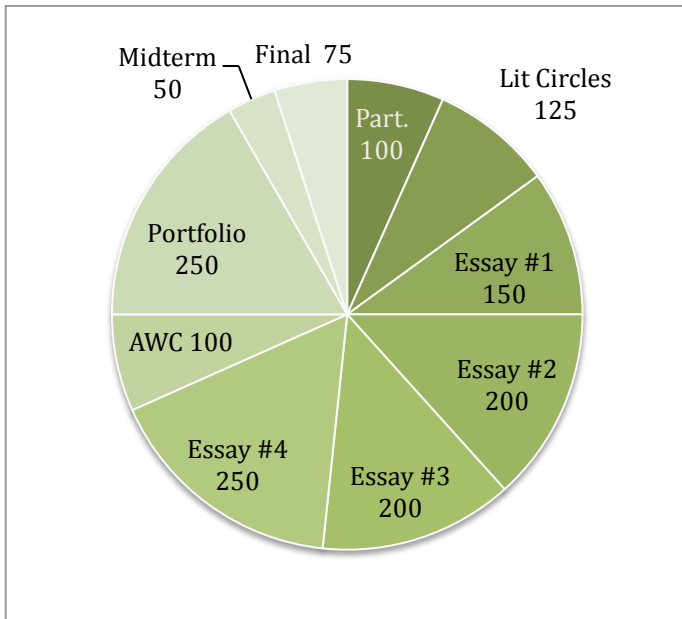
Moodle page



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Sierra Nevada College Library Guides

### Course Grade



"Humanity has advanced, when it has advanced, not because it has been sober, responsible and cautious but because it has been playful, rebellious, and immature."

- Tom Robbins

"Outlaws are made, not born."

- Wyatt Earp

"And so, from an angry lawman's mouth, the term *outlaw motorcyclists* was born."

- Chuck Zito

"When a man is denied the right to live the life he believes in, he has no choice but to become an outlaw."

- Nelson Mandela

### Required Texts

Swingrover, ed. *The Counterculture Reader* (Pearson Longman) / McCarthy, Cormac, *Blood Meridian* (Vintage International) / Palahniuk, Chuck, *Fight Club* (Norton) / Graff, Gerald, *They Say, I Say, 3<sup>rd</sup> edition* (Norton) / Aaron, ed. *The Little, Brown Compact Handbook, 8<sup>th</sup> edition* (Longman)

### Course Information

English 102: Composition

Spring 2015



Patterson Hall 213

Mark Maynard



Section 5 MW 10:00 – 11:15 / Section 6 MW 11:30 – 12:45



[mmaynard@sierranevada.edu](mailto:mmaynard@sierranevada.edu)



TCES 2<sup>nd</sup> Floor, R 10:15 – 11:15 and W/R 1:00 – 2:00

## Course Description

This course builds on and further develops the writing skills introduced in ENGL101 with a focus on the mythology of the outlaw figure in American popular culture. Students examine how the idea of the American outlaw reflects, represents and shapes society, while writing in a variety of modes. Students are required to conduct both primary and secondary research, synthesize and integrate researched material into original works, and present individual research in papers and projects.

## Student Outcomes

On successful completion of this course, students will be able to:

- Evaluate and edit individual and peer texts
- Review, practice and become proficient in research skills
- Refine writing content and style through practice and revision
- Illustrate proficiency in a range of textual forms showing appropriate awareness of audience and purpose
- Evaluate and analyze images addressing purpose/message, style and other dimensions of visual texts

## Classroom Policies and Values

### Inclusive Learning

People have different learning styles and needs. I have designed this course in consideration of diverse learners and will meet with you to discuss any challenges aspects of instruction or course design may present.

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 (775) 831-1314 x7534 [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu)

### Freedom to Make Choices

I do not take it personally if you turn in an assignment late or miss a class. I understand that you may have to prioritize your responsibilities, which may affect your performance in class.

I have a responsibility to adhere to the policies on the syllabus, including those regarding late work and grades, so that I maintain academic consistency and treat students fairly. To maintain consistency and recognize that extenuating circumstances exist, everyone has **one** opportunity to use the "Excuse Pass" found on Moodle. Details are on the pass. It is your responsibility to take advantage of this opportunity wisely.

You have choices to make regarding coming to class and submitting assignments. You are also responsible for reading the syllabus and assignment guidelines and knowing your options and the consequences for not attending a class or missing a due date. Make

the best choices you can in a given situation, and graciously accept the consequences of your actions.

### Learning and Risk

Learning often requires risk. Struggling with something is not a sign of failure; it is a sign that you are pushing yourself. You may feel uncomfortable with some assignments because they are unfamiliar or you are "not sure what I want." This is part of the process of learning. We learn by trial and error, not by repeating familiar tasks. You are always welcome to stop by my office during office hours to discuss an assignment with me, but I also encourage you to take a risk and attempt it first.

### Self-Sufficiency

If you know how to locate information yourself, you won't have to rely on my answering a last minute email. Keep the syllabus where you can easily find it to easily locate the answers to many questions. Check the course schedule before every class. Become familiar with Moodle so you can find course material and resources. I will refer you to course handouts and other resources if you ask information that has been covered in class or is on the syllabus or handouts. I will work to keep grade information up to date on Moodle, however, you are responsible for keeping track of your running point total and keeping electronic copies of your work and contacting me if you have any questions regarding your assignments and course points.

## Responsibility

Being responsible for actively reading the syllabus, handouts, and class notes will support your development as a reader. If you need to discuss assignments or course material, make an appointment to see me during my office hours. If you miss a class, ask a classmate what you missed or see me during office hours. You are responsible for using reading strategies to interpret course material. If you have a question about part of an assignment, be specific about what sentence/sentences you are having trouble understanding. You are responsible for asking a specific question, not generalizing that you "don't get it." I will work with you to develop the habits of closely reading and interpreting instructions/handouts and/or good note taking to further your academic success.

## Classroom Community

To establish a strong classroom community and contribute to your mastery of learning outcomes, attendance is part of your participation grade. You may be absent twice without affecting participation. After two absences, each additional absence will lower the participation grade 10 points. Three tardies and/or missing more than 10 minutes of a class will count as an absence. There are no excused absences, so make the choice of when to miss class wisely.

I value having a positive, inclusive classroom community.

Demonstrating appropriate academic behavior such as arriving on time, being attentive during class, listening when others are talking, allowing other voices to be heard during discussions, being

respectful, and contributing meaningfully to class discussions will support this community and be reflected in your participation grade.

## Grading Policy

This is a writing-intensive and discussion-based course and as such, a large part of your coursework will be fulfilled through writing. In addition, you are expected to actively participate in class discussions as well as complete in-class and out of-class readings and written assignments.

Your **ongoing and active participation** is essential and includes: coming to class with all assigned readings completed and ready to be discussed, and engaging in class discussion and small-group work.

You will receive a participation grade worth a maximum of 100 points.

The final grade for the course is based on completion of all assignments. Assignments that are turned in past the due date will be lowered by 10 percent per class period. **Any assignment turned in more than two weeks past its due date will not be accepted for any reason.** All course work must be completed in order to pass the class, **no exceptions.** **All assignments must be turned in through Moodle unless otherwise noted. I will not accept assignments via email.**

## Technology

Turn off, or put on vibrate ANY electronic devices, specifically cell phones. No headphones are to be worn during class unless they are used as a reasonable accommodation related to a

documented disability. Do not write or read wireless or text messages, or update social media during class time.

I reserve the right to ask you to leave the room if I deem you a disruption to me or to your colleagues.

Computers are susceptible to crashing and freezing; save your work frequently, always make backup copies, and allow for extra time. Moodle outages, printer malfunctions and inoperable disks **are not** acceptable reasons for missing class, being tardy or for turning in late work.

## 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.

**Core Themes:** Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

**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.

**1<sup>st</sup> 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-Bolekky 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 when our fall and spring semesters are in session, and only if qualified tutors are available. You can also schedule one-on-one tutoring by filling out the Tutoring Request

Form on the SNC website. Please be considerate and cancel by 10 am 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 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. 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.

### **Grading Criteria**

Participation – 100  
Literature Circles (5 x 25pts) – 125  
Essay/Poster #1 – 150  
Essay #2 – 200  
Essay #3 – 200  
Essay #4 – 250  
Annotated Works Cited – 100  
Portfolio – 250  
Midterm – 50  
Final - 75

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**course total = 1500 points**

#### **Grading Scale:**

95-100 **A**  
90-94 **A-**  
87-89 **B+**  
83-86 **B**  
80-82 **B-**  
77-79 **C+**  
73-76 **C**  
70-72 **C-**  
60-69 **D**  
0-59 **F**

## Course Calendar

Attached is a list of course readings and due dates for paper assignments. This calendar may change to accommodate class projects as well as individual interests. Therefore, the calendar should be seen as advisory – intended to give you a rough idea of the assignments in our English 102 class. I reserve the right to make any changes to the calendar as I see fit, and, if possible, with your collaboration. Any changes to the calendar will be announced during class.

Week	DATE	TOPIC	ACTIVITY	DUE
<b>1</b>	<b>M 1/19</b>	<b>NO CLASS</b>	<b>Martin Luther King Day</b>	
	<b>W 1/21</b>	Introduction	Review syllabus/class introductions – OBAL Pre-read	<i>In-class writing assignment: What is this class about?</i>
<b>2</b>	<b>M 1/26</b>	Myth: From Pilgrims to Manifest Destiny and Beyond	In-class discussion, music and film clips	Reading strategies
	<b>W 1/28</b>	American Outlaw Icons: Finding Meaning	In-class discussion, music and film clips –	<u>Literature Circle #1 Assigned.</u>
<b>3</b>	<b>M 2/2</b>	Reading Literature	In-class discussion of reading strategies	Read <b>Moodle supplement #1</b> (Waters), <b>TCR 2-6</b> (Keroauc)
	<b>W 2/4</b>	The Glanton Gang and the Western Outlaw	Prep for McCarthy	<u>Literature Circle #1 Due (Waters).</u>
<b>4</b>	<b>M 2/9</b>	Blood Meridian	Reading questions and class discussion	Read <b>McCarthy</b> 1-77.
	<b>W 2/11</b>	Blood Meridian: Borders	Discussion on dialogue and language	Read <b>McCarthy</b> 78-127.
<b>5</b>	<b>M 2/16</b>	<b>NO CLASS</b>	<b>President's Day</b>	
	<b>W 2/18</b>	Blood Meridian: American violence	Class discussion	Read <b>McCarthy</b> 128-193.
<b>6</b>	<b>M 2/23</b>	Soldiers or mercenaries? Blood Meridian and the War on Terror	Class discussion – Constructing an Argument	<u>Literature Circle #2 Due (McCarthy).</u> Read <b>McCarthy</b> 194-266. <u>Essay/Poster #1 Assigned.</u>
	<b>W 2/25</b>	Blood Meridian: Final Thoughts	Applying readings to a thesis	Read <b>McCarthy</b> 267-351. Work on Thesis for Essay/Poster #1.

7	M 3/2	Hell on Wheels: Bikers and the One Percenters	Freedom and Fast Machines <i>The Wild One</i> film clips	Read TCR 20-26 (Conroy), <b>Moodle Supplement #2</b> (Barger).
	W 3/4	Bikers in Popular Culture	Annotated Works Cited/Thesis Assignment; <i>The Wild One</i> film clips	Read TCR 109-117 (Carson) <b>Essay/Poster #1 Due.</b> <u>Annotated Works Cited assigned</u>
8	M 3/9		Midterm Review	<u>Essay #3 and Essay #4 Research Project Assigned</u>
	W 3/11		<b>Midterm</b>	<u>Portfolio Assigned</u>
9	M 3/16	<b>NO CLASS</b>	Spring Break	
	W 3/18	<b>NO CLASS</b>	Spring Break	
10	M 3/23	Outlaw Music: Folk, Ballads, Punk Rock and Rap	In class discussion and music; primary sources	Read TCR 147-152 (Calloway), 174-183 (McNeil and McCain), <b>Moodle Supplement #3</b> (Hester)
	W 3/25	Gangsters, Gunmen (and women) and Godfathers	Outlaws, Immigrants and Stereotypes	
11	M 3/30	Research	Evaluation of Sources	<b><i>They Say/I Say</i></b> 19-29; 42-51; 92-101
	W 4/1	Research (contd); Race, privilege and class – laga and disenfranchisement	In-class discussion	Read <b><i>They Say/I Say</i></b> 173-201; <b>TRC</b> 136-139 (Silko), 140-141 (Cleaver) <u>Essay #2 (Analysis Paper) Assigned.</u>
12	M 4/6	Race and Gender	In-class discussion	Read <b>TRC</b> 142-146 (Beal)
	W 4/8	Molls and Badass Girls: Gender roles and Outlaws	<b>Peer Revision Essay #2</b>	Read <b>Moodle Supplement #4</b> (Solanas); <b>TRC</b> 166-174 (Lisker) <b>Literature Circle #3 Due (Solanas).</b>
13	M 4/13	Making the connection: Synthesizing your material	In-class synthesis exercise, bring research notes/sources/outline	Read <b><i>They Say/I Say</i></b> 105-128; <b>Research Proposal Due.</b>
	W 4/15	The Pop Culture Outlaw: Voices	Comedy/Media (Bruce, Carlin, Pryor, CK)	<b>Essay #2 Due.</b> <b>Moodle Supplement #5 (Bruce).</b>
14	M 4/20	The Pop Culture Outlaw: Does your vote matter?	<b>Peer Revision Essay #3</b> Politics/Education and disenfranchisement	Read <b>TRC</b> 207-217 (Berns). <b>Literature Circle #4 Due (Berns).</b>
	W 4/22	Finding Meaning in a Material World	Discussion of independence/conformity	Read Palahniuk 11-55. <b>Essay #3 Argument Essay Due.</b>
15	M 4/27	Anarchy, Rebellion and Terror		Read Palahniuk 56-101. <b>Literature Circle #5 Due (Palahniuk).</b>
	W 4/29	Hipsters; Craft vs. Service, and the Emasculation of the American Male	In-class work on Research Paper; Watch “Breaking Bad” clips and discussion	Read Palahniuk 102-150. <b>Portfolio Due</b>
16	M 5/4	Civic Disobedience vs. Anarchy	Watch “Fight Club” clips and discussion	Read Palahniuk 151-218. <b>Essay #4 Research Project Due.</b>
	W 5/6	<b>NO CLASS</b>	<b>FINALS PREP</b>	
17		<b>FINAL EXAM</b>	<b>Sec 5: Friday 5/8 11:30 - 2:30</b>	<b>Sec 6: Friday 5/8 3 – 6</b>

