

THE UNIVERSITY OF WINNIPEG

RHET: 1105-(3)-033 (Multidisciplinary)

Narratives of Unbelonging: Mapping Stereotypes across Disciplines

Term: FALL 2016
Time and Time Slot: Tuesday 6:00-9:00
Room: 2C15

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Office Hours: Tuesdays 4:45-5:45 or by appointment.

COURSE DESCRIPTION

One of the main purposes of this course is to improve your *academic writing*. Consequently, you will be introduced to strategies that provide the writer with better control over academic essay writing: summary, response, analysis and synthesis papers. This includes individual learning approaches and strategies, analytical and critical thinking, and the relationship between cultures, societies and educational style. We will also work in groups to further explore writing not only as a way of recording information or ideas, but also as a powerful means of problem-solving, analyzing, criticizing, and communicating with others in our shared academic communities. Among the writing skills addressed are citation and the art of quotation, referencing, paragraphing, developing an argument, and using the literature to support an argument.

This course is designed for students who want to explore the concept of unbelonging through socio-economic, gender, and racially identified and culturally constructed lenses. Across the disciplines of literature, film, cultural studies, sociology and psychoanalysis with an emphasis on the themes of love, marriage and family values we look at narratives of prejudice and discrimination. The course provides overviews of and considers approaches to the writing process and to writing across disciplines in general. And through careful summarizing, critique, analysis, evaluation and synthesis we seek to better understand the multidisciplinary field of rhetorical studies. We will read works of fiction and non-fiction and screen cinematic representations to draw a general map and reach some limited conclusions surrounding stereotyping and multidisciplinary studies.

REQUIRED READING LIST: All readings are available on PDF for download at: kimolynyk.ca

Brontë, Charlotte. *Jane Eyre*. Third ed. University Park: Pennsylvania State University, 2003. 6-459. PDF.

Bronte, Emily. *Wuthering Heights*. Oxford: Oxford University Press, 1995.

Cullen, Countee. "Incident". *My Soul's High Song: The Collected Writings of Countee*

Cullen. New York: Harper, 1991. PDF.

Euripides, . *Medea*. N.p.: The Stoa Consortium, 2006. 1-39. PDF.

Rhys, Jean. *Wide Sargasso Sea*. London: Penguin, 1966. 1-154. PDF

Schlink, Bernhard. *The Reader*. New York: Vintage Books a division of Random House

Inc, 1997. 5 -73. PDF.

Smith, R T. "Red Anger". *The Literature of the American South* New York: Norton,

1998. PDF.

Stetson, Charlotte, P. *The Yellow WallPaper*. Boston: The New England Magazine, 1892.

648-56. PDF.

RECOMMENDED TEXTS

Troyka Quitman, Lynn. *Quick Access: A Reference for Writers (Canadian Edition)*. Scarborough, Ontario: Prentice Hall, 2015. Print.

Canadian Oxford Dictionary. Canada: Oxford University Press Canada, 2015. Print.

ASSIGNMENTS (Incl. Dates and Values)

Five (5) Summaries, paraphrasing & citation short response papers (25%) (2 pages) (150 words each worth 5% each) (4-6 pages in total) due: Sept. 20 & 27; Oct.18 & 25; Nov. 22, 2016.

Two (2) In-class Stylistic Analyses (25%) (12.5% each) (3-4 pages in exam booklets double-spaced) due: #1 Stylistic Analysis, Sept. 26, 2016. #2 Stylistic Analysis Nov. 1, 2016.

Final Synthesis Paper (25%) (5-7 pages) Drafts due: November 22, 2016 (12.5 % for outline, draft copy & paramedic method). Folder with final revised paper due: November 29, 2016.

GRADING SCALE

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|----|-----------|----|-----------|
| A+ | 90 - 100% | C+ | 65 - 69% |
| A | 85 - 89% | C | 60 - 64% |
| A- | 80 - 84% | D | 50 - 59% |
| B+ | 75 - 79% | F | Below 50% |
| B | 70 - 74% | | |

NOTES

1. "Students may choose to not attend classes or write examinations on holy days of their religion as long as they have given their instructor at least two weeks' advance notice; if the student gives appropriate notice, the instructor will provide an opportunity for the student to make up work without penalty. A list of religious holidays can be found at <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>"
2. This course outline should be considered a contract. Time constraints and other unforeseen factors may require that some of the topics may be omitted or covered in less detail than indicated.
3. Work submitted for evaluation must be either typed or text processed. This does not apply to in-class tests and assignments.
4. Cellular phones and other electronic devices MUST be turned off during classes.
6. It is the student's responsibility to retain a photocopy or digitized copy of **ALL** assignments submitted for grading; in the event of loss or theft, a duplicate copy is required.
7. Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests or exams (e.g., private space) or during lectures or laboratories (e.g., access to volunteer note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or email accessibilityservices@uwinnipeg.ca to discuss appropriate options. Specific information about AS is available on-line at

<http://www.uwinnipeg.ca/accessibility>. All information about a student's disability or medical condition remains confidential.

8. **November 1, 2016** is the final date to withdraw without academic penalty from courses that begin September 6, 2016 and end December 5, 2016.
9. Late Assignment Penalties: one letter grade per day late, including weekends.
10. The Writing Centre (3G11) and the Computer Writing Lab (3G10) is open to all students. Please check the lab doors for dates and times. Students needing additional assistance may contact the Writing Centre at http://rhetoric.uwinnipeg.ca/Tutoring_Centre/index.html for writing resources and tutoring services, or contact the English Language Program at <http://www.uwinnipeg.ca/index/elp-information> for classes in English as an Additional Language and related services.
11. Students are advised that the UW Bookstore may run out of textbooks early in the term. Also, the bookstore always ships textbooks back to the publisher if they are not purchased within the first few weeks of term. Students are responsible for communicating directly with the bookstore if they need to order texts or ask for texts to be held for them.

13. Department of Rhetoric, Writing, and Communications Privacy Policy:

The Department of Rhetoric, Writing, and Communications wishes to ensure that your right to privacy while handing in and getting back assignments is protected. Most assignments will be handed in and handed back in class. If assignments are to be handed in or returned in another manner, and you are concerned about others having access to your work, you should attach to your assignment an 8 ½ x 11 envelope with your name on it that can be sealed. If the envelope is also stamped and self-addressed, your assignment will be mailed to you. If you do not attach an envelope, it is assumed that you have waived your concerns in this area.

14. **Scent-free Environment:** We ask that you please be respectful of the needs of classmates and instructors by avoiding the use of unnecessary scented products while attending lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines, or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products that are scented (e.g. perfume).
15. **Research and Data Collection:** Undergraduate students who plan to conduct minimal-risk research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the Departmental Ethics Committee before commencing data collection. (For greater-than-minimal-risk or Graduate student studies, approval of the UHREB is also required.) Exceptions are research activities in class as a learning exercise. See <http://uwinnipeg.ca/research/human-ethics.html> for submission requirements and deadlines.
16. **Webmail:** You should check your webmail email regularly as this is the address that the University will use and that I will use for official correspondence related to the course or to other administrative matters. If you want to forward your webmail correspondence to your personal email account, instructions are available at <http://theuwsa.ca/academic->
17. **Respectful Learning and Work Environment:** All students, faculty and staff have the right to participate, learn and work in an environment that is free from harassment and discrimination. The UW Respectful Learning and Working Environment Policy may be found online at www.uwinnipeg.ca/respect.

18. Regulations and Policies As a student at the University of Winnipeg, you should make yourself familiar with the appropriate items in the Regulations & Policies section of the *Academic Calendar* dealing with Senate information on appeals, withdrawal dates, and academic misconduct such as plagiarism and cheating."

19. Academic Misconduct

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Here's what you need to do:

Read the University of Winnipeg Course Calendar to find out

- what academic misconduct is
- the procedures for investigating misconduct
- the possible penalties

Know what cheating and plagiarism mean:

- cheating means getting someone else to do your work for you and handing that work in as your own
- plagiarism means presenting someone else's words and ideas as your own; it includes
- **using the exact words you found in a source in your paper and not putting quotation marks around these words;** even if you include a citation and a reference entry, this is still plagiarism
- **changing a few words in a passage from a source, putting the passage in your assignment, and not using quotation marks;** again, even with a citation and a reference entry, this is plagiarism
- **rewording a passage from a source, putting the passage in your assignment, but not showing in any way that these are not your words;** this includes not introducing the passage in a way that shows it comes from something you read and not including a citation or a reference entry
- **handing in the same assignment in two or more classes without having the permission of all of the instructors**

Learn how to avoid plagiarism

- ask for information from your instructor or from the staff in the Tutoring Centre
- use the reference manuals that are available in the University Library
- read the information on plagiarism on the University Library's website
- find and use online resources, such as the OWL at Purdue, that teach about documentation.

Understand the consequences of any form of academic misconduct

- your instructor can report you to the Departmental Review Committee and to the Senate Academic Misconduct Committee
- the Senate Committee can decide that you have committed academic misconduct and penalize you
- the incident and your penalty will be on your file until you graduate.

Schedule of Readings & Workshops

Sept 6: Introductions; what are rhetoric and the author/work/reader triadic relationship? What are genre theories and studies? Screening: NFB CBC Documentary *Reel Injun*; Countee Cullen's *Incident* and R.T. Smith's *Red Anger* (interpreting and analyzing poetry); discussions on the racial body and stereotyping; narratives of discrimination and prejudice.

13: Euripides: *Medea*; Further discussions on identity politics, historical representation and constructions of identity based on class, gender and race; critical thinking and the role of definition. Reading for gist, annotating, MLA citation, outlining, drafting, summarizing, topic sentences, paragraphs, paraphrasing, format.

20: Screening: Lars Von Trier's *Medea* (1988). Responding to films as texts. Summarizing sources, adaptation and the work of response/critique. Looking at themes, figurative language, and rhetorical devices. **Assignment #1: response paper due (5%).**

27: **Test: In-class stylistic analysis #1. Assignment # 2: response paper due (5%).**

October 4: Screening: David Fincher's *Gone Girl* (2014): Deconstructing female gender stereotyping. Writing and responding to texts; analyzing and evaluating material; signal phrases, transitions and connectives, punctuation, grammar, referents; MLA citation and quotation.

October 9-15: No classes, Reading Week

18: Screening: Franco Zeffereilli's *Jane Eyre* (1996). **Assignment #3: response paper due (5%).**

25: Screening: Brendan Maher *Wide Sargasso Sea* (2006). Drafting synthesis papers, tabling similarities and differences, creating an outline for a longer paper that requires two or more sources.

Assignment #4: response paper due (5%).

Nov. 1: **Test #2 in-class stylistic Analysis.**

8: Screening: *Wuthering Heights*. Drafting synthesis papers, tabling similarities and differences, creating an outline with topic sentences and paragraphs for a longer paper that requires two or more sources continued.

15: Screening: Tim Fywell's *The Turn of The Screw* (2009); Synthesizing reader responses: the straight reader; the ironic reader and the mazed reader.

22: Screening: John Clive's *The Yellow Wallpaper* (1989). Comparing and contrasting texts; drafting and writing synthesis papers; We compare and contrast the course texts we looked at this term and the representation of women and cultural constructions of madness as a central theme toward understanding the concepts of unbelonging, marginalization, exile, the outcast and other. **Assignment #5: response paper due (5%).**

29: Final in-class editing and revision workshop for synthesis papers: Paramedic Method; active verbs, blah, blah, blah openings, referents, transitions and connectives, punctuation, signal phrases; final revision checklist.

December 5: Final Synthesis papers due (25%) and must be handed in by December 5, 2016 directly to me between 2:00-4:00 in my office or stamped by the Rhetoric Department before 4pm.