

**ENGL 110X –19 and 20 – Critical Reading & Writing—Sport & American Culture
Fall 2018 – 3 credit hours**

Course Meetings: MWF, 11:15am-12:10pm (Sec. 19) and 12:20pm-1:15pm (Sec. 20)

Course Location: Basil 213

Instructor: Scott O’Neil, ABD

Office: Cyber Café (I need my coffee)

Office Hours: MW – 1:30-2:30pm

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Course Description:

Dr. Burakowski’s course explores the connections between sport and American cultural values in an interdisciplinary manner. This course will be engaging with that topic and exploring it in terms of popular culture, academic debate, and as a basis for making strong, carefully-crafted pieces of argumentative writing. By the end of the semester, you will be able to analyze issues from a wide variety of societal perspectives and have the tools to construct a full-process academic research paper.

Instructional Method:

This course will be almost entirely discussion based. That said, we will also engage in group work, performance-based activities, and some reading/viewing role play in order to aid our understanding of other views and potential audiences.

Required Materials:

All readings are linked or uploaded to Blackboard, including several readings that will be hosted on my professional website. I make significant effort to ensure that you don’t need to spend money on the readings for this class. I ask in return that you consistently *do* the reading for this class.

Course Goals:

Upon completion of this course it is expected that students will:

- 1) be able to identify potential audiences and develop strategies for selected target audiences.
- 2) develop a clear, argumentative thesis, and differentiate that thesis from the ideas of your sources.
- 3) construct and enter into an academic conversation, filling a stated gap in that conversation.
- 4) demonstrate the ability to properly, *and manually*, cite your sources in an array of citation styles.
- 5) effectively revise for both content and mechanics, demonstrating an awareness for where in the writing process each kind of revision should occur.

Course Policies:

Attendance. I take attendance every day. The reality is that outside of a rare few, most students who regularly miss class will not pass college courses. Illness happens (and “powering through” while sick only serves to infect the rest of us), as do life circumstances. My general rule is that if you need to miss class for any reason (and I

don't need to know the reason), just let me know in advance. Also, have a plan in place for rare missed classes—know what work needs to be done (ie: check Blackboard) and have a “buddy” in the class from whom you can get the notes.

Late Work. My late work policy is similar to my attendance policy—I need to know in advance. If you speak with me at least 24 hours before an assignment is due, I can almost always work out some sort of an extension, within reason (Note: “Within reason” generally means a day or two, and never more than a week past the original deadline). Again, I do not need to know the reason for the extension request—you all are likely to have wildly different schedules and may have mid-terms or family events that fall near major due dates. You are adults. If you need a little more time, just ask for it in advance and we'll be good. I will not accept late assignments in situations where I did not hear from the student at least 24 hours before the deadline

Note: All assignments are due at the start of class unless otherwise noted.

Syllabus changes. Changes may be made to the syllabus throughout the semester. I will provide notification of any changes to the syllabus or schedule. Please bring the syllabus with you to every class period, as we will discuss it regularly.

St. John Fisher College Policies:

Be aware that St. John Fisher College policies apply to the classroom. SJFC policies (including policies on sexual harassment and the student code of conduct) are available on the Student Conduct webpage (<http://www.sjfc.edu/student-life/conduct/college-policies.dot>). Please familiarize yourself with these policies if you are not already.

Academic Integrity. All students, regardless of level or school, are responsible for following the St. John Fisher College Academic Integrity Policy in addition to any other individual school's or program's academic expectations and/or professional standards. Every student is expected to demonstrate academic integrity in all academic pursuits at all times. If a student suspects that another student has violated the Academic Integrity Policy, he or she should contact the instructor for that course and provide support for that suspicion. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy. All students are expected to be familiar with the details of the Academic Integrity Policy:

<https://www.sjfc.edu/policies/academic-integrity/>

Students with Disabilities. In compliance with St. John Fisher College policy and applicable laws, appropriate academic accommodations are available to students with disabilities. All requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students with documented disabilities (physical, learning, psychological) who may need academic

accommodations are advised to refer to the Disability Services website (<http://home.sjfc.edu/AcademicAffairs/Disabilities/DisabilityOverview.asp>) Questions should be directed to the Coordinator of Disability Services in the Office of Academic Affairs, Kearney 202. Late notification will delay requested accommodations.

Evaluation:

Participation	100 points
Outline Draft of Paper 1	25 points
Rough Draft of Paper 1	25 points
Final Draft of Paper 1	50 points
Outline Draft of Paper 2	25 points
Rough Draft of Paper 2	25 points
Final Draft of Paper 2	50 points
Outline Draft of Paper 3	25 points
Rough Draft of Paper 3	25 points
Final Draft of Paper 3	50 points
Multi-Modal Revision of one paper	50 points
<u>E-Portfolio and Writing Reflection</u>	<u>50 points</u>

TOTAL 500 points

Grading Scale:

93%-100%	A	80%-82%	B-	67%-69%	D+
90%-92%	A-	77%-79%	C+	63%-66%	D
87%-89%	B+	73%-76%	C	60%-62%	D-
83%-86%	B	70%-72%	C-	59% and below	F

A -- Achievement that is outstanding relative to the level necessary to meet course requirements.

B -- Achievement that is significantly above the level necessary to meet course requirements.

C -- Achievement that meets the course requirements in every respect.

D -- Achievement that is worthy of credit even though it fails to meet fully the course requirements.

F -- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed.

COURSE CALENDAR:

<u>Date:</u>	<u>Writing Skills</u>	<u>Sports Connections</u>	<u>Readings and Assignments Due</u>
W: 9/5	Research questions and the Rhetorical Triangle What IS writing? <i>Wayside</i> and VAT	Introductions and syllabus review Opening question: Mayfield, Darnold, Allen, Rosen, Jackson?	-Find the classroom. -Be alive.
F: 9/7	Research Questions: Minor league sports?	Minor Leagues and assorted issues	-Simpsons “Dancin Homer” on page linked via Blackboard -Article about pitcher Kevin Mooney on Blackboard
M: 9/10	Research Questions: Gender Issues in sports?	Gender pay gap and the USWNT in soccer	-Read the three articles on Blackboard pertaining to the USWNT pay dispute.
W: 9/12	Research Questions: Sports and the idea of “decorum”	Gendered control and the “image” of sports	-Clips from <i>A League of Their Own</i> on page linked via Blackboard -Read the articles on Serena Williams and the “Wakandan Catsuit” and on Michael Phelps bodysuit on Blackboard
F: 9/14	Close Reading	<i>Avatar</i> close reading activity and the close reading outline Details + Fact-based Research + Analysis= thesis/claim	-Outline Draft of Paper 1

M: 9/17	Close Reading: Letter Jacket diagnostic	Viewing texts through another lens	-Watch <i>Varsity Blues</i> and read retrospective article on Michael Sam
W: 9/19	Close Reading: "A Birthday Party"	Further discussion of <i>Varsity Blues</i> . What other lenses could we view this film through?	
F: 9/21	Close Reading: Seth Letter	Peer Review: Explain a partner's paper back to them. The woodshed metaphor	-Rough Draft of Paper 1
M: 9/24	Close Reading: Famous images Also: Evaluating bias	Sports and politics	-Watch Clips from <i>Invictus</i> -Read article on Rugby and Apartheid
W: 9/26	Close Reading: Famous Images	-Nationalism and sport -Representations of "the underdog"	-Watch Clips from <i>The Game of their Lives</i> and <i>Miracle</i> -Read NY Times article on the hockey match (on Blackboard)
F: 9/28	Issues of Audience: Who <i>is</i> the audience? Aunt Betty vs. Kids React	Further discussion of <i>Game</i> and <i>Miracle</i> . International lenses and international gate? See also <i>Invictus</i>	-Final Draft of Paper 1
M: 10/1	Identifying Stake- holders	Sports narratives and juvenile audiences -Audience (Gorgias and Rawlins)	-Read the short YAL book <i>Shakespeare Bats Cleanup</i> (linked on the video site) Read Rawlins article on audience (on Blackboard)

W: 10/3	Identifying Stakeholders	Sports narratives and juvenile audiences -Demo of paper 2 (Shawshank and Shakespeare)	-Watch episode of <i>Prostars</i> -Also read the article on <i>Prostars</i> on Blackboard
F: 10/5	Identifying Stakeholders	Sports narratives and juvenile audiences	-Read <i>Superman vs. Muhammad Ali</i> (linked on the video site) -Also read the SHORT article describing the origins of this comic
M: 10/8	"Reading" an audience	Age and Analytics: Sports and Demographics	-Watch episode of <i>Cheers</i> (on site linked via Blackboard) -Also read article on analytics linked on Blackboard
W: 10/10	"Reading" an audience	Comedic Representations of Head Trauma	-Outline Draft of Paper 2 -Watch brief clips from <i>Teen Wolf, The Mighty Ducks, Varsity Blues</i> . -Also read/watch the short pieces on The Players' Tribune by Warren Sapp and Daniel Carcillo
F: 10/12	RECESS DAY: NO CLASSES		
M: 10/15	"Reading" an audience	Athletes as Role Models, yea or nay?	-Read three articles on Blackboard about the Charles Barkley role model debate. Also watch the connected video of the commercial that started said debate

W: 10/17	"Reading" an audience	Peer Review: Cutting a Scene	-Rough Draft of Paper 2
F: 10/19	NYCEA	No Class—I will be out of town for a conference	
M: 10/22	Addressing an audience	<i>12 Angry Men</i>	
W: 10/24	Addressing an audience	<i>12 Angry Men</i>	
F: 10/26	Concept of a literature review	Discussion of <i>12 Angry Men</i> Burke's Parlor and the modern equivalent—Connect it to the library	-Final Draft of Paper 2
M: 10/29	Evaluating sources: Skimming skills	Introduce Paper 3 and review demo and topic sentence tree Avoiding "yes/no" debates	
W: 10/31	Evaluating Sources: Skimming skills	Debates: Poor behavior and league sanctions	-Watch the clip from <i>The Babe</i> and read the articles on the NFL and the Slava Voynov case
F: 11/2	Evaluating Sources: Skimming skills	College leagues and professional amateurs	-Watch the clips from <i>Blue Chips</i> and read the pro-con article from CollegExpress linked on Blackboard -Outline Draft of Paper 3
M: 11/5	Reacting to sources	Two-Line Scenes ESports—really a sport?	-Watch the short documentary and read the article on e-Sports (on Blackboard)

W: 11/7	Reacting to sources	Practicing the debate: Everyone contributes a debate topic, three groups (develop a position, w/3 rd group breaking down each side's argument)	
F: 11/9	Reacting to sources	Continue with practicing the debate	
M: 11/12	Citation strategies	Peer Review: Highlighting Differentiation	-Rough Draft of Paper 3
W: 11/14	Conferencing	No formal class meeting. Scheduled conferences.	
F: 11/16	Conferencing	No formal class meeting. Scheduled conferences.	
M: 11/19	Conferencing	No formal class meeting. Scheduled conferences.	
11/20 through 11/25: Thanksgiving Break			
M: 11/26	Multi-modal translation of papers into digital artifacts	Digital portfolio project	-Final Draft of Paper 3
W: 11/28	Digital Portfolio	Branding and gathering materials	-Find a professional website for someone in your intended professional field. Write detailed notes about what you liked and disliked about that site
F: 11/30	Digital Portfolio	Guided Construction	
M: 12/3	Digital Portfolio	Guided Construction	

W: 12/5	Looking ahead	How to use the tools from this course in ENGL 199 next semester	
F: 12/7	Reflections	Bring your “diagnostic” from the first class meeting with you today. We are going to do some in-class writing.	-Final Reflection and Link to completed Digital Portfolio due, including Multi-Modal Revision
Final exams begin on 12/10			