

**DEPAUL UNIVERSITY
SCHOOL FOR NEW LEARNING**

**FA 247 Thinking and Writing about Work
Fall '09**

1. General Information:

Saturday, 9:00-12:00 P.M. (9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, and 11/14)

BILL MULLER

School for New Learning

DePaul University

Oak Forest Campus

708.974.5329

E-MAIL: wmuller1@depaul.edu

2. Course Description and Faculty Biographical Sketch

Course Description

Working takes up a large part of our lives. Not only does work encroach on our time, but it also shapes our thinking, our values, and our skills. In this course, students will examine their work lives through writing. Topics covered will include the exercise of personal ethics on the job and the examination of ways in which we understand our value in the workplace. Students will assess their own development through analysis of their writing skills.

We will read and discuss a variety of short stories and essays as presented in the texts. In addition, we view film and drama and discuss the relevance of these genres to the working life. Group and individual presentations as well as written papers will be part of the course.

Biographical Sketch

William Muller received his Doctor of Arts degree in English Language and Literature from the University of Michigan. He is an English Professor and Department Chair of Developmental Education at Moraine Valley Community College. His current research interests focus on the American short story and humor and its implications for teaching writing.

3. Competencies:

A-1-E competence statement, "Can interpret the work of writers or artists within a historical or social context

These competence statements focus on the creative and analytical elements that form the structure of works of short fiction, essays, film, and drama. To meet this competency, students must

1. Write a 5-7 page work autobiography that explores both traditional and non-traditional work that they have done.
2. Write a one-page journal summary for an assigned essay from Working each week.
3. Write a 5-7 page final summative essay in which they critically examine two works covered throughout the semester.
4. Present an oral report on the findings of the final essay.

A2-X Can create an original work of art and justify the art form. To meet this competency, students must

1. Write a 5-7 page work autobiography that explores both traditional and non-traditional work that they have done.
2. Write a one-page journal summary for an assigned essay from Working each week.
3. Write a 5-7 page final creative work based on some aspect of employment or work-related issues.
4. Present an oral report on the findings of the final essay

A5 competence statement, “Can define and analyze a creative process.”

This competence statement focuses on the creative process. To meet this competency, students must

1. Write a 5-7 page work autobiography that explores both traditional and non-traditional work that the student has done.
2. Write a one-page journal summary for an assigned essay from Working each week.
3. Write a 5-7 page creative paper, either fiction or essay, that attempts to analyze work in relation to one’s own experience.
4. Present an oral report on the findings of the final essay.

FX Can assess human relations issues in the workplace. To meet this competency, students must

1. Write a 5-7 page work autobiography that explores both traditional and non-traditional work that the student has done.
2. Write a one-page journal summary for an assigned essay from Working each week.
3. Write a 5-7 page analytical paper that attempts to analyze work relations issues through one’s own work experience.
4. Present an oral report on the findings of the final essay.

4. Learning Experience:

Students entering this course should possess basic skills in essay writing and in MLA Citation form.

Learning Strategies

This course will combine lecture, discussion, small group work, peer critiquing, student participation in class discussion, and oral presentations. Students must provide draft copies of essays for peer critique and a typed final copy for instructor evaluation.

Sources for Reading

1. Terkel, Studs, Working..., (1972)
2. Ehrenreich, Barbara, Nickel and Dimed, (2001)

Attendance

Participation is a requirement of the course. Students must be in attendance and must have completed the assigned readings to be prepared to take part in class discussion. Students missing more than two classes throughout the quarter will have difficulty passing the course. Please see me about any situation that threatens your performance in this class.

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the

- PLuS Program (for LD, AD/HD) at 773-325-4239 in SAC 220
OR
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290 Student Center 307.

5. Evidence Students Will Submit

1. We will engage in a variety of activities during this course. Although much of the writing that the student will generate will be individual in nature, much of the learning will take place in whole class or group settings.
2. Students will engage the course content in a number of different ways. Students will be required to read the assigned short essays from Working and Nickel and Dimed. In addition, students will compile a work autobiography detailing and analyzing all forms of employment that they have experienced in their lives. Students will also submit a final summative essay on their chosen competencies at the end of the course.
3. Self-assessment, peer assessment, and instructor assessment will all assist the student in becoming a critic of both his/her own work and the work of others. The instructor will provide guidance in these processes and will also offer critiques of student work.

Academic Integrity: As the instructor of this class, I will uphold the University's guidelines on academic integrity found in the Student Handbook. Other than in collaborative writing assignments, students are expected to produce their own writing. In addition, students are encouraged to consult sources outside the class in the development of their assignments. In using these sources, students will be expected to cite any words in their text that are not their own work. It is necessary to give credit to other writers who have influenced a learner's work. Using the words of others as if they were your own is called plagiarism—academic dishonesty—and will not be accepted in work submitted for this course. In general, you can assume that I will uphold the University's guidelines on academic integrity found in the Student Handbook.

6. Criteria for Assessment

Students will submit written work for evaluation to the instructor, their peers, and themselves. Essays will be evaluated on content, style, structure, and mechanics. On each of the two major essays, students will type a rough draft that will be edited by peers in the class (with guidance from the instructor); the comments from this peer editing will help students focus their efforts in revision for the final copy. The grades that you receive on your final copy will account

for 80% of your grade for the course. Your journal entries and presentation will account for 10% of your grade. Your participation in class discussion will account for the remaining 10% of your grade. NOTE: you must be present to participate in class discussions!

My assessments and feedback on your work will embody the qualities of clarity, integrity, flexibility, and empathy.

7. Class Schedule

WKG (Working)

NAD (Nickel and Dimed)

Week 1 9/12/09:

- Interviews and introductions of class members
- Career Interests Game:
<http://career.missouri.edu/students/explore/thecareerinterestsgame.php>
- Discussion of work and employment
- Discuss Work Autobiography

Week 2 9/19/09:

- NAD "Introduction," pp. 1-10
- WKG Discussion of essays from Book 1:
 - Pierce Walker, p. 3; Roberto Acuna, p. 7; Aunt Katherine Haynes, p. 14
- Discuss Career Interests Game results
- Case Study #1: In-class writing

Week 3 9/26/09:

- Death of a Salesman (film)
- WKG Discussion of essays from Book 2
 - Sharon Atkins, receptionist, p. 29

Week 4 10/3/09:

- Discuss Death of a Salesman
- NAD "Serving in Florida," pp. 11- 49
- WKG Discussion of essays from Book 3:
 - Roy Schmidt, p. 103; Vincent Maher, p. 129; Renault Robinson, p. 137
- "Bartleby the Scrivener": www.bartleby.com/129/
- **Draft of Essay #1 Work Autobiography Due (Peer Editing)**

Week 5 10/10/09:

- Discuss "Bartleby the Scrivener"
- WKG Discussion of essays from Book 4:
 - Hobart Foote, p. 168; Wheeler Stanley, p. 181; Gary Bryner, p. 187;

- **Essay #1 Work Autobiography Due**

Week 6 10/17/09:

- NAD “Scrubbing in Maine,” pp. 51-120
- WKG Discussion of essays from Book 5
 - Jack Spiegel, p. 267; John Fuller, p. 271; Babe Secoli, p. 282

Week 7 10/24/09:

- Wall Street (film)
- WKG Discussion of essays from Book 6
 - David Reed, p. 331; Ray Wax, p. 333

Week 8 10/31/09:

- NAD “Selling in Minnesota,” pp. 121-191
- WKG Discussion of essays from Book 7:
 - Peter Keeley, p. 401; Lois Keeley Novak, p. 404; Larry Ross, p. 405

Week 9 11/7/09:

- WKG Discussion of essays from Book 8:
 - Rose Hoffman, p. 483; Herbert Bach, p. 505; Elmer Ruiz, p. 507
- NAD “Evaluation,” pp. 193-221
- **Draft of Essay #2 Due (Peer Editing)**

Week 10 11/14/09:

Essay #2 Due
Discussion/Presentation of Essays
Celebration