CS2: STRANGER THAN FICTION: INVENTING THE SELF
SPRING 2016
MWF 10:00AM – 1:20PM, ED 2843

Instructors:
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Office Hours: MWF 9-9:50  Office Hours: MW 9-9:50
   Tues 11-12  and by appointment
   and by appointment

Required Texts (available at bookstore):
Social Psychology: Goals in Interaction (5th Edition) by Douglas Kenrick, Steven Neuberg, and Robert Cialdini
Naked, Drunk, and Writing by Adair Lara
Stories for Boys by Greg Martin
Take this Man: A Memoir by Brando Skyhorse
Redefining Realness by Janet Mock
Men We Reaped: A Memoir by Jesmyn Ward
West of Kabul, East of New York by Tamim Ansary

In addition to the above books, a reader for the course is required and can be purchased at Prestige Copy and Print, 11023 8th Ave NE # B (near the Starbucks, behind Greenlake Jewelry on Northgate Way). You might want to call ahead to make sure they have a copy- if they’re out, it will take them about 15 minutes to print it- 206-365-5770

You will also need a college ruled notebook, 50+ pages for your writing journal.

Check your enrollment!
Students must be enrolled in two of the following courses for a total of 10 credits:
  • PSYC 245/SOC 245: Social Psychology (5 credits)
  • ENGL& 102: Composition (5 credits)
  • ENGL 240: Reading and Writing Autobiography (5 credits)

Prerequisites:
ENG 102 requires the student to have passed ENG 101
ENG 240 requires the student to have been placed into ENG 101
PSYC/SOC 245 recommends the student to have taken PSY 100 or an equivalent course, but this is not a requirement
COURSE DESCRIPTION AND GOALS

How do individuals perceive and negotiate different identities, roles, and expectations? How do various social institutions including family, gender, class, religion, ethnicity, and sexuality influence one's self-concept? How do the stories we tell ourselves shape who we are? Using psychological theories of social psychology and identity, literature, and autobiographical writings, this 10 credit course will explore the myriad ways in which identity is constructed and deconstructed.

Learning Outcomes:
This course will be an in depth look at not only how we think about our own sense of identity, but the many ways in which identity is constructed around gender, class, ethnicity, religion, and sexuality. Our goal is to foster a learning community which we hope will promote the following of NSC’s Essential Learning Outcomes:

1. Knowledge:
   - Throughout the course, you will learn to describe, recognize, and explain basic social psychological concepts, including prejudice, stereotyping, cognitive dissonance, schema, stereotype threat, roles, norms, individualism and collectivism, experimental and correlational studies, qualitative and quantitative research methods.
   - Through the lens of social psychology, we will explore various theories regarding the construction of identity as related to social groups and relations.
   - Using the study of memoirs, we will examine specific examples of how identity is perceived and owned.

2. Intellectual and Practical Skills: This class aims to increase your skills in
   - Critical thinking: Our examination of social psychological research and memoirs will allow us to address the need to think critically about how social experiences and institutions affect our sense of identity.
   - Communication and self-expression: Both verbal and written expression will be a part of this course. We will be having 6 text-focused class seminars on assigned readings. These seminars are a chance for us to closely examine the texts we are reading, share important ideas from them, examine our own viewpoints and open ourselves up to the views of others. In addition, there are several written assignments in this course which will challenge you to express your ideas clearly and in an organized way. You will receive feedback on how to improve your writing.
   - Information literacy: Time will be spent in the course examining how to find reliable sources of information and how to evaluate sources for research.

3. Personal and Social Responsibility: This course examines how we and others are influenced by our situations and culture. This quarter we hope to:
   - Increase intercultural knowledge and competence. This course fulfills the U.S. Cultures requirement, which means that we will be focusing on the diversity of experience in the United States including issues of race, ethnicity, class, gender identity and expression, and sexual orientation. We will encourage exploration of our diversity and provide
mutual respect as well as empathetic speaking and listening in class.

- Foster ethical awareness and personal integrity. We hope this course helps you to become a better observer of yourself and the world around you, and create a compassion and empathy in further understanding your fellow humans.

4. **Integrative and Applied Learning:** Since this course aims to integrate the disciplines of English and Psychology, we hope that the interdisciplinary nature of the material we study in this course is evident and that you will learn to apply it to your own life now and in the future.

**Course Content and Format:**
Classes will consist of some lecture, films, small group discussions, and activities. We will meet three times a week, and there will be a good amount of reading and writing required in preparation for each meeting. You are expected to have done the readings before the class they are required for, so that you may be an active participant in class discussion and activities.

**Expect to spend at least 15 hours per week reading and preparing for class.** Be encouraged to take an active part in your own learning by keeping up with the readings and bringing your own experience and knowledge to class, asking questions and taking part in class discussions.

**GRADING**

**Your learning this quarter will be assessed by the following:**

**Seminar Papers:** Active participation in seminars is an essential part of this course. You will be taught the necessary seminar skills and expected to demonstrate development in this area. You will need to complete all reading assignments on time and attend all seminars. For some seminars there will be a required Seminar Preparation Paper. Specific directions and expectations for these assignments will be presented.

**Late policy for Seminar Papers:** Because Seminar Papers are intended for preparation and participation in seminar, they are expected to be turned in on time in hard copy during the seminar (and you must be present at the seminar for credit on this paper). You may, however, turn in one late Seminar Paper during the quarter with a valid reason. Note that NOT attending seminar but still turning in the paper will be counted as your one late paper. Any other late Seminar Papers will not receive credit.

**Essays:** There will be three formal writing assignments of varying type and length during the quarter. You will be writing a first draft for the essays and receiving feedback on improving your writing. The first essay will be an analysis of narrative elements in a memoir. The second essay will be a short personal narrative. The third essay will integrate your understanding of Social Psychology and apply your learning to an analysis of a memoir. More details will be given for each of the essays as they are assigned.

**Late policy for essays:** Final drafts of essays are due at the *start of class* on the day they are due. Essays turned in later on the day they are due will be marked down 5%, and down another 5% for each additional day they are late. Essay #3 **must** be turned in on time; no late Essay #3 will be accepted.
Exams: There will be two exams given over the course of the quarter focused on social psychology content from your textbook and lecture. A review sheet with concepts you should know will be given a week prior to each exam and limited notes will be allowed. Exams will be worth 75 points each, and will include multiple-choice, short answer, and short essay questions. **There are no make-up exams.** If you know you will be unable to take an exam ahead of time, please speak with Melissa and we can discuss an alternative.

Participation: Class participation is vital to your success in this course. This includes attending every class session on time, developing and honing your seminar skills, keeping up with assignments and readings, and participating in class activities.

Your participation will be assessed by your instructors at midterm and at the end of the quarter (30 points each evaluation) based on the following:

- Writing Journal: Each week you will be writing in class. You will also be doing some informal writing outside of class which will be discussed in class. To keep all of this writing in one place, you will be keeping a writing journal, which will be checked periodically and will contribute to your participation grade.

- A Note About Attendance and Preparedness: Due to the length and frequency of the class, it is important that you come to class every day on time, having completed all reading and writing assignments. Good participation means being an active listener and participating in discussions. If you must miss class, please notify one of your instructors by phone or email that you will be absent. If you miss class for 2 days for unexplained reasons, we will contact you to discuss your progress in the course. In addition, you will assess your own participation:

- Midterm and Final Self-Evaluation (30 points each): We will ask you to complete two self-assessments of your progress and learning during the quarter—one at the midterm and one at the conclusion of the course. These assessments will ask you to reflect on your participation, attendance, completed assignments, and overall progress in meeting the course outcomes, objectives and requirements. Because students in coordinated studies courses are expected to be responsible for their own learning, we take students’ evaluations of their progress very seriously in our final evaluations. Failure to turn in these self-evaluations on time will affect your course grade.

**Overall Grade Breakdown for the Course:**

- Seminar Papers (1@10, 5@20 points) = 110 points (or about 16% of your grade)
- Essay 1 (Analysis of Narrative Element in a Text) = 100 points (~14%)
- Essay 2 (Personal Memoir) = 80 points (~11%)
- Essay 3 (Applying Social Psych to Memoir) = 120 points (~17%)
- Exams (2 @ 75 points each) = 150 points (~21%)
- Participation = 120 points (~17%)

**Total Points Possible = 700**
Your final grade will be calculated as a percentage of total points earned out of 700, and will be converted to a decimal grade as follows:

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**EXPECTATIONS OF STUDENTS**

As a participant in a Learning Community, we expect you to:

- Attend each class for the full session.
- Be on time—lateness is disruptive and disrespectful (but don’t miss a class because you are late—come in as quietly as you can).
- Turn assignments in on time in hard copy form on the due date and in class.
- Contact us if you are absent and take responsibility for what you have missed and for obtaining copies of notes, handouts, assignments, and changes.
- Talk with us if you miss more than two classes and contact us about any problems so that they can be resolved.
- Refrain from using artificial fragrances; sensitivity to chemicals can dramatically affect some people and a fragrance-free environment is part of the North Seattle College Code.
- Because electronic devices can be disruptive to the learning community, refrain from using phones/e-readers/laptops/etc. during class time unless you talk with us first. Please turn phones off and do not call or text except at break times.
- Tolerate and work through dissention in class discussion.
- Take responsibility for your own progress, which means asking questions as they arise and seeking help when the work feels too challenging or confusing.
- Devote two hours of study outside of class for every credit hour. This includes reading, preparing for seminar, writing and revising essays, and participating in study groups.
ACADEMIC HONESTY

The Seattle Community College District takes its Academic Honesty Code very seriously and so do we. If a student is found using another person’s work without proper citation in an assignment, a zero will be given and further disciplinary action will be taken (per Washington Administrative Code 132F-121-120).

RESOURCES

If you need assistance, you have the following resources at your disposal:

**Canvas Website:**
There is a website on Canvas for this course. The URL is [https://canvas.northseattle.edu](https://canvas.northseattle.edu) To log in, your user name is your entire SID number. Your password is the first six letters of your last name, all lower case. If your last name has fewer than six letters just repeat until you reach six letters (e.g. the last name ‘Ly’ would have the password “lylyly”).

The site contains this syllabus, which you can always reference if you lose this copy. We will also keep our gradebook there so that at any point in the quarter you can know how you are doing in the course. We will provide electronic versions of assignment sheets and exam reviews. The site also contains links to important websites you might need to access (e.g. the Library, the Writing Center). Additionally, we will use the ‘Announcements’ feature to connect with you for any information about the class we want to share (e.g. ask you to bring in your textbooks or other materials). You can receive these announcements to your email in the Settings feature of Canvas. Make sure that you have set this up so that you do not miss any announcements.

**Disability Student Services: ([https://northseattle.edu/disability-services](https://northseattle.edu/disability-services))**
Students with disabilities and/or needing accommodations such as accommodated testing, interpreting, note taking, taped textbooks, assistive technology, accessibility arrangements, tutors, etc. must contact Disability Services at 934-3697. The staff of Disability Services can assist individuals with both physical and learning/academic disabilities. If you feel you may have a learning disability, please speak with the Educational Access Center as soon as possible to identify issues and solutions to help you to learn effectively. All services are strictly confidential. The Director is Maud Steyaert.

Accommodation for disabilities is a civil right under U.S. Federal law. Students are responsible for contacting Disability Services and requesting accommodation.

**The Counseling Center** ([https://northseattle.edu/counseling](https://northseattle.edu/counseling)) (206-934-3676)
Located on the 2nd floor of the College Center with Student Success and Advising (CC 2346A), the Counseling faculty at North Seattle College can help you identify your goals and learn skills to succeed in college and beyond. Counselors, Lydia Minatoya and Jenny Mao can assist you with study skills, time management, career planning, stress management and direct you to resources off campus for additional support.
Page One Language and Writing Center
(https://northseattle.edu/tutoring/page-one-writing-center) North’s language lab/writing center. It is located in the HSSR Building, Room 1636B (which is on the East side of the HSSR Building, 1st floor.) In addition to computer learning programs, Page One provides free tutoring on a first-come, first-served basis. The tutoring sessions can help you with issues like reading, writing and grammar, listening and speaking. They also provide on-line support with writing assignments. Page One is one of the best things about this college: please use it.

Open Computer Labs
(https://itservices.northseattle.edu/content/open-computer-lab) Located in IB 3303 (the NW corner of the 3rd floor of the Instructional Building), the Open Computer Lab is your best place to start with computer-related problems. For NetID-related problems, be prepared to show picture ID and SID number. The Open Computer Lab has 43 PC’s and 5 iMAC computers, as well as black and white laser printing and 2 flatbed image scanners for student use. Check the hours of operation on the web site or by reading the signs on the doors outside the labs.

The Women’s Center
(https://northseattle.edu/womens-center) (206-934-3696) Located on the 2nd floor of the College Center (just to the left of the entrance) with Student Success Services and Advising, the Women’s Center is a resource center for ALL students. Here you can find resources if you need help with housing, financial, or health concerns and scholarship opportunities. The Women’s Center also provides support around domestic violence and sexual assault. It is a place of support for you on campus. Chilan Ta is the Director of the Women’s Center.

Study groups
Former students and national research report that when students study together in small informal groups, they are much more successful, both in this course and in their academic life at North. We highly recommend forming study groups!

Your instructors
Obvious but often overlooked! We have office hours, please do not hesitate to use them. If you cannot meet during the times listed at the top of the syllabus, please send us an email and we can arrange a time to meet.

A final note- our roles
Your textbook describes a role as an “expectation held by the group for how members in particular positions ought to behave” (409). We all have many roles in our lives: as daughters, sons, mothers, fathers, friends, coworkers…the list can be quite long. In classrooms there are often expectations for these roles: the teachers teach and the students learn. This is a false premise. While we might have more discipline-specific information to pass on to you, we the teachers are also learners, and we hope to foster a learning community in which we are all working together to discover new ideas. We look forward to a classroom environment that promotes this openness and learning by all of us from each other. Welcome to class!