Honors English 1010: Pride & Prejudice: White Nationalism and Hate Speech on College Campuses

Section:
Fall 2019
Instructor: Brandon Dominguez
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Office Hours: T/TR 12:00 - 2:00
Meeting times and location: 11:30 am - 12:20 am MWF Elizabeth Hall 218 Aug 26, 2019 - Dec 13, 2019
Preferred Method of Contact: Email

Catalog Description: Following the 2016 Presidential Election, White Nationalist hate groups saw an increase in members, acts of terror, and have also accelerated their recruitment efforts. Some of this recruitment occurs online, through site such as 4chan, online video games, and message boards, but much of it occurs on college campuses across the United States. Why is this? As Time magazine states, The United States has "a bedrock tradition of free speech that protects the expression of hateful ideologies and laws that make it challenging to confront a disaggregated movement that exists largely in the shadows of cyberspace." In this class, we will be analyzing the rhetorical strategies and characteristics of White Nationalism, as well as other examples of Hate Speech in recent years.

Students will learn practices of successful academic writing. Students will focus on the writing process, writing for specific audiences, collaboration with peers, and on the interrelationship between reading and writing. To enter 1010 the student must have 17 or higher on the ACT English portion, or equivalent. Students must complete ENGL 1010 satisfactorily (a grade of “C” or better) before enrolling in ENGL 2010.

Textbooks and Materials
Required Texts:

Rising out of Hatred. Any addition. Sept. 2018
Eli Saslow

Various online articles accessible with your WSU login.

Required Materials:

- Access to Canvas
- A spiral notebook (for in-class writings, etc.)
- Access to the internet and email
- Writing Utensils
- Access to Microsoft Word (free for students)
- Access to Adobe Acrobat Readers (for PDFs)

Composition Program Goals:
Output:
Produce a minimum of 4,000 words of revised prose

Reading:
Demonstrate an understanding of an individual text’s meaning and the broader
corversation in which that text is taking part.
Read in a variety of textual genres and styles

Rhetoric:
Use technologies and language appropriate to purpose and audience

Working with Sources:
Identify connections between texts and among related ideas
Cite sources accurately
Summarize, paraphrase, and use quotations appropriately
Use sources appropriate to the project

Writing:
Compose writing assignments with a clear thesis or point
Compose writing that is structurally and thematically coherent and unified
Describe complex ideas, positions, and perspectives
Use appropriate syntax, grammar, and spelling

Learning Outcomes:
LO 1: Identify connections between and among texts and their ideas.
LO 2: Compose writing that is structurally coherent and unified.
LO 3: Compose writing assignments with a clear thesis or main idea.
LO 4: Control such surface features as syntax, grammar, punctuation, and spelling.
LO 5: Paraphrase, summarize, and use sources appropriately.
LO 6: Use MLA and/or APA citation method correctly.

Assignments/Weight:
- Documentary Review – ~15%
- Digital Magazine Editorial – ~25%
- Literature Review – ~25%
- Digital Documentary – ~15%
- Journals – ~13%

Grade Scale
A 95-100%  A- 90-94%
B+ 86-89%  B 83-85%
B- 80-82%  C+ 76-79%
C  73-75%    C-  70-72%
D+  66-69%    D  63-65%
D-  60-62%    E  59% and below

Attendance
You are expected to attend every class and participate in classroom activities and discussions; however, students may miss one full week of class without penalty. After that, students will receive ½ a letter grade off your final grade for each additional day missed.

Missed Assignments
No make-up assignments will be assigned for missed in-class exercises. Exercises assigned as homework must still be completed by the next class meeting.

Late Projects
Late projects will be reduced by 5% for each day late. Any exceptions to these policies will be made on a case-by-case basis.

Plagiarism
As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is the “unacknowledged (uncited [or improperly cited]) use of any other person’s ideas or work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.

Core Beliefs
According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a solution from the instructor. This policy does not oblig[e] the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing, and the student must deliver a copy of the request to the office of the department head. The student’s request must articulate the burden the requirement would place on the student’s beliefs.”

Disability Accommodation:
PPM 3-34 notes that “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation.”

Extenuating Circumstances
If for any reason the university is forced to close for an extended period of time, I will conduct our class via Canvas. Check your Weber email for information should this occur.

Canvas Announcements
The course instructor is likely to keep you posted with any new information/adjustments via Canvas’s
“Announcements” feature. When the instructor makes an announcement, it will be sent to your email. You are responsible for checking your email regularly, at least once a day. If you miss an announcement, the onus is on the student. Students may have their emails forwarded to their phones, but, again, they must set that up on their own.

**Student Work Assessment Notice:**
Student work—with all identifying information removed—may be used for department norming and assessment. Students have the right for their work not to be used, but they must make that known to the instructor in writing.

**Weber Writes**
Students are strongly encouraged to submit their best work to their instructors to be considered for publication in *Weber Writes*, an anthology of English 1010 and 2010 student writing.