

English 151, Spring 1999
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Course Description

English 151 develops the ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. Several papers will be required, at least one of which will involve use of the library and proper documentation.

Texts

Andrea Lunsford and Ruskiewicz. Everything's an Argument. Boston: Bedford-St. Martin's, 1999.

Sylvan Barnet and Hugo Bedau, Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings. 5th ed. Boston: Bedford/St. Martin's, 1999.

Diana Hacker. A Writer's Reference. 3rd ed. Boston: Bedford, 1995.

Goals

To develop the ability to read and think critically

To use discussion and writing as vehicles for exploring and refining ideas

To express ideas in effective prose

To hone students' skills in building arguments

To help students define problems of a variety of writing projects, particularly the documented essay

Objectives

To help students write with a sense of audience beyond the teacher

To help students use writing as a tool for learning

To introduce problem-solving strategies for writing

To lead students in writing sound, polished arguments

To help students discover how discourse links disciplines

To lead students to examine and use effectively their own patterns of thinking and writing

To help students polish their skills in extrapolating and synthesizing material from a variety of sources

To introduce students to the writing requirements and research methods of the college-level documented essay

To ensure that students develop college-level specialized skills, such as paraphrasing and summarizing, needed in processing new material

To help students develop editing and proofreading skills to ensure that their essays are polished and written in standard English

Approaches to Writing

Reporting, explaining, reflecting, **analyzing, arguing**

Class Procedures

The course is based on the writing process. For each essay, students will have a workshop session in which they edit each other's papers and ask questions about their work in progress. **Participation in editing sessions is integral to the learning process and will constitute part of the grade on each paper.**

Class discussions will focus on materials read, problems encountered, and the writing process. Each assignment leads into the next assignment. A student who misses class misses an experience that can never be recalled.

Assignments

Readings. Each week, students will read selected assigned material from Everything's an Argument and/or from Current Issues and Enduring Questions. We will discuss rhetorical conventions in the readings, as well as the role of the discourse community in shaping the writer's work.

Journals. Students will write summaries and critiques of and/or reactions to the assigned readings, as well as notes on their progress on the formal project. Journals will be collected every other week.

Essays. Students will write six papers; five will be 500 to 750 words each, and the sixth will be a longer, documented essay on which students will work closely with the instructor. One of the five essays will be a collaborative project, with the class divided into groups working together.

Oral Reports. Each student will be responsible for presenting one of the assigned essays for class analysis. Near the end of the course, each student will present a brief oral report based on the research project:

Syllabus

Week

- 1 Introduction to the course and to one another; discussion of the writing process. Introductory writing.
- 2 Writing as problem solving; critical thinking and reading. Introduction to extrapolation in preparation for the first paper; draft of first essay for in-class editing. Lunsford, pp. 1-18; Barnet, pp. 3-50.
- 3 Critical reading; thinking through writing; first essay due. Lunsford, pp. 19-31; Barnet, pp. 22-49.
- 4 Strategies in critical reading and writing; brainstorming for second essay. Lunsford, pp. 32-40; Barnet, pp. 50-94.
- 5 Writing analyses of arguments. Lunsford, pp. 41-76, 255-267; Barnet, pp. 99-115. Proposal for second essay (analysis of argument).
- 6 Writing arguments. Lunsford, pp. 79-119; Barnet, pp. 160-190; 251-259. Draft of second essay for in-class editing.

- 7 Second essay due. Writing arguments, continued. Lunsford, pp. 144-218. Discussion of the research process. Barnet, pp. 191-202; Hacker, Chap. R1.
- 8 The research process, continued. Proposal for research paper due. Lunsford, pp. 294-318; Barnet, pp. 203-248. First library visit.
- 9 SPRING BREAK
- 10 Writing paraphrase and summary; writing the single-source essay (critique). Proposal for critique. Hacker, Chaps. R 2 and R 3; Lunsford, pp. 120-143, 281-318. Second library visit.
- 11 Draft of critique (third paper) for in-class editing. Third paper due. Individual work on research paper.
- 12 Individual work on the research paper. Revising and editing for purpose, organization, and style (handouts).
- 13 Draft of research paper for in-class editing. Collaborative writing . Proposal for collaborative essay.
- 14 Research paper due. Group work on collaborative essay (analysis of advertisement). Further work on argument; Lunsford, pp. 219-249; Barnet, pp. 339-362.
- 15 Collaborative essay due. Proposal for sixth essay (argument). Further work on argument—logical fallacies. Lunsford, pp.268-280; Barnet, pp. 260-298.
- 16 Draft of sixth essay for in-class editing. Further work on argument. Barnet, pp. 299-338.
- 17 Final exam: presentation of research results. Sixth essay due.

Summary of Papers

Essay I—Extrapolation

Essay II—Analysis of Argument

Essay III—Critique (Using Paraphrase and Summary)

Essay IV—Research Paper

Essay V—Collaborative paper (Analysis of Advertisement)

Essay VI—Analysis of Advertisement (Argument)

Final Exam—Presentation of Research Findings

Grading Summary

Essays: 80% (The documented paper will count as two essays.)

Journals: 10%

Class participation and oral presentations: 10%

Honor Code

The Honor Code will apply to all work except for peer editing and collaborative writing; in all cases, work is expected to be the writer's (or writers') original.

Attendance

A copy of the English Department's policy statement on attendance is attached. Anyone with excessive absences will be urged to drop the course.

Completion of Work

Students must complete all work if they are to complete the course. If you have a reasonable excuse, I will work with you. However, students who fail to keep up with the process of writing the research paper, or any other paper, may fall so far behind that they will be unable to complete the course. The course is not based on product alone, but on process.

Level of Sophistication

As a student at a highly respected liberal arts college, you are expected to act appropriately at all times and to show respect for others. Wandering in and out of the classroom or behaving inappropriately in class will not be tolerated.

Office Hours

I will be in my office during the hours listed below. You are welcome (actually, you are encouraged) to come by for help in planning and writing papers. If you make an appointment but cannot come, please send me an e-mail message so that I will not expect you. If you need to see me at a time not listed, please ask for an appointment.

Mondays and Wednesday s: **12:00-1:30**

Tuesdays and Thursday s: **2:40-4:15**