

English 151: Critical Reading, Thinking, and Writing  
Spring 2001

Prof. Robert Entzminger  
Office: 313 Palmer  
Hours: 1:30-3 MWF  
Phone: 843-3981

## **COURSE DESCRIPTION AND GOALS:**

This is a course that focuses on writing, especially on the process of writing and the forms of writing that students are most likely to produce in the course of an undergraduate education. But it is also a course in critical thinking and reading. You will consequently be asked to read and discuss a variety of texts: essays contained in your textbook as examples, sources that you will need to evaluate, writing produced by your classmates, and your own work. Thus while most of your grade will be based on your essays, a significant portion will depend upon your active participation in discussion, your attendance, and your in-class writing.

### **Goals:**

- 1) to develop the skills necessary to read complex material critically and analytically;
- 2) to develop the ability to critique the work of other students and to edit and revise one's own work;
- 3) to develop the ability to express, orally and in written form, logically developed and rhetorically persuasive arguments;
- 4) to develop the ability to locate, evaluate, incorporate, and appropriately document relevant primary and secondary material in one's own papers.

## **TEXTS:**

Lunsford, Andrea A., et als, Everything's an Argument: With Readings (Bedford Books, 2001)  
Hacker, Diana, A Writer's Reference, 4th ed. (Bedford Books, 1999)

## **REQUIREMENTS:**

Four essays (including rough drafts, revisions)	15% each
One documented essay	20%
Participation, including attendance, short papers, in-class writings, etc.	20%

## **POLICIES:**

- 1) In-class writings, etc., may not be made up.
- 2) All assigned reading and writing is due at the beginning of the class for which it is assigned.
- 3) A penalty of 10% per day will be assessed for late papers; papers more than one week late will not be accepted.
- 4) Habitual tardiness or absence will be penalized and may result in an F for the course.
- 5) All written work is governed by the Rhodes College Honor Code.

**SCHEDULE OF ASSIGNMENTS (tentative):**

Jan. 10 W Introduction to course

12 F Ch. 1, pp. 3-21  
King, "I Have a Dream," pp. 666-70

15 M **Martin Luther King Day**

17 W Ch. 2, pp. 22-36  
O'Bierne, "Preferences for Women . . ." pp. 497-99

19 F Ch. 3, pp. 37-45  
Ringley, "Why I Star . . ." pp. 465-66; Madsen, "An Open Letter . . ." pp. 649-53

22 M Ch. 15, pp. 251-71  
Goodman, "The Culture of Thin . . ." pp. 401-03

24 W Ch. 23, pp. 395-435

26 F Ch. 23, pp. 371-94

29 M Stereotypes, cont.

31 W Stereotypes, cont.

Feb. 2 F Stereotypes, cont.  
**Paper #1 due**

5 M Chs. 4 & 5, pp. 49-63  
Shepard, "The Long Goodbye," pp. 736-45

7 W Chs. 6 & 7, pp. 64-87  
Brin, "The Accountability Matrix," pp. 473-77

9 F Ch. 26, pp. 535-76

12 M Ch. 26, cont.

14 W Ch. 8, pp. 91-121  
Hart, "B.C.," pp. 642-43

16 F Ch. 27, pp. 577-603

19 M Ch. 27, pp. 604-28

21 W Language and Identity, cont.

23 F Language and Identity, cont.

**Paper #2 due**

26 M Ch. 9, pp. 109-34

28 W Ch. 10, pp. 135-60

March 2 F Ch. 11, pp. 161-89

3—11 **Spring Break**

March 12 M Ch. 24, pp. 436-77

14 W Public and Private, cont.

16 F Public and Private, cont.

**Paper #3 due**

19 M Ch. 7, pp. 73-87 (review)

21 W Ch. 18, pp. 297-311

23 F Ch. 19, pp. 312-25

26 M Ch. 20, pp. 326-33

28 W Ch. 21, pp. 334-41

30 F Ch. 22, pp. 342-67

**Research Presentation**

April 2 M TBA

4 W TBA

6 F TBA

**Documentation Paper due**

9 M Ch. 12, pp. 190-214

11 W Ch. 13, pp. 215-36

13 F **Easter Break**

16 M Ch. 28, pp. 629-70

18 W cont.

20 F Ch. 28, pp. 671-93

23 M Beliefs and Stances, cont.

25 W Beliefs and Stances, cont.

27 F Some conclusions

**FINAL EXAM (Essay #5):** 8:30-11 a.m., Tuesday, May 1