

### FYWS 155: DAILY THEMES

Professor Finlayson; finlayson@rhodes.edu  
CRN 22327; Spring 2012; Class: Th 12:30-1:45 PM; Barret 020  
Office hours: Tues 12-3 PM; Th 2-3 PM and by appt in Palmer 317; 843-3293  
Writing Fellow: Elizabeth Tomlinson, tomhe@rhodes.edu

#### *The New Yorker*

<i>Week</i>	<i>Theme #s (total)</i>	<i>Date</i>	<i>Topic</i>
Week 1	1 (1)	Th, Jan 12:	Information class.
Week 2	2-4 (3):	Th, Jan 19:	<i>The New Yorker</i> . Reading <i>The New Yorker</i> .
Week 3	5-8 (4)	Th, Jan 26:	<i>The New Yorker</i> . Argument.
Week 4	9-12 (4)	Th, Feb 2:	<i>The New Yorker</i> . The Rhetorical Triangle.
Week 5	13-16 (4)	Th, Feb 9:	<i>The New Yorker</i> . The Reader.
Week 6	17-20 (4)	Th, Feb 16:	<i>The New Yorker</i> . The Writer. Paper assignment.
Week 7	0	Th, Feb 23:	Workshop (Midterm Paper due 5pm Mon, Feb 27)
Week 8	21-24 (4)	Th, Mar 1:	<i>The New Yorker</i> . The Text & Structure/Logic.
Week 9	25-28 (4)	Th, Mar 8:	<i>The New Yorker</i> . The Text & Language.
Week 10	0	Th, Mar 15 :	NO CLASS. Spring Break
Week 11	29-32 (4)	Th, Mar 22:	<i>The New Yorker</i> . The Text & Expression.
Week 12	33-36 (4)	Th, Mar 29:	<i>The New Yorker</i> . Research Assignment.
Week 13	37-39 (3)	Th, Apr 5:	NO CLASS. Easter
Week 14	40-42 (3)	Th, Apr 12:	Databases/Researching. Evidence.
Week 15	43-44 (2)	Th, Apr 19:	Intellectual Property.
Week 16	0	Thu, Apr 26:	Last class. Paper 5 due.

**TEXT.** The text for this class is *The New Yorker* magazine, which I will distribute on Thursdays for the following week's reading. If the *NY* does not arrive in time, I will leave them outside my office for you to pick up asap (check your email). You will read approximately two essays for each class, and we typically will decide as a class which essays we'll read. I reserve the option of assigning an article from a previous issue either electronically or by hard copy. *The New Yorker* is an intellectual magazine, known for its accomplished writing. As such, it is sometimes challenging to read. You'll want to set aside at least 6-8 hours each week outside of class for reading essays and writing themes. Your magazine pages should be marked with your notes and questions because you'll be expected to contribute your comments in class (and you will need these notes as you write your themes). Because of the nature of the weekly primary text, I will make many spontaneous announcements in class and via email. Make sure that you get this information and write it on your syllabus. You are responsible for knowing what we are reading. **Please check your Rhodes email daily.**

**DAILY THEMES WRITING.** You will submit approximately four independent (see exception below) 1-page, double-spaced papers each week on days Sunday-Thursday (no submission Friday-Saturday). Of the four pages you submit, two

may be one “paper.” In other words, if you’d like to combine two days of writing into one 2-page theme, and then write two additional, independent 1-page themes for the week, that’s fine. Do keep in mind that the goal is for you to write on a daily basis. You are exempt from writing themes the week your larger writing project is workshopped or due (see syllabus). By the end of the semester, you should have approximately 44 one-page daily themes, a midterm 5-page essay, and an 8-page final research paper.

Your themes are due by midnight each weeknight (i.e. excluding weekends and holidays). You can only turn in one theme per day (Sun-Thurs), and all themes must be submitted by Thursday, Apr 19. Turn in two-page themes on the second “day” and number with 2 theme numbers (22-23, for ex). Each week, the subjects of your daily themes should be inspired by several things: *The New Yorker*; your research interests, and the list of topical assignments. Here’s what you’ll be writing (always write your NY themes before class Thursday and always privilege them in short weeks; in other words, if you write only 2 themes in one week—i.e. b/c you attend a Writing Fellow session and b/c you have a 2-pager—they must both be NY themes):

2x	NY	Critique of the assigned <i>New Yorker</i> readings. Submit one for each article prior to class. Please do not write about a NY article that is not assigned (either for this or the OPEN category).
1x	ARG	Nearly every week, we will be discussing a rhetorical mode or writing style and there will be a corresponding theme assignment. Ideally, you should plan to do this theme on Thursday, after our class discussion. If you feel confident writing it before our class meets, that’s fine, too.
1x	OPEN	Your choice. Do select a topic that lends itself to argumentation and even, perhaps, a bit of mild Google research or actual observation or experience. You’ll need a thesis (your argument about this issue/subject) and you’ll need some evidence. It can be simply <i>reason</i> or can be objective evidence. I encourage you to write about subjects in which you have a personal interest. Sometimes I may request OPEN themes on a particular topic. (If you attend your fellow’s Tuesday session, you may submit this theme as “Tuesday session” and be exempt from actually writing anything). Your truly “OPEN” themes will run through midterm at which point we will then shift to RESEARCH related themes for this category.

Although Daily Themes fosters a less restricted writing environment than other writing courses, you should always have a specific point to your writing. You can consider it a thesis, a rhetorical goal, or even just an analytical focus. In any case, your themes should produce ideas that are well-developed and supported. Avoid simply meandering aimlessly through a random thought.

Your writing should be typed with approximately *330 words per page* (i.e. Times Roman 12; 1” margins), double-spaced. Make necessary adjustments to contain to 1 page when your prose sneaks onto a second page. Proofread your papers for typos and grammar errors. Reckless errors or scant word count will affect your Daily Themes grade. Whenever you document a source, please use the MLA format, though you need not document our weekly readings other than parenthetical citations for page numbers where appropriate. For electronically submitted themes, please title your e-file as follows: *lastnametheme#type.doc*; for example: *draper3NY.doc* for a NY response that is the 6<sup>th</sup> theme. **At the top of each theme, you must include your name, a title, the date, file name, and type: NY, ARG, OPEN or “Session”. It is imperative that you submit and document themes correctly, or I will not be able to access/read them and you will not receive credit.** For example, if I receive two themes with the same #, only one will count; if I receive a corrupted file, I will not be able to open it and you will not get credit.

Don Draper  
8/27/11  
**draper6arg.docx**  
Mad Men in Motion

If you go to your fellow’s session, please indicate that in the filename so that I don’t end up printing all those (save trees!), for example, *draper8session.doc*.

**ELECTRONIC SUBMISSION.** You will submit your themes to my faculty in-box. To get there: Start > Run > type [\\fileserv1\Acad\\_Dept\\_Pgm\English\Finlayson\\_Rebecca](\\fileserv1\Acad_Dept_Pgm\English\Finlayson_Rebecca) enter > drag and drop your file into In-Box (double check that

it is Finlayson). I will return them in class. Make sure that you drag the Word file and not a shortcut from your desktop. In OS X, open Fugu (if you do not already have it, download it from [\\_http://rsug.itd.umich.edu/software/fugu/\\_](http://rsug.itd.umich.edu/software/fugu/)) and enter [\\_relay.rhodes.edu\\_](mailto:_relay.rhodes.edu_) in the "Connect to" box and your Rhodes username in the "Username" box. Connect and navigate in the right window to the [\\_Finlayson\\_Rebecca\InBox\\_](#) folder as described above. In the left window, navigate to the location on your computer of your file. Right-click it and select "Upload." You should keep electronic copies of ALL your themes and the hard copies that I return to you with comments. Please: ONLY email me a theme in an emergency.

**OTHER WRITING/RESEARCH.** Midway through the semester, you will write a 5-page essay, essentially an expansion of one of your earlier themes. In this paper, you will both critique a *NY* essay and offer your own argument.

In the final weeks of the semester, you will use your OPEN themes as building blocks to create a cohesive argumentative essay in the style of *The New Yorker's* own essays. These themes should not be the pages of your paper. Rather, you will draw from these themes to create your final essay. I will give you suggested prompts for these themes.

**CONFERENCES AND CLASS MEETINGS.** Because our class gathers only once each week, it is your responsibility to meet periodically with me and/or with your Writing Fellow for help and/or discussion. Once the semester is underway, your fellow will offer optional, though recommended, gatherings to discuss your work twice a month (if you attend you may effectively skip your OPEN theme for the week; see above). In conferences with me, we'll discuss both your upcoming writing and the work you've already submitted. Please bring a folder of your themes whenever you meet individually with me or your fellow. We will meet officially as a class once each week on Thursday to discuss the reading and your writing. Please be prepared to have your themes read in class by your peers as we'll occasionally hold workshops and readings.

**GRADING POLICY.** Your grade will be based largely on your efforts throughout the semester to write thoughtful and consistent daily themes. Of course, it will also be based on your writing achievement. I will be assessing the development and improvement of your themes from week to week, which will result in 60% of your final grade. For the first week of the semester, your Writing Fellow and I will only comment on your themes. Beginning around theme 6, we'll comment and I will assign you a check/minus/plus so that you can begin to gauge your progress. (If you have a confidential theme that you would prefer only *I* see, please make a note of your wish at the top of the page.) You will receive an actual grade at mid term and at the end of the semester. Per English department policy, failure to complete a major assignment can result in failure of the course. In this class, 10 themes count as one "major assignment," as do each of the larger papers. Finally, failure to properly cite your sources—ideas, language, data—in your formal midterm and research papers will also result in failure of the class.

Your two longer papers will receive formal grades (10% for the mid-term paper; 20% for the research paper). Because of the limited class time, participation and attendance are imperative. 10% of your final grade will be based on your level of discussion in class, your thoughtful peer reviews in workshop, and your commitment to productive sessions with me and your Fellow. Because we only meet once each week, I expect perfect attendance. In the event of an emergency, please contact me as soon as possible (beforehand would be best). If you miss more than one class, your grade will drop by two-tiers (A becomes B+ and so on) for each day missed; if you miss more than three classes, you will fail the course. Please be on time. If you are absent or late, it is your responsibility to find out *from a classmate* what you missed.

**HONOR CODE.** All of your work for this course must adhere to the Rhodes Honor Code. If you are ever unsure if you might be violating the code, please contact me or another professor to find out.

## **Department of English Expectations and Policies**

A college course is more than simply a set of assignments; it is an intellectual process, one which requires active engagement from beginning to end in order to achieve its intended results. With this in mind, the Department of English has formulated a number of expectations and the policies that support them. If you have questions about how these policies relate to the syllabus for a particular course, you should address them to the instructor.

**Attendance:** The success of a course depends to a significant extent upon the presence of students alert and prepared to address the subject under discussion. Unavoidable absences should be discussed with the instructor, ideally before they occur. Excessive absences will result in a lowering of grade, in some cases to an F.

**Deadlines:** Writing assignments, tests, etc., are carefully scheduled as stages toward the fulfilment of the course's goals and cannot be indefinitely deferred without frustrating those goals. Brief extensions for good reasons may be permissible with the instructor's prior approval; otherwise, late assignments will be penalized and may result in their not being accepted for credit.

**Submission of all work:** All major assignments are integral to the goals of the course. Failure to complete any major assignment will result in a grade of F for the course.

**Intellectual honesty:** All work is assumed to be the student's own and produced exclusively for the course in which it is submitted. Papers written for one course, even if revised, are not to be submitted in another without the instructor's prior approval. Borrowing of ideas or language from other sources (including published material, other student papers, the internet or other electronic resources, etc.) must be carefully documented. Students are advised against posting their work on the internet since doing so may lead to suspicion of plagiarism. Students are advised to maintain drafts of their work to verify its originality. Cases of suspected plagiarism will be referred to the Honor Council, and the student if convicted will receive a grade of F in the course in addition to sanctions assigned by the Council. Clear evidence of plagiarism (failure to use quotation marks around verbatim or copied language, failure to adequately paraphrase, and failure to cite the source of quoted, paraphrased, or borrowed text and ideas), regardless of the Council hearing outcome, may likewise result in failure of the course. Carelessness in documenting sources, even if not technically plagiarism, will be penalized as the instructor deems appropriate. If you are uncertain about how or whether to document sources, consult your teacher.

