

English 151
Critical Thinking and Writing

Section 2: Food for Thought
Fall 2004
0800 MWF, Clough 100

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Description

An intensive writing course, English 151 will develop your ability to write clear and effective argumentative prose. We will approach writing not as a product, but as a process that involves recognizing, developing, and effectively expressing our most interesting questions as compelling arguments. Requiring the analysis of not only assigned readings, but also each other's writing, this section of 151 emphasizes revision as an indispensable part of the critical-thinking process. Three five-page essays and one longer paper, each to be revised at least once, are required: your textual analysis, mock-conference paper, film analysis, and library research paper will each be informed by a topic relating to food—either its fascinating history or its current controversies, or both. For each essay, you will have a choice of assignments and topics within those assignments, each of which will involve their own special pre-writing exercises to get you thinking and writing.

Required Texts

Diana Hacker, *The Bedford Handbook* (sixth edition)
Other readings, along with assignments and handouts, available from our WebCT page.

Recommended Texts (and these are very highly recommended indeed)

Joseph Williams, *Style: toward Clarity and Grace*
A good desk dictionary

Requirements

- **Essays (75%):** You will be writing three 1200- to 1500-word essays and one 1800- to 2000-word essay this semester. For most essays, you will be able to choose from a set of related assignments emphasizing the same skills. As you can see from the Course Schedule below, essays will typically involve a series of pre-writing exercises. You will thus be writing nearly every week.
Each essay (this includes drafts) must be full-length, fully conceived, and mechanically clean. It should have a main idea, stated in a thesis, and develop that idea with concrete examples. All papers must be typed, double-spaced, stapled, pledged, and easily legible. Papers are due at the *beginning* of class on the dates indicated below. Late papers are strongly discouraged, and a full grade will be deducted for each class day the paper is late. Bear in mind that computer problems are no excuse for handing papers in late: we all know that computers can be temperamental—and that we should therefore be prepared for any emergencies they may cause.
Your three best essays will account for 20% apiece, with the remaining essay accounting for 15% of your final grade.
- **Revisions:** Effective writing depends upon revising. Since this course emphasizes revision, you are encouraged to revise your essays as often as you wish. With the exception of the final essay, the Library Assignment, your first revision of a draft is due exactly one week after it is returned to you. Once you have completed the first revision, you are free to revise as much or as often as you wish thereafter, until semester's end. Your revision's grade will, in most cases, replace whatever grade you originally earned on the essay; in any case, your highest grade will be your final grade on the essay. In many cases, a revision should be a substantial rewriting of the draft, with changes made based on

my comments, class discussion of the essay, consultation with a tutor at the Writing Center, or any combination of such feedback. When you turn in revisions, *please turn in all previous marked drafts of it.*

- **Daily Assignments (15%):** The preponderance of your Daily Assignments will consist of pre-writing assignments, as described in the Course Schedule, and peer-review workshops, which deserve some explanation.

Peer-Review Workshops: To demonstrate how your writing affects actual readers, and thus to aid you in your revision, there will be four peer-review workshops—one for each essay. You will be required at least once during the semester to provide enough copies of a draft, *on the day it is due*, to the whole class for discussion. You must not miss class the day your essay is being peer-reviewed, because this class is an academic community whose members are considerate of each other's efforts. *Students unprepared for their workshops will receive an automatic and permanent "F" for that essay.*

All members of the class are expected to participate actively when we discuss the drafts. On the days papers are due, worksheets will be distributed to aid in the peer-review discussion. Peer-review workshops will take place in small committees, whose members will give the authors their worksheets. I will randomly collect these completed worksheets for grades, so authors should keep their worksheets after they have completed their revisions, in case these worksheets are being graded for that peer-review session.

Along with your pre-writing assignments, grammar exercises, and quizzes, these worksheets will make up the "Daily Assignments" part of your grade.

- **Class Participation (10%):** Good readers make good writers. Each student must do all the reading and should participate actively in discussions of it. Your ongoing requirements in this course will be to keep up with the reading, to attend class, and to participate in discussion in an informed manner. You will get out of this class what you put into it: it will be lively and informative if you are prepared, something less appealing if you are not.
- There is neither a midterm nor a final exam.

Grading

Grades for 151 are A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. For explicit details, consult your "Criteria for Student Grading," available on WebCT.

Attendance

You are allowed three absences, with no distinction made between an "excused" or "unexcused" absence. To illustrate, missing class because you are sick amounts to the same as missing class because you wanted to sleep in, so choose your absences wisely. Each additional absence will reduce your final grade by two-thirds of a letter grade. For example, a student earning a final grade of "B-" will receive a "C" if he or she has four absences, and a grade of "F" for more than six absences. Because straggling in late is disruptive to the class and rude to students who have arrived on time, tardiness of more than ten minutes counts as an absence. You may not leave class early.

Course Schedule

	August 25 Introduction Topics: Your Reader, Argument	27 Topics: Your Reader, the Aims of Argument, and the Parts of Argument; using WebCT
30 Topic: Reading Critically Reading: Jonathan Swift, "A Modest Proposal"	September 1 Introduction to Essay #1: Everyday Paper Topic: Reading Critically Reading: Manring, "The Old South, the Absent Mistress, and the Slave in a Box"	3 Topic: Formulating Problems
6 LABOR DAY: Class Cancelled	8 Worksheet and Essay Proposal Due (counts twice toward your grade for Daily Assignments) Topic: What Introductions Do; Planning an Argument	10 Topic: Peer-Review Workshop Sign up for workshops: bring your calendars and syllabi from all other classes.
13 Essay #1 Due: Everyday Analysis Topic: Peer-Review Workshop Reading: (by yourself) <i>Bedford</i> , pp. 41-71; (in class) sample essay	15 Peer-Review Workshop	17 Peer-Review Workshop
20 Introduction to Essay #2: (Op)Position Paper Readings: topic-specific; see WebCT	22 Readings: see WebCT Topic: Evidence Choose conference topics and groups	24 Readings: see WebCT Topic: Acknowledgment and Response, or Handling Counter-arguments Structured Discussion
27 Structured Discussion, continued	29 ENGLISH 151 Conference: Informal Presentation of Discussion Results	October 1 ENGLISH 151 Conference: Informal Presentation of Discussion Results, continued
4 Essay #2 Due: (Op)Position Paper Reading: Sample Essay	6 Peer-Review Workshop	8 Peer-Review Workshop
11 Introduction to Essay #3: Film Analysis	13 Reading: Parley, "Hungry in the Land of Plenty: Food in Hollywood Films" (WebCT)	15 Mid-term Evaluation Mid-term Self-Evaluation Sign up for Mid-term Conferences

18	20	22
FALL RECESS: Class Cancelled	MID-TERM CONFERENCES: Class Cancelled	Topic: Transitions, Coherence, and <i>Emphasis!!!</i> in sentences
25	27	29
Essay #3 Due: Film Analysis	Peer-Review Workshop	Peer-Review Workshop NB: You are on your own today, but do your best work for each other. Thanks!
November 1	3	5
Introduction to Essay #4: Library Assignment	Tour of the College's Library Resources with Mr. Bill Short: meet punctually in front of Burrow Library.	Library Day: check in with me in the lobby of Burrow Library
8	10	12
Part I: Topic Proposals Due Reading: <i>Bedford</i> , 546-568 Topics: Managing Information; Planning and Drafting the Paper	Topic: Research Paper vs. Report Reading: Sample Essay	Library Day: check in with me in the lobby of Burrow Library
15	17	19
Part II: Claim, Outline, and Annotated Bibliography Due (counts five times toward your grade for Daily Assignments)	Topics: Handling Quotations—MLA format and the Honor Code Reading: Sections 53 through 57 in <i>Bedford Handbook</i> (please bring to class)	Library Day: check in with me in the lobby of Burrow Library
22	24	26
Essay #4 Due: Library Assignment	THANKSGIVING RECESS: Classes Cancelled	THANKSGIVING RECESS: Classes Cancelled
29	December 1	3
Peer-Review Workshop	Peer-Review Workshop	Peer-Review Workshop
6	8	
Final Self-Evaluation Course Evaluations	The Promised Land	