Course Description. The goal of this course is to develop your ability to read, think, and write critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. 151 will emphasize successive stages of the writing process, including pre-writing, drafting, and revision. At least one of your papers will involve the use of the library and research material and proper documentation.

Week 1   
**Th, Aug 28:** Information class.

Week 2   
**Tu, Sept 2:** *The New Yorker.* “Big and Bad” (Moodle)
HW: In your own words, state both the topic and the thesis of this article (they are different). You can do this assignment in 2 sentences. ~ 50 words

**Th, Sept 4:** *The New Yorker.* Argumentation.
HW: Generally examine your first two copies of the magazine, paying particular attention to the visual design and the article topics. Write/type a 1-page assessment of *The New Yorker* based on your experience with these issues (and not based on assumptions you might have about the magazine). Make some sort of argument regarding who the intended audience of the *New Yorker* is and what kind of general message the magazine’s editor seems to be projecting. Avoid generalizations. Instead, use specific examples (detailed descriptions) of aspects such as the cover image, the table of contents, the categories, the writing styles (please avoid discussion of the advertisements). You should address at least three separate categories (in other words, don’t spend your entire time critiquing the cover). ~300 words

Week 3   
**Tu, Sept 9:** *The New Yorker.* The Thesis. “Written Off” (Moodle)
HW: Either create your own thesis for the article or identify (and retype) what you think writer’s thesis is in the article. Enter in Moodle and bring hard copy to class. ~20-30 words

**Th, Sept 11:** *The New Yorker.* Summary vs Analysis. Article pick of the week.
HW: Write 2 brief paragraphs (~3 sentences each): 1st a summary of the article; 2nd an analysis of the article. Enter in Moodle and bring a copy to class. (~100-150 words)

Week 4   
**Tu, Sept 16:** *The New Yorker.* The Rhetorical Triangle. “Grub” (Moodle)

HW: Bring to class your draft (at least 700 words) for the WF, who will return drafts with feedback to you at an appointed time/location no later than Sunday.

Week 5   
**Tu, Sept 23:** *The Reader & Experience.* Article pick of the week.

*Paper 1 due* ~1000 words. Include with your final paper your HW from Speed Editing day, your draft with comments, and your Writer’s Review. Because of the short draft turnaround, you may have a day extension on this due date if you need it
Th, Sept 25:  *The New Yorker. The Reader & Values.* Article pick of the week.  
HW: What values or emotions or experiences of yours does the writer appeal to?  
~150 words.

Week 6 Tu, Sept 30:  *The New Yorker. The Writer & Authority.* Article pick of the week.  
HW: Pay attention to the “sources” the writer uses, whom s/he quotes or describes in order to provide evidence. How does the “character” or ethos of those sources affect the writer’s argument. ~150 words.

HW: What about this writer is different that other writers we’ve read? Does this writer have a special voice? Use unique language? Employ a particular tone? ~150 words.

Week 7 Tu, Oct 7:  *The New Yorker. The Text & Logic.* Article pick of the week.  
HW: Locate three places where the writer “reasons” with us by using logic or evidence. ~150 words

Drafts (1000 words) due via Moodle by 8 AM. The earlier, the better.

Week 8 Tu, Oct 14:  Workshop for Paper 2 continued.

Th, Oct 16:  Paper 2 due  ~ 1300 words. Read RC Handbook 20-26 as you revise Paper 2. Include with your final paper all materials associated with your writing process as well as your Writer’s Review.

Week 9 Tu, Oct 21:  No class. Fall Break.

HW: Retype three argument statements from the article, then identify the claim and reason for each. ~100 words

Week 10 Tu, Oct 28:  *The New Yorker. The Text & Evidence.* Article pick of the week.  
HW: Locate 3 pieces of evidence (or reasoning) the author uses. ~50 words

HW: Identify and re-type 6 figures of speech or language you find in the reading (or any reading we’ve done so far (except the SUV one). Your 6 examples should come from at least a few different articles. ~50 words

Week 11 Tu, Nov 4:  *The New Yorker. The Text & Expression.* Article pick of the week.  
HW: Locate and retype 2 sentences from the NY article that you find particularly satisfying and identify/explain why the sentences are well-crafted.~50 words

Th, Nov 6:  Workshop for Paper 3  
Drafts (1000 words) due via Moodle by 8 AM. The earlier, the better.

Week 12 Tu, Nov 11:  Workshop for Paper 3 continued.

Paper 3 due  ~ 1500 words.
Include with your final paper all materials associated with your writing process as well as your Writer’s Review.

Week 13  
**Tu, Nov 18:** Imagining your argument and your research.  
There will be a series of HW assignments due each class period as detailed in the Research Paper instructions and/or on Moodle.

**Th, Nov 20:** Researching (Online Databases). RC Handbook 3-9

Week 15  
**Tu, Nov 25:** Library Computer Lab

**Th, Nov 27:** No Class. Thanksgiving Break.

Week 15  
**Tu, Dec 2:** Using & Documenting Sources. RC Handbook 35-40

**Draft due (1500 words).** Bring hard copy to class and upload to Moodle. Continue working on your research and paper.

**Th, Dec 4:** Intellectual Property

**HW: Annotated Bibliography**

Week 15  
**Tu, Dec 9:** Last Class. Paper 4 due.
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.
TEXTS
The text for this class is *The New Yorker* magazine, which I will distribute on Thursdays for the following week’s reading. If the *NYs* do not arrive in time, I will leave them outside my office for you to pick up asap (check your email). Periodically, I will assign an article from a previous issue, and you will find these files on Moodle and you should print and bring them to class. You will read 2 (sometimes 3) *NY* essays per week and we typically will decide as a class which essays we’ll read. *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 hours each week outside of class for reading and responding. 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 when you later write your paper).

Because of the nature of the weekly text, I often make spontaneous announcements in class or via email or Moodle (for example, which essays or chapters to read for the following week). Formal updates to the syllabus will be posted on Moodle. **If you miss class, ask a classmate (not me) to fill you in. You are responsible for knowing what we are reading and what your written homework assignments are (they are subject to change from the syllabus). Please check your Rhodes email and Moodle daily.**

PAPERS—70%
There are 4 formal papers for this class. They should be typed with approximately 330 words per page (i.e. Times Roman 12; 1” margins), double-spaced, pledged in full, and must include a word count, your name, my name, and an analytical title. Proofread your papers for typos and grammar errors. For every error, your paper grade will suffer 0.1 point on a 4.0 scale. (A=4.0, A-=3.7, B+=3.3, etc.). All paper formatting, including spacing, quoting, etc., should follow MLA style, which can be found in the *Rhodes College Guide to Effective Writing*, an e-book available at [www.rhodes.edu/writingcenter](http://www.rhodes.edu/writingcenter). In addition to Moodle submissions, you must submit hard copies of final papers and always keep a spare copy of your paper. Formal papers should be accompanied by a *Writer’s Review*, which functions as a cover letter of sorts and will be submitted along with every final draft. This brief (~200 words) write-up is a required element of each formal paper assignment and will be graded as a homework assignment. The WR is unique in that it invites you to reflect carefully and honestly on the actual process of writing that led up to your paper rather than simply dwelling on the state of your final product. The format of the WR is entirely up to you and should address issues such as challenges faced during the writing process, questions regarding any element of the paper, writing strengths/strategies evident in the piece, etc. The WR is useful to you as the writer because it promotes a greater awareness of the rhetorical situation of each paper. Additionally, the WR helps your readers (Professor and Writing Fellow) better understand and address the individual moments of growth and struggle each of you experiences throughout the semester.

**Please plan ahead:** if your computer is known to crash or if you need to go to Barret for printing, give yourself plenty of time to accommodate potential last minute crises. **Late papers:** All papers are due via Moodle at the time indicated there and the hard copy is due in class on the day stipulated on the syllabus. Any unexcused late paper will be penalized a tier grade for every day late (A becomes A-, B+ becomes B, and so on). The due date is determined by the date your file is successfully uploaded to Moodle. I will grant extensions in special circumstances. If you need an extension, you must contact me at least one class period before the paper is due. Failure to complete any of the four major papers for this class will result in failure of the class per the English Department’s Policies (attached). Failure to properly cite your sources—ideas, language, data—in your formal paper final drafts will also result in failure of the class.

- Paper 1: 10% (1000 words ~ 3 pages)
- Paper 2: 15% (1200 words ~ 4 pages)
- Paper 3: 20% (1500 words ~ 5 pages)
- Paper 4: 25% (3000 words ~ 9 pages)

Your first two papers will examine/critique and/or expand on an essay we’ve read for class from *The New Yorker*. The last two papers will produce original arguments using the rhetorical strategies of the essays. Each class period will be devoted to discussing these essays, so I encourage you to take notes that you may later use for writing your paper. When grading your papers, I will focus primarily on your ability to construct a viable and supported thesis from the text or issue you are analyzing. This means that I’ll want to see a thesis that is, in fact, arguable, followed by a good deal of evidence (i.e. quotations) that proves your position. I’ll also be looking for stylistic elements like helpful transitions (connections made between ideas), word choice, use of metaphor and tone, etc. I deduct .1 points from your final paper grade for each grammatical error (including typos); in other words, *proofread carefully.*
**WORKSHOPS AND DRAFTS**

For the first paper, we will only do a reverse outline workshop (with your draft) and your Writing Fellow will give you feedback on your entire draft. For the second and third papers, we will workshop half the class (8 drafts for Paper 2 workshop and 8 drafts for Paper 3 workshop). Paper 4 will not be workshopped formally but you will receive feedback on it from your fellow.

Drafts are due on the day stipulated on the syllabus and on Moodle (for upload). If it’s late, your paper grade will suffer. After the 2-day workshop, writers must revise and turn in both the draft and final paper on the due date. Failure to revise the draft will dramatically affect the final paper grade. Drafts reviewed by the fellow will also need to be revised and turned in likewise.

**HOMEWORK ASSIGNMENTS — 20%**

For most class days in addition to your reading, you will have a brief writing assignment, identified “HW,” of 50-300 words. This assignments are generally due by 11 AM (class time) on the date stipulated on the syllabus. For example, Tues, Sept 2 notes the HW as “In your own words, state both the topic and the thesis of this article (they are different). ~ 50 words,” and so that assignment is due via Moodle at 11 AM on Sept 2. Please bring a hard copy of your homework to class as it will help you with discussion. Because of the spontaneous nature of our class text and the unpredictability of the New Yorker readings, I or your fellow periodically may assign outside reading or change the topic of the writing assignment for a particular class. Please check your Rhodes email and Moodle daily.

The purpose of these assignments is to hone your analytical reading skills, develop your rhetorical objectivity, and prepare you for writing your papers. Grades on these assignments will vary, depending on their subject. Some will be Pass/Fail, others will be check +/-, and still others A/B/C and so forth. Please ignore any grade calculations on Moodle (you need only note the individual grade for the assignment). Your final 20% grade will be an average of your semester total.

**PARTICIPATION — 10%**

Class participation is an integral part of FYWS 151, and it is formally included as a part of your final grade. Actively participating means the following: completing thoughtful written homework assignments, engaging in-class writing (group or individual), joining frequently in class or group discussions with provocative and articulate comments and questions. Anyone not prepared to participate will be asked to leave. Furthermore, if you sleep, text, work on non-class tasks or entertainment, fail to bring your text, or distract other members of the class from participating, you will be counted absent. I encourage you to take this aspect of the course seriously because your grade will reflect it.

**ABSENCES**

You are expected to be at every class. I am willing to excuse up to two absences (please email me with your “excuse” either prior to or after class). Beyond those two, each additional absence will cost your final course average one grade tier (or .33 points). If you would like to appeal for additional excused absences beyond the two I’m willing to grant, you will need to go through the Dean of Students office and file a formal request, which may or may not be granted, depending on the circumstances. If you physically miss more than six classes, you will fail the course. If you miss class on the day a paper is due, you must upload it to Moodle by the due date/time to get credit for on-time submission. Note: you are responsible for finding out from a classmate what happened in class the day you were absent or late. Please do not ask me. Chronic tardiness will affect your final grade. Do not bother coming at all if you are more than 10 minutes late.

Each day it will be your responsibility to sign the attendance notebook. If your signature is not there for a particular day, you will be counted absent. If you are late, you will need to find the notebook, sign it, and document your tardiness. If you have perfect attendance, you will receive bonus points at the end of term.

**MOODLE**

All of your homework will be submitted via Moodle. If you haven’t already joined our “Moodle” class, please do so. I will also put all handouts and extraneous reading on Moodle, so check it daily.