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## ENGL 151- 09, Critical Reading, Thinking and Writing, Fall 1998

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English 151: Seminar in Critical Reading, Thinking, and Writing  
Fall 1998; Prof. McEntire: x 3982; ofc hrs: MW 2:30-3:30, TH 2:30-4:00, appt.

This course focuses on the processes of reading critically, thinking through an argument, and setting forth that argument in effective prose. The class dynamics will consist primarily of discussion both of the reading assignments and the papers you write; the final grade will be based on your classroom practice and the grades you receive on papers. The goals of the class are to hone your skills as a critical reader, identify any problems and develop your fluency with the skills of the language, and review and expand your understanding and ability to organize and write an effective expository essay at the college level, including the integration of external textual materials. In particular, you will focus on seven elements of essay composition: thesis, organization, argument, development, evidence, style, and mechanics.

#### Required Texts:

Gary Layne Hatch. *Arguing in Communities*. Mountain View, CA: Mayfield, 1996.  
Diana Hacker. *A Writer's Reference*. 3rd. Ed. Boston: Bedford, 1995.

#### Requirements:

- a. Active class participation following upon careful preparation of the reading. You should come to class prepared to discuss the day's assignment and be on time.
- b. One page thoughtful response to the texts/discussions. These may be autobiographical--as in a journal--as you explore the issues raised, comments on the readings or discussions, or a mixture of both styles. They should be typed and are due on the day indicated. They are often useful in working on ideas for more formal essays. While they will not be graded, completion of them will count toward the class grade
- c. Five very short to short essays and one short research essay.

#### Evaluation:

Class grade (preparation, response papers, and participation): 15%  
Essays: 70%  
Research essay: 15%

#### Attendance policy:

Attendance in class is expected. A notable number of absences (more than three) will invite comment and be reflected in your **final** grade, i.e. for every three absences your grade will drop a partial percent (A to A-, etc.). You could interpret this to mean that you have three excused absences, but athletic events and illness (not to mention mid- and late-semester stress, weariness, and the unexpected) should be factored into such an interpretation.

#### Writing essays:

An English class, 151 has as its basic grading requirement several essays; writing is the purpose and mode of the course. Writing assignments should be handed in on time and at the beginning of class unless otherwise arranged or announced. If you are printing the paper at the time of class, you, and your paper, are late.

Writing is emphasized and the quality of the essays should exceed that of a typical high school paper. Thus, an A paper is excellent, sophisticated, even elegant; it is carefully thought

out, intelligently presented, well organized, crafted in its prose, technically proficient. It also provides textual evidence (when needed) fluidly and effectively. An essay will earn in the B range if it is a good, competent paper, showing control of the text and the topic, with good prose. It is not a superior piece of work but shows a solid grasp of the material and the elements of argument and language. A C paper is satisfactory, fulfilling basic expectations of organization and argument, indicating basic skills and understanding of the text but while not outstanding is moving toward effectiveness. There are usually one or several problems to be solved in order to improve, whether argumentative, organizational, or technical. D essays lack some basic understanding or skill, either in organization, argument, or mechanics of writing. They usually represent haste, inattentiveness to the details of the topic at hand, including textual citation, or misunderstanding of some aspect of expository writing.

Finally, while time and effort do contribute to better work, effort alone will not earn higher grades.

Revising:

Few people write perfect prose at first effort. You will be revising your work as a central part of the course. However, simply copying corrections from your first draft essay does not constitute a revision. Verbs and sentence structure are always subject to revision and improvement.

English 151

D hour: MWF 11:30-12:30, 208P

Aug	26	Introduction: Video, "X-Files"
	28	1-2 page essay. Logos: Hatch 3-23
	31	Ethos: Hatch 31-51; response paper
Sep	2	Pathos: Hatch 52-63; response
	4	Draft of essay #1 (2 pp)*
	7	Hacker C1, 2, 4; the thesis statement
	9	Community and argument: Hatch 65-92; response
	11	Hatch 103-117; response; Revised essay #1 due
	14	Hatch 165-186; response
	16	Hatch 187-204; response
	18	Draft of essay #2 (2 pp);
	21	Research and Documenting sources: Hatch 120-129
	23	Library seminar a
	25	Revised essay #2 due;
	28	Existence: Hatch 237-252; response
	30	Hatch 256-277; response
Oct	2	Causality: Hatch 279-292; response
	5	Library seminar b
	7	Hatch 307-318; response
	9	Draft of essay #3 due (3-4 pp)
	12	Style: creating verbs
	14	Hacker M1, 2, 4; R1, 2, 3; Hatch 445-453; plagiarism
	16	Work on research paper:conferences; Revised essay #3 due
		Fall Break
	21	Conferences; work on research essay
	23	Class reports; Draft of research essay due (3-5 pages)
	26	View film
	28	Film essay a: in class
	30	Film essay b: in class
Nov	2	Revised film essay due
	4	Language: Hatch 319-336; response
	6	Hatch 342-377; response
	9	Revised research essay due
	11	Values: Hatch 379-393; response
	13	Hatch 394-411; response
	16	Style: improving sentence structures
	20	Actions: Hatch 413-427; response
	23	Hatch 428-439; response
	30	Other topics of importance to you

Thanksgiving

- Dec 2 Draft of essay #4 (4-5 pp)
- Dec 4 Summarize writing goals; conclude
- 7 Conferences and final evaluation; pick up #4
- 9 Conferences and final evaluation; revised #4 due.

\*Please hand in all essays, drafts and revisions, with your name and pledge on the lower right hand side of the back of the last page of your essay. Do not put your name on the first page.