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ENGL 151-01, First Year Seminar in Critical, Thinking, and Writing, Fall 2001

Item Type	Syllabus
Authors	McIngvale, Elizabeth
Publisher	Memphis, Tenn. : Rhodes College
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English 151- First Year Seminar in Critical, Thinking, and Writing Fall, 2001

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MWF 9:00-10:10; MW 11:20 to 12:30

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Description and Objectives:

English 151 is intended to help students develop the skills of critical reading and thinking, skills that enable them to write effectively. A basic assumption underlying the course is that reading, writing, and thinking are vitally related. The topic clusters challenge us to consider the ways in which argument informs the world around us and to examine how writers form and support their claims. Discussion of the arguments in textbook readings and classmates' papers will help students to analyze the choices writers make as they draft and revise.

Goals for students in English 151 include the following:

- To develop the ability to read and think critically;
- To analyze a writing task and develop a strategy to fulfill it, considering the rhetorical situation and the audience;
- To explore and refine ideas through drafting and discussion;
- To write with clarity and flair;
- To analyze and construct arguments;
- To summarize, extrapolate, and synthesize information from source material, providing appropriate documentation;
- To develop skills in peer critique and essay revision.

Required Texts and Supplies:

Hacker, Diana. A Writer's Reference. 3rd ed. Boston: Bedford, 1995.

Lunsford, Andrea, and John J. Ruskiewicz. Everything's an Argument with Readings. 2nd ed. Boston and New York: Bedford-St. Martin's, 2001.

A good college dictionary (Webster's New Collegiate Dictionary, Random House Dictionary, American Heritage Dictionary, and Webster's New World Dictionary are recommended)

A pocket folder for turning in essay drafts

The Writing Process:

The curriculum of English 151 emphasizes writing as a process of discovering and refining ideas. Because good writing results from a sequence of invention, drafting, rethinking and revision, students will write multiple drafts of all essays. Past students have demonstrated that planning, drafting, redrafting, and revising comprise the formula for composition success; those who allow themselves enough time to thoughtfully consider each step of the writing process produce the best essays.

All drafts must conform to the page requirements, and they must be submitted as polished, formal, MLA-style documents. They should be typed in a 10 or 12 point font and double-spaced with one inch margins. There will be five essay assignments during the semester, and they must be written in multiple drafts. When submitting a second draft, all previous drafts and reader response forms must be turned in with the final draft in a pocket folder. The grade for the essay will be based on this collection of material, with emphasis on the final draft. Improvement throughout the semester can raise your final average; keep all final drafts of your essays to be turned in on the last day of class.

Journal Entries:

Journals provide additional writing practice; through these short exercises, students explore and refine essay ideas and reinforce writing concepts. Nine journal responses will be assigned throughout the semester; grading will be based on a seven-journal scale. In other words, each student may miss two journal assignments without penalty; should you choose to write more than seven, the extra work will receive extra credit. All journals should be typed, and they should be a minimum of a page and a half to two pages long.

Although, unlike essays, journals are not substantially revised, students must review their work carefully because the expectations for thesis, development, clarity, coherence, etc. apply to journal entries as well. An “A” level journal reflects the craftsmanship of an “A” level essay.

Evaluation:

Semester grades will be determined as follows:

Essays 1-3	450	points possible
Essay 4-5	400	
First Draft/Peer critique	50	
In class writing and journals	100	
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	1000	points possible

Completion of all work is a department requirement. Failure to turn in a paper will result in failure for the course.

If you have questions about a grade, take a day or two to think through your concerns, then talk with me. Bring the assignment sheet and your essay.

Absences and Late Work:

Each student is allowed three unexcused absences. Each absence, beginning with the fourth, will result in a deduction of the final grade. Be advised that passing writers have failed for the semester because of excessive absences. Manage your attendance carefully; I recommend that you reserve your absences for illness, emergency travel, etc.

Like excessive absences, failure to submit work on time will substantially lower a student’s

grade.

If you are not in class on the day that the first draft of a paper is due, you forfeit first draft/peer review points. If you are not in class on the day that the final draft of a paper is due, that paper is late (and it incurs the late penalty) unless it is in the box on my office door by 10am on the due date.

You must be in class to turn in a journal entry or first draft (for peer and instructor response.) If you are absent on a day that a journal entry or first draft is due, you receive zero points for that assignment.

If you are absent, promptly call a classmate to find out what you missed. You are expected to be prepared for the day's activities when you return to class. Should you come to class obviously unprepared, without a draft, without completing the reading, you will be marked absent (and will lose daily grade points). Habitually tardy students will incur an absence after the third late arrival.

Academic Honesty:

Except for peer review and assigned group activity, all work is subject to the Honor Code policy, as stated in the current Rhodes College catalogue.

Contact numbers:

Please know that I am happy to meet with students; should you have a question or problem, do not hesitate to discuss it with me. Problems grow when they are ignored; I want to discuss your concerns sooner rather than later. Make use of office hours if they are convenient. If you are unable to meet then, suggest a time that is convenient for you. I will do what I can to help you; just let me know when you need to conference. Take note of my email address and voicemail number; you can reach me at any time, should you have an emergency message.

General Policies:

1. In class assignments cannot be made up.
2. All readings, papers, and journals should be completed before the beginning of the class for which they are assigned.
3. A penalty of 10% for each class day late will be assessed to all late final drafts; late journals and first drafts will not be accepted.
5. Especially because our class takes a seminar format, attendance at and participation in all class sessions are vital. Excessive absences will result in a severe grade penalty. Should you miss more classes than the allowed number, I may urge you to drop the course.
6. Computer problems do happen, but they should not prevent you from meeting deadlines. Save your work in more than one place, and find a back-up printer in case any technology crisis

occurs.

Semester Schedule

August 22	Introduction
24	** Discussion of EA, ch.1; Invention and Essay Process College Convocation
27	Discussion of EA, ch. 2 and 15; Essay 1 Assignment
29	** Discussion of EA, ch. 8; MLA Style Review; Discussion of Essay Structure; Essay 1 Invention Activity; also see Cathy 471
31	Discussion of Byrnes (397); Goode (398-400); E. Goodman (401-403); Goldberg (404-407); and W. Goodman (408-415)
September	3 LABOR DAY HOLIDAY-- No Class
5	J 1 Discussion of Neustatter and Young (422-424); Naiman (425-427); Cottle (428-431)
7	** Essay 1 First Draft Due, Peer Review
10	Discussion of modified "Cinderella" stories (on reserve in library)
12	Essay 1 Due; Discussion of Essay 2 Assignment; Discussion of Paragraphing
14	Discussion of Lutz (reserve); Discussion of Nominalization
17	J 2 Discussion of Women's Club (579-580); Tan (589-594)
19	** Essay 2 First Draft Due, Peer Review
21	Discussion of Mann (564-569) and King cluster (570-576)
24	In-class writing on Intellectual Property or Doublespeak/Jargon/ Euphemism
26	Essay 2, Final Draft Due; Discussion of Essay 3 Assignment; Discussion of Introductions/Conclusions and Representing Sources
28	Catch-up TBA
October	1 J 3 Discussion of EA ch. 11, Discussion of Gamson (456-464); Ringley (465-466) and Gabler (reserve)
3	Discussion of EA ch. 19; Cobb and Wynar (438-440) and Prager (442- 447)
5	** Essay 3 First Draft Due, Peer Review
8	Discussion of Brin (473-477); MonDesire (448-450); Perry (451-453); EA ch. 18
10	Discussion of Conniff (482-488); Suggs (489-493); Heywood (500-504); and cartoons (506-507)
12	J 4 Discussion of Williamson (519-525); Hyche (526-528); Chonin (531- 534) and journal entries

	15	No Class— Fall Break; Midterm Grades Due to Registrar
	17	** Discussion of EA ch 21; Essay 4 Assignment (Research Paper); Research Sources and Term Paper Pitfalls
	19	Essay 3 Due, Hunger and Homelessness Conference Activities TBA
	22	J 5 Discussion of Awalt and Kozol (handout); Discussion of Hunger and Homelessness Conference
	24	Discussion of Integrating Research; Villareal and Daily Texan editors (673-76); Offenbacher (677-679); DT editors and Winter (680-683); DT Letters (684-686)
	26	J 6 Discussion of Jacoby (687-689); Murray (690-693); and Bronner (reserve)
	29	In-class writing on the “Campus Speech” issue
	31	J 7 (Exploratory Paper for Research Topic)-- due at time of conference Term Paper Conferences
November	2	Term Paper Conferences
	5	** Essay 4 First Draft Due, Peer Review
	7	Discussion of Leo (375-378); Steingold (379-382); and Alexie (383-384)
	9	J 8; Discussion of Native American Mascot Debate (reserve)
	12	Discussion of Anderson (388-390) and Martin (391-394)
	14	Essay 4 Final Draft Due; Research Presentations
	16	Discussion of EA ch. 13; Gilbert (reserve); Essay 5 Assignment
	19	Humor, continued, TBA
	21	Thanksgiving Break
	23	Thanksgiving Break
	26	J 9 Discussion of Vidal and Carvel (539-545); McKee (546-549)
	28	** Essay 5 First Draft Due, Peer Review
	30	Discussion of Bandler (556-558) and Navrot (559-561)
December	3	In-class Handout; Review; Final Questions; Course Evaluations
	5	Essay 5 Final Draft Due, Last Day of Class

** Bring the Hacker handbook to class on days marked with a double asterisk.