

English 1 – Critical Reading and Expository Writing
Fall 2009, Tues/Thursday 2:30-3:15
STR, Room 6

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Course Objectives:

- Demonstrate familiarity with a variety of rhetorical forms and how these forms are used in specific academic disciplines, cultural contexts, and institutions outside the academy.
- Write clearly organized essays with the following characteristics: effective paragraphing, thesis development, transitions, use and interpretation of evidence, evidence of larger structure and organization.
- Write essays that incorporate examples from other writers, demonstrate critical thinking and interpretation about the ideas of other writers, and use correct documentation for these examples.
- Use draft and revision processes, demonstrate understanding of different stages of the writing process, and engage in editing and revision of peer essays.
- Write in a style that is both personally expressive and compatible with the specific discipline or context of the project.
- Produce essays and other forms of writing free from sentence level error and identify where to get further information about such errors (e.g., how to use a handbook).
- Be familiar with and able to use the tools and resources of an academic library in addition to Internet resources.
- Be competent in the use of the citation style appropriate to a discipline.
- For more information on Course Objectives, see http://www.mills.edu/academics/undergraduate/eng/courses/course_description.php?courseid=eng001# and click on “View Course Goals.”

Materials:

- 1) Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion*. New York: Three Rivers P, 2007.
- 2) Strunk, William and E.B. White. *The Elements of Style*. New York: Pearson, 1999.
- 3) Optional book: Hacker, Diane. *The Writer's Reference*. Boston: Bedford-St. Martin, 2006.
- 4) E-reserve articles – found on the library website: <http://library.mills.edu/>; password for e-reserves: **eng001-f09me**.
- 5) Blackboard website - course documents, assignments, etc.

Course expectations:

- **Discussion:** Please make sure you come to class having read the assigned text so that we can have lively and enlightening discussions. I will occasionally lecture, but I prefer to use class time for discussions.

- Attendance: Regular attendance is essential to success in this course. Any unexcused absences beyond two will adversely affect your participation grade, and excessive absences (five or more) will result in failure of the course.
- Tardiness: In addition to attendance, it is also important to be on time to class. Tardiness is annoying to everyone – most especially me – but the practical point here is that you might miss an important announcement if you are not in class on time. Everyone is late for something once in a while, but please do make an effort to be in your seat promptly at the beginning of class.
- Book and supplies: Bring the appropriate textbook to every class meeting. Notes, articles, and other class supplies (pens, etc.) will also be needed on a regular basis. Please, no laptops.
- Assignments: Written work is due at the beginning of class on the due date. No work will be accepted late unless extraordinary circumstances are involved. If you know in advance that you cannot turn in an assignment at the time it is due, talk to me so we can make other arrangements. Extensions (or other arrangements) will only be granted in advance – not on the due date.
- Plagiarism: While it is tempting to take ideas from internet articles or copy and paste whole paragraphs, believe me, plagiarism isn't worth the time you think you're saving. Plagiarism is a serious offense and will not be tolerated. The consequence, should you choose to plagiarize, will be failure of this course. Please make sure you are familiar with MLA citation guidelines so that we may avoid this unpleasant problem.
- Intellectual Freedom: Please be respectful of everyone in class. I would like everyone to feel comfortable bringing their experiences and ideas to class to share freely. If we disagree about something, then we can engage in a lively debate. However, that debate should always be considerate of people's feelings and intellectual freedom.
- See me with problems! Please take ownership of your education. If you are struggling with the class – any element of it – please see me immediately so I can help you. I am more than willing to discuss any aspect of the class with you. I'm on campus Tues/Wed/Thursday for office hours. If you need to talk to me another day of the week, the best way to contact me is via email. You may also call me on my cell phone if anything urgent arises.
- Disabilities: Students with disabilities who believe they may need accommodations in this class are encouraged to contact SSD in the Cowell Building as soon as possible to better ensure that such accommodations are implemented in a timely manner.
- Blackboard: We will be using Blackboard as a tool in this class. I will use it to make announcements, post assignments, and as a resource for more discussion or help if you need it, etc.

Grades:

- 1) Attendance and active participation in class discussions, which assumes completion of the reading assignments as scheduled (10%)
- 2) Written responses to readings and annotated bibliography (15%)
- 3) Paper 1 (10%)
- 4) Paper 2 (15%)
- 5) Paper 3, (20%)

- 6) Paper 4 (radical revision of paper 1) (20%)
- 7) Presentation (5%)
- 8) Midterm and Final Portfolios (5%)

Note: Completion of all assignments is a requirement, though not a guarantee, of passing this course.

English 1, Section 9, Schedule

August 27 (Th) – Introduction to course, brief in-class writing assignment.

September 1 (Tu) – Paper 1 assigned; Read *Thank You for Arguing*, Introduction – Chapter 2 (p. 3-26). What is rhetoric? Persuasion and setting goals in arguments.

3 (Th) – Planning, process, prewriting.

8 (Tu) – Read Lauren Slater’s “The Trouble with Self-Esteem.” Discuss thesis.

10 (Th) – **Due: Reaction paper to “The Trouble with Self-Esteem”**; Continue discussion on “The Trouble with Self-Esteem” and thesis. How do we analyze what we read?

15 (Tu) – **Due: Draft of Paper 1. Bring three copies of your completed draft to class.** Drafting – paragraphing, topic sentences, organization.

17 (Th) – Peer editing, Paper 1.

22 (Tu) – **Due: Paper 1**; Paper 2 assigned; Read Chapter 14 in *Thank You for Arguing*. Discussion of fallacies.

24 (Th) – Read “The Clan of the One-Breasted Women” – analyze with “TASK” list (thesis, analysis, synthesis key)

29 (Tu) – **Due: Reaction paper to “Clan of the One-Breasted Women”**; Continue discussion on “Clan”; Read Chapter 4 in *Thank You for Arguing*. Does Heinrich’s rhetorical strategies change the way you view “Clan”?

October 1 (Th) – Rhetorical tactics: decorum, awareness, leadership, moderation.

6 (Tu) – **Due: Rough Draft of Paper 2. Bring three copies of your completed draft to class.** Read *The Elements of Style*, “The Elementary Principles of Composition”; organization, avoiding plagiarism, citation and MLA style.

8 (Th) – Peer editing, paper 2

13 (Tu) – **Due: Paper 2**; Compiling an annotated bibliography, discuss research topics, more on MLA parenthetical citation.

15 (Th) – Library visit.

20 (Tu) – Read “Against Love”, assign papers 3 and 4.

22 (Th) – **Due: Reaction Paper to “Against Love”**; Read *Thank You for Arguing*, Chapter 9, controlling mood. Discuss in relation to “Against Love”

27 (Tu) – conferences – no class – midterm portfolio due at your conference time

29 (Th) – conferences – no class – midterm portfolio due at your conference time

November 3 (Tu) – **Due: Rough Draft of Paper 3. Bring three copies of your completed draft to class.** Read *The Elements of Style*, “Approach to Style,” p. 66-85.

5 (Th) – Peer editing, paper 3

10 (Tu) – **Due: Paper 3**, Read “The Insufficiency of Honesty” using TASK list.

12 (Th) – **Due: Reaction paper to “The Insufficiency of Honesty”**; Read *Thank You for Arguing*, Chapter 12, persuading on your own terms, p. 108-120.

17(Tu) – **Due: Annotated Bibliography**; Read *Thank You for Arguing*, Chapter 13, controlling the argument.

19 (Th) – **Due: Rough Draft of Paper 4. Bring three copies of your completed draft to class.** Read “Why Women Smile” using TASK.

24 (Tu) – peer editing, paper 4, finish up discussion on “Why Women Smile”

26 (Th) – Thanksgiving, no class

December 1 (Tu) – **Due: Paper 4**; presentations on final paper

3 (Th) – presentations on final paper, course evaluations

11 (Friday) – **Due: Final Portfolio**; Final exam period, 2-5 p.m.