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English 1301 MWF · Spring 2009
Office Hours: 12:00pm-1:00pm MWF
Or by appointment

Required Texts:

- The Blair Reader: Exploring Contemporary Issues 6th edition
- History of Love by Nicole Krauss
- MLA Handbook 6th edition
- Phaedrus by Plato
 - **Paperback:** 96 pages
 - Amazon search terms: Phaedrus Alexander Nehamas
- pre-loaded CD-ROM (Supplied by Professor)

Highly recommended books for purchase:

The Bedford Handbook 6th ed. by Diana Hacker **OR** some comparable writing handbook

Forum: <http://www.writershut.proboards57.com>

Required Supplies:

- 2 folders that have pockets in them
- a highlighter or colored pencils and a pen
- loose-leaf notebook paper (*Note: I will not take paper ripped out of a spiral notebook*)

*** Bring everything to class each day**

Course Description: Goals and Objectives

English 1301 is a course in critical thinking, writing, and reflecting on readings. The design of this course will help you develop skills necessary for academic discourse or discussions. This course is reading and writing intensive. This class is grounded in the philosophy that reading and writing are an integrated process. Because critical thinking, reading, and writing are not always easy tasks, we will explore some systematic ways of discovering and creating meaning. This meaning will be created based on the text you read, your own critical thoughts, and the writings you produce. You will learn strategies that will help you in your attempt to understand the readings and writings with which you interact. These strategies will help you generate ideas for the papers you write. You will think, re-think, and then think again about not only the text and your papers, but also about the concepts and ideas you generate. You will read and re-read texts several times, learning to deepen your understanding of what you read through a cycle of steps. You will write essays through a process of several drafts, learn to invent ideas, work through them, clarify them, and present them to an audience. The ultimate goal of this course is to prepare you for advanced college level thinking and work by helping you to understand what reflective reading, writing, and thinking are and how to approach and accomplish those tasks.

Student Learning Outcomes.

By the end of ENGL 1301 (Expository Writing), students should be able to:

Rhetorical Knowledge

1. Use knowledge of the rhetorical situation—audience, purpose, genre—to analyze and construct texts
2. Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
3. Use conventions of structure, tone, diction, and syntax appropriate to the rhetorical situation

Critical Reading, Thinking, and Writing

1. Use writing, reading, and discussion for learning, communicating, and examining assumptions
2. Summarize, respond to, and analyze texts
3. Employ critical reading strategies to identify author's position, main ideas, genre conventions, and rhetorical
4. strategies
5. Produce texts with a focus, thesis, and controlling idea, and identify these elements in others' texts
6. Provide appropriate support for claims
7. Find, evaluate, and synthesize appropriate sources to inform and situate their own claims

Processes

1. Practice flexible strategies for generating, revising, and editing texts
2. Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and
3. supporting evidence through multiple revisions
4. Use the collaborative and social aspects of writing processes to critique their own and others' works

Conventions

1. Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
2. Summarize, paraphrase, and quote from sources using appropriate documentation style
3. Control such surface features as syntax, grammar, punctuation, and spelling
4. Employ technologies to format texts according to appropriate stylistic conventions

Papers:

All papers must be typed, double-spaced, and have a title – unless otherwise specified. Each page must include the student's last name, along with the corresponding page number in the upper right hand corner. All papers will be written using Times New Roman, 12 point font. All pages must be set up with 1" margins for the—top, left, and right – while the bottom margin will be set at .07 inches. Do not skip a line to indicate a new paragraph; paragraphs begin with a ½" space indentation. There will be 2 spaces after the end of every sentence. All papers longer than one page will be stapled!

Evaluating Group Work:

Much of the work we do in class will occur in groups of 3-5 students. It is my (Kevin Pajak) responsibility to evaluate the groups to which I assign each student. Furthermore, I will adjust these groups as I deem necessary. However, it is the student's responsibility to inform me of any problems that she encounters in her group. If the student does not inform me of the problem so that I can evaluate the situation then it is her fault if the problem continues. I always try to do my best but I do not always catch each problem. Therefore, in a discreet manner the student must inform me of her concern(s) so that I may address and correct them.

Attendance: it is the students responsibility to keep track of their absences.

At the beginning of each class, I will pass around a role sheet. It is your responsibility to sign it. If you come in late or miss your opportunity to sign it then you must sign it at the end of class. It is your responsibility to sign the role sheet. Failure to sign it even if you are present will result in an absence. I will give the students a formal tally of their absences after spring break.

Much of the work done in this class will be collaborative; therefore, your active participation is extremely important. For this reason you must attend class regularly. You are allowed **four** absences for a three day course and **three** absences for a two day course throughout the semester. Each additional absence over the allotted amount will result in a five-point reduction to your final grade. This means that a Tuesday-Thursday or a Monday-Wednesday course is allotted **three** absences and a Monday-Wednesday-Friday course is allotted **four** absences. For any absence, you are required to find out about work missed. Please note that showing up without your work counts as an absence. Note: absences will also reflect poorly on your class participation and group work grade. If you are not in class, you cannot participate with the class or with your group. You have made a commitment to both the instructor and your fellow students. I expect you to keep it! **Note: If your absences cause your grade to fall below a 70 you will receive a grade of F. I do not give Zs for those who cannot attend class regularly.** Missing a day where we critique any of the 6 page essays counts as 2 absences.

Tardy Policy:

Tardies, if occasional and non-disruptive, are generally accepted in this course. However, if they are frequent (once a week or more), or pronounced (15 minutes or more), then they will be counted toward absences. Two tardies equals one absence.

Students with Disabilities:

If you require accommodation based on disability, I would like to meet with you in private the first week of the semester to make sure you are appropriately accommodated. Be aware that any disability must be documented by the office of Students with Disabilities (817-272-3364) and/or the office of Counseling and Career Development (817-272-3670).

Course Requirements:

You must complete all major assignments to pass this class. If you do not complete your work and your average is passing, you still will not pass this class. I cannot evaluate your writing if I do not have all of it. Therefore, I cannot give you credit for the course if you are missing any major assignment.

Assignments/Grades:

Your grade for this course will be based on three essay projects, an essay exam, an in-class essay quiz, group work, class participation, and a conference. Essay projects include not only the final version of your paper, **but also any notes, drafts, critiques, brainstorm, idea inventions, etc. that helped you in writing this paper. An essay missing any homework assignment will not be accepted until all of the homework assignments are in the folder along with everything else you have worked on in a particular section (e.g. All the work leading up to paper #1 will be included in your folder for paper #1 but not for paper #2).**

Final drafts not meeting the above requirements or the requirements of a particular assignment will not be accepted **until met**. Furthermore, your essay will be considered late until it meets all requirements. The grade on late work will be reduced by half a letter grade or five points per day late. In-class essays are scheduled on the syllabus. Class work cannot be made-up. Daily homework is due **at the beginning** of class.

Each portion of your grade will be weighted as follows:

15%	Essay #1	}	Note: Missing a 6 page essay critique day counts as 2 absences.
20%	Essay #2		
25%	Essay #3		
15%	Essay Exam (If you get a Z on this then you will receive a Z for the course)		
10%	Class Participation		
10%	Group Work		
5%	Conference		

Note: It is your responsibility to keep track of your grades. I will inform you of your approximate grade during my office hours but not during class.

Late Work:

Essays are considered late if turned in after the due date. Papers are turned into me at the end class on the date that they are due. If you turn in a folder that is incomplete (missing homework, re-writes, drafts (all of them) peer critiques, pre-writings, etc.) then, when I discover this, I will return it to you. Furthermore, your paper will be counted late as of the due date even though you turned in your folder on the due date until it is complete. I expect you to know what is required to be in your folder. Therefore, your folder will be marked late as of the due date even if you turned your folder in on the due date if any of the work is missing in your folder. Grades are deducted 5 points per day late.

Group Work:

A student who does not have his homework for the day will not be able to participate fully in his group. Therefore, his group work grade will be reduced accordingly. The group work grade is determined by quality of interaction a student has with his group. **This includes** having the homework(s) for the day, the thoroughness and depth of thought put into the discussions, and the thoroughness of effort critiquing members' papers.

Class Participation:

The class participation grade is based upon how much a student participates in whole class discussions. Students who ignore their duty to participate will receive a zero for this portion of their grade.

Missing Homework for the day:

If you do not have your homework, you can and will be asked to leave. I expect you to come prepared every day. If you do not have your homework for the day you can be counted absent.

Grade Scale:

Your grade will be A (100-90), B (89-80), C (79-70), Z (69-60), or F (Below 60). The English Department does not assign the grade of D for first year English. If you complete all of the course work but have a final average below C, you will be given a Z (which has no effect on your GPA, unless absences are the cause a grade below 70) and allowed to repeat the course for credit. If you do not complete all of the course work will receive an F.

The Z Grade:

The Z grade is reserved for those students who turn in their work in a timely manner and participate in the class, but whose grades are still below passing. The "Z" grade means that you must repeat 1301. It does not affect your overall GPA. An "F" is given to a student only if he or she does not complete the course material or misses more than the allotted amount of absences while having a final grade below 70.

If you are concerned about your grade, consult your instructor. You must have at least a 70 average to pass this course with a "C". A "Z" grade will be given if you fail to do so, but you must have attempted **all** of the assignments, and you must have participated in the class on a regular basis. If you have an average less than 70 during the semester and have not completed the assigned compositions, then you will receive an "F" for the course.

If you receive a Z on any essay project during the semester, you must make a C or better on the final essay in order to pass the course. A "Z" on the final essay, if you have received another Z (even if the paper has been rewritten for an improved grade) will result in a Z for the course. If either the first or second major essay project receives a Z grade and is not revised and improved, the course grade will be a Z and the course must be repeated. **Note: If a student's absences cause her grade to fall below 70, she will get an F for the course. I will not give a Z to those who cannot attend class regularly (i.e. absences can cause a student's final grade to fall below a 70).**

Conference:

I require one conference with each of you. This conference will last no longer than 30 minutes. I will pass around a sign-up sheet for you. Bring all of your papers including pre-writings such as free writing, brainstorming, etc. and your draft(s) to the conference. Furthermore, you **must** also bring a *plan of revision* (a detailed account of what you plan to do for your **next draft**). I am available for additional conferences by appointment.

Rewrites:

You have the opportunity to rewrite two major essay projects. I will average the original and revised grade. Before you begin to rewrite your paper, you must meet with me and have a plan of revision. You may **not** rewrite your last six page essay project. Any essay receiving a grade below "C" will be graded as "Z" (see section, The Z Grade). Rewrites will not allow you to regain points lost for late work. Rewrites are due one week after I return the papers. In order to gain points through rewriting, you must have your rewrite critiqued by the UTA Writing Center. In order to gain points through rewriting, you must do a substantial revision of your paper. All rewrites must be accompanied by the original, graded paper and all draft work.

The Writing Center: (Open on the Weekends) Website: <http://www.uta.edu/owl/>

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. Please check their web site for the times when they are open. You may schedule appointments online by following directions available at www.uta.edu/owl/appointments.htm, by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I highly recommend using the Center's services to assist you in this class or with the writing you may be required to do for other courses, no matter what your writing level. Please be aware that tutoring sessions do take time and you can expect that detailed attention will be given to your writing. Be sure to allow sufficient time to complete a tutoring session, usually 30minutes. **Note:** I can assign you to go to the Writing Center.

Academic Dishonesty:

Academic dishonesty is completely unacceptable in this and in all courses at the University and it will not be tolerated. Anyone involved in academic dishonesty will be subject to discipline in accordance with University rules and regulations. Discipline may include suspension and/or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, subsection 3.2, subdivision 3.22).

Academic dishonesty is easy to avoid. Simply acknowledge the source of any words, phrases, or ideas that you use. If you are not sure how to quote or paraphrase a source or if you need help with the format, check with me, the Writing Center, or consult your MLA handbook. While you can (and in fact should) seek help and advice of friends, classmates, tutors, outside sources, and tools such as the internet, be sure written work is completely your own. If suspected appropriate action will be taken.

Drop Policy:

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines. I cannot and will not drop anyone for any reason from this course.

Retention of Papers

Please be advised that it is your responsibility to retain all of your assignments until after you have received your final grade. You cannot challenge a final grade if you do not have evidence of your work.

Assignments/Necessary Changes:

Assignments are subject to change according to the needs of the coursework and your needs in completing the same. It is your responsibility to keep up with the class. If it is necessary to make any major revisions of this syllabus, I will distribute a revised syllabus to the class. Minor revisions will be made on a day-to-day basis, and it will be your responsibility to take note of these revisions, or to contact a classmate or your instructor if you are absent.

I have tried to make this document as complete and thorough as possible. However, during the course of the semester I may be required to alter, add, or abandon certain policies and assignments. I reserve the right to make such changes as they become necessary.

Class Decorum:

I want to welcome you to higher education. It is a privilege for me to be your instructor and it is a privilege for you to be enrolled at the University. English 1301 is as much about learning to be a student of higher education as it is about writing, reading, and thinking. I encourage you to fully embrace your role as a student. You are adults who have chosen to be here. If at some point you no longer wish to be a student then I recommend you drop the course rather than waste my time, your time, and the time of the others in the class. I fully expect that you will conduct yourselves in an adult manner in the classroom and that you will take responsibility for your words and actions. Disruptions and personal business will not be tolerated, including the ringing of cell phones. If you are not interested in the topic at hand, simply leave rather than disturb the rest of the class with chatter, sleeping, passing notes, etc. You are required to participate in all discussions and activities of the course in a thoughtful and engaged manner. Your reading and assignments, through careful reflection, should prepare you for participation. This will not be a class of one or two voices. You all have something to say, and the class and I want to hear it.

I prefer a casual atmosphere; however, that does **NOT** mean the course will be easy. I have very high standards and expectations. I am well aware that each of you has commitments beyond this English class, as do I. Part of being a successful student includes learning to balance all of those commitments. I prefer not to hear excuses for missed assignments or classes.

The syllabus that follows includes **all** of the work that will be required of you in this course over the semester. Compare it to your other classes and reflect on all of your commitments before proceeding. Following these guidelines can make this semester rewarding and enriching for all of us.

A Note from Kevin:

I want you all to succeed in life. I, therefore, require you to do your best at all times. I am your teacher and you are **MY** students. If you have any problems with the class, with me, or other students please come to me. I teach because I want each one of my students to have the best life possible. I care about you all. These are the reasons I teach. So, come to me for any reason.



The oxen are slow, but the Earth is patient...



Knowing attains the self through the struggle within

Criteria for Summary-Response Papers

Synthesis:

Density-- The synthesis should include as much information from the original text as possible without repeating information. The synthesis should also exclude non-important points, which allows for points that are more important. A synthesis **IS NOT** a shorter version of the story but a way to pull out the deeper meaning behind the essay/ short story. The author's hidden meaning "underneath" the story. To synthesize is to weave together material from several sources (in this case it would be the reading, your beliefs, and the relation of society to what was read) to create a new whole.

Clarity and Accuracy-- The synthesis should communicate the ideas of the text clearly to a person who is not familiar with the text. The person who is not familiar with the text should receive a thorough and accurate knowledge of what the major concepts found in the text.

Response:

Insight-- The response should do more than say whether the reader agrees or disagrees with the ideas of the text and should do more than state how the writer "feels." Instead, the response should offer to the reader a way to interpret or "read" the text. To do this the writer could ask herself some or all of the following questions.

- ◆ What does this text mean for me?
- ◆ What does this text mean for my audience?
- ◆ How can the text be applied **to current society**?
- ◆ Of what use is the text?
- ◆ Specifically, what are the positive and most useful points of the text and why?
- ◆ Specifically, what are the shortcomings of the text and why?

Of course, any claims made should give reasons.

Summary: (a tool for learning)

Condense -- The summary should condense the major points and possibly even of the few minor ones that are found in the text. This format allows only the most important information to appear in the student's paper. The information should be reworked so that it only contains the student's words. This means that the student will rephrase the major/ minor concepts in her own words in a clear, concise, well written manner.

Note: When one writes a summary, it forces the student to understand what was read more fully. Even if only a slight understanding was gained from the reading, doing a summary makes it possible for the student to understand more fully because he is forced to grapple with the ideas present in the reading in order to write them down in his own words.

(Syn) Flying Over the Concerns of Life

Paper starts here. This would be the first line of your paragraph for the synthesis of the essay that you read. You will notice that there are two spaces after every sentence. You will also notice that there is a 1" printed margin all the way around the paper. The **(Syn)** before the title indicates that this is a synthesis. If it were a response then you would put **(R)**. If it were a synthesis/response then you would put **(Syn/R)**. You will also notice that this is double spaced. **Your homework must fill the whole paper to count as completed.** Occasionally you will be required to write a summary. If this is the case then you would put **(S)**.

Note: This is an example of how to format your homework.

Note: In the header make the Author's/ Authors' last name(s) in 8pt Arial Narrow font.

Note: For Homework papers

No Quotes are allowed in the student's homework assignments.

No slang

No contractions

No abbreviations

No symbols

No I, me, mine, you, your

No questions

Homework will be formal, typed, double spaced, well thought out, and properly presented

These are some of the things that students should work on improving in their homework papers.

- | | |
|-----------------|---------------|
| 1) Vague | 10) Choppy |
| 2) Organization | 11) Case |
| 3) Transitions | 12) Tense |
| 4) Coherence | 13) Fluff |
| 5) Flow | 14) Off Topic |
| 6) Logic | |
| 7) Voice | |
| 8) Vague | |
| 9) Support | |

Criteria for the Six Page Essay

I reserve the right to change some or all of the assignments as needed.

Late papers will lose five points off of the final grade per day late including the days we do not meet, but not for the weekends. Paper is due in class on the date indicated. If you do not have your paper by the time I leave campus on the day it is due it is late.

In this class, we deal with various texts that examine and discuss many aspects of society. In each case, our intent has been to discover how these texts relate to our belief systems and society. As a result of our inquiry, we will have come to better understand people's relation to society and the problems it faces. As a result of this understanding, you should be able to discuss the implications of these enduring issues.

The following sheet will discuss the method, process, and format all essays must follow to qualify for and be accepted for a grade.

The Process:

Every draft you write **must** be formal as possible and typed.

Every draft must be evolve or show the evolution of your writing process. **I must be able to see your paper evolve or change.** This means that I must be able to see you critically analyze each draft for the purpose of understanding how your draft may be improved. Furthermore, each draft must be improved. **If it does not then I will not accept your paper.**

I must be able to see improvement throughout the writing process.

Every draft/revision must be accompanied by a pre-writing technique. The pre-writing technique employed must be different from the last one used.

◆ NOTE: This will provide the writer a new and fresh perspective on her topic/paper.

NOTE: If you miss one of the peer critique days **OR** you come but do not have a fresh revision then you must go to the writing center and have a tutor help you revise it. They will give you a sheet that you attach to the back of that particular draft.

The Format:

Identify in the heading which draft it is so everyone will understand which draft you are using. The heading will have your name, the professor's name, the course name and number, and the draft number. *Refer to example.

Put your last name and page number in the header.

There will be a 1" margin all the way around the paper.

There will be a work cited page at the end of your paper. The work cited page will also have a page number.

Do not put draft number on the final draft. That was only to allow your classmates to understand what draft with which they were dealing. It is not a formal practice.

The first sentence of a paragraph will be your topic sentence.

The last sentence of the introductory paragraph will be your thesis.

Rubric

- Paper is stapled in the upper left hand corner
 - 1" printed margin (I will measure with a ruler)
 - Last name and page number in upper right hand corner
 - Works Cited page, also containing a page number
 - At least four separate sources
 - At least four short quotes
 - MLA format
 - Write in formal standard English
 - Title
 - Two spaces after every sentence
 - 6 pages
 - 12 point font
 - Times New Roman font **ONLY**
 - Correct grammar
 - Correct mechanics
 - Proper spelling
 - Solid use of logical support of your ideas
 - Limited use of “to be” verbs – am, is, are, was, were, be, being, been
 - **NO “to be” verbs in thesis or topic sentences**
 - **No I, me, mine, you, your, they, their**
 - No questions
 - Do not use abbreviations, contractions, or symbols
 - No slang (e.g. “cool” means a lower than desired temperature)
 - **No outside sources**
-

The following things will detract points from the grade of each paper.

- 1) Late → minus 5pts per day late.
- 2) Not having 2 spaces after every sentence → minus 5pts per occurrence
- 3) Quotes not formatted according to MLA format → minus 5pts per error type
- 4) Works Cited page not formatted correctly → minus 5pts
- 5) Heading not correctly formatted → minus 5pts
- 6) Use of “to be” verb in thesis and topic sentence → minus 5pts per use
- 7) Less than four (4) separate sources → minus 10pts
- 8) Not following directions → minus 10pts **Note:** This includes simple things like stapling your papers, not having a work cited page, not having your last name and page number in the upper right hand corner, etc. These are simple easy things that can be done with almost no effort.

You must support your reasoning with at least short 4 quotes from 4 separate authors. Do not use more than 8 short quotes. Quotes do not count as part of the length of the paper. Make sure to format your quotes correctly. Do not summarize any of the stories as we have all read them and do not need a summary of them. Make sure your paper flows logically and has good organization.

Did I leave anything out? If I left anything out, I will add it later.

NOTE: Above all, I am looking for critical thinking. This means that you are required to use your thoughts, beliefs, values, concepts, and ideas in a deep and logical discussion of the topic.

John Smith

Professor Pajak

Paper #1 – Class ____

Notice: There is one space between your last name and the page number!!!

Flying Over the Concerns of Life

← This is your title

Paper starts here...

(paragraph: indent $\frac{1}{2}$ " space)

And the paper continues on....

Note: This is an example of how to format a 6 page essay.

Pre-writing Techniques

Freewriting, Diagramming, Brainstorming, and Outlining

Freewriting:

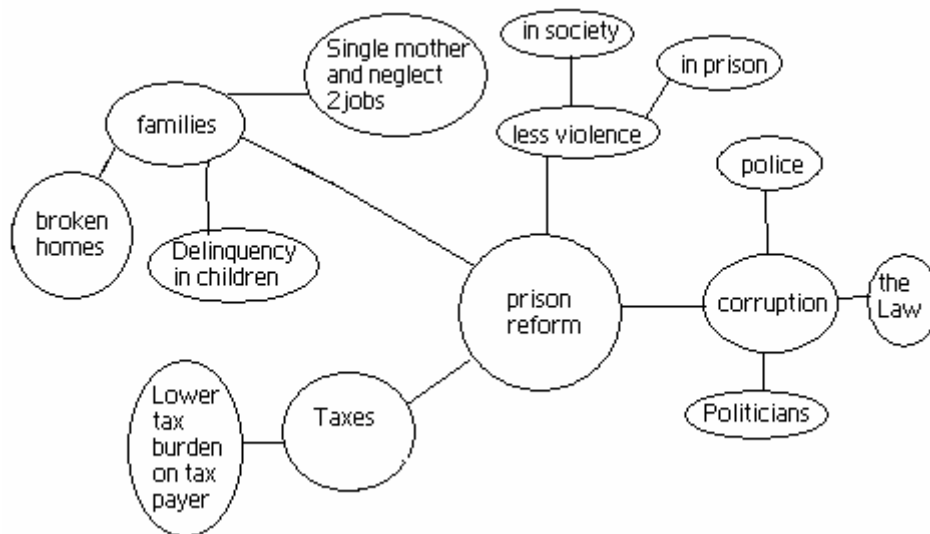
Freewriting is a method of writing wherein the writer does not worry about punctuation, grammar, spelling, fragments of sentences, or any other "normal" thing that is generally not acceptable in a formal paper. The writer must never stop to think about what she is writing. The writer must not stop writing for the allotted time. The writer must not worry about how long he has been writing. Therefore, some method of pre-determining how to indicate that the allotted time has elapsed must be ensured before the writer begins to write.

Example of Freewriting:

I live by the woods. where he stat Who cares where he sat I need a new car so I can go to the mall and by the new hey where is my cat car cat cat cats are the best pets in the world bad men took my cat away yesterday because they are mean you know what i mean . No body ever knows what I mean I want some ice cream may be some vanilla. Where was I oh yedssssssssssssssssssssssssss no yes the world has become a bad place. I need to write about that

Diagramming:

Diagramming is a method of graphically arranging or representing the main issues or topics of a paper, story, essay, etc. The assumed main topic is placed in the center of the paper and the sub-topic is connected to it. Then the even lesser topics are connected to each sub-topic to which they belong. This method of connecting the ideas and their sub-components helps the writer often see how each topic relates to the other topics.



Brainstorming:

Brainstorming is a method of LISTING ideas that come to the mind of the reader of the essay/story OR the writer of the paper. In each case, **unlike freewriting**, the person using brainstorming **should** think about the ideas he is listing. He should just list **all** of the ideas that come to him when he is doing brainstorming. After the writer feels confident that she has listed all of the ideas relevant to the paper being written or the story/essay being read, the list can then be analyzed to evaluate each point's relevance.

Example of brainstorming:

bad world
cars
pollution
trash
waste
garbage
no space to contain it

Outlining:

Once you have decided how your paper will be organized then you may proceed to **outline** the information. An **outline** should serve as a guide as you write (or to help you understand the structure of something you have read). The **outline** should not be viewed as "set in stone" or unchangeable. The outline should be viewed only as a guide to help you organize your paper and thoughts. You may need to change the format of your **outline** several times as you re-organize your paper during the drafting and revision process. **Outlining** is a thought-out/analyzed placement of the topics. This list moves from the main point to the lesser points to the even lesser points. What follows below are examples of **outlines**.

Example 1:

Thesis Statement:

I. First main idea

A. First subordinate idea

1. First example or illustration
 - a. First supporting detail
 - b. Second supporting detail
 - c. Third, Fourth, Fifth, etc. supporting detail
2. Second example or illustration
 - a. First supporting detail
 - b. Second supporting detail
 - c. Third, Fourth, Fifth, etc. supporting detail (**if needed**)
3. Third, Fourth, Fifth, etc. example or illustration (**if needed**)

B. Second subordinate idea

1. First example or illustration
 - a. First supporting detail
 - b. Second supporting detail

II. Second main idea.

Microsoft word Help:**Formatting a 1" margin**

1) Go to file 2) Select page setup 3) Click the margins tab if need be 4) Look at the “Top”, “Bottom”, “Left”, “Right” boxes and make sure each one indicates a 1. If it does not, then change it so that it does.

Formatting your header

1) Go to View 2) Select Header and Footer 3) The header/footer will appear 4) Select Align right 5) The cursor should now be blinking on the right hand of the page 6) Type your last name 7) hit the space bar one time 8) Click the # symbol on the tool bar. This will automatically put page numbers after your name 9) Click the close button on the tool bar.

Formatting your paper for either single or double spacing

1) Go to Tools 2) Click Customize 3) Click Commands 4) Click Format 5) On the right side of the new window there will be a list of commands. 6) Scroll down the list of commands until you see the double space tool 7) Drag the double space tool up into the regular tool bar 8) Drag the single space tool up into the regular tool bar 9) Close the Customize window 10) Hold down the control key and press “A”. This will select the whole document 11) Click the double space tool icon. Every thing will now be double spaced. Note: If you want to single space everything then repeat step 10 and then click the single space icon.

Note: You may not have to “grab” the single/double space icons if they are already present on the primary tool bar.

Tricks

(**Note:** If this confuses you then do not attempt it as it will cause you many problems if you do not do it correctly.)

If you find yourself constantly using a word over and over again then it might make sense to not have to continually write it out. (Like a hard to spell author’s name). What can you do to not have to do this? Simple. Follow these steps. 1) Click on Tools 2) You may have to click the expand button at the bottom of the drop down menu 3) Click on the AutoCorrect options 4) Put a single key stroke in the replace box 5) Put the word that is continually being used in the with box 6) Close the AutoCorrect window (*Here is an example.* I use either the ` key (located next to the 1 key) or the 1 key for this. I know that I will most likely not need these key strokes.)

REMEMBER to remove this from the auto correct list or else you may get something like....

Plato23 in the Red Badge of Courage came to startling Feldspar is a geological mineral comprised of the Red Badge of Courage...etc.)

Problem

Your whole line/ paragraph/ paper shifts to the right when you hit tab. **Solution:** On the line that you want to tab AT the beginning of this line put the cursor. Now hit the return key ONE TIME. This will trick Microsoft Word [all rights reserved ;)] into thinking that you have begun a new line. Problem....Now when you perform spelling/grammar check it will think these two places have some sort of grammatical error. Use your best judgment at this point regarding grammar/ spelling.

Problem

The last line or couple of lines jumps to the next page. This is a problem because it will cause your bottom margins to be wrong. This means that your bottom margin will be too big. This will cause you to lose 5pts. per error. **How do I fix this problem?** The fix is simple. You need to turn off the widow/ orphan paragraphing. Follow these simple steps to do this.

- 1) click format on the tool bar
- 2) select Paragraph...
- 3) a new window will pop up. This window is called the Paragraph window.
- 4) click the **Line and Page Breaks** tab
- 5) click the Widow/ Orphan control box so that it is not selected.
- 6) now close the Paragraph window.
- 7) save the document.
- 8) you are done.

Syllabus/ Assignments
1301 Spring 2009 Blair 6th ed.

Note: Subject to change

Key: CD= Class Discussion GW= Group Work
(B)= Blair (CD)=Compact Disk

Education, Theory, and Practice

Week 1: Introduction and first readings

21 Jan. W Introduction & Syllabus; ■ Diagnostic Essay; ■ What is a (Syn)thesis? ■ What is a (R)esponse? ■ What is a (S)ummary? ■ How to (S/R) homework. ■ How to format homework

MLK



Deams

Hw: **Read** (CD) “Myth of the Cave” by Plato
(CD) “Why Colleges Shower Their Students with A’s” by Brent Staples
(CD) “When Learning Hurts” by Aaron M. Shatzman
(CD) “War Against Testing” by David W. Murray
(B) Pink, Daniel H. “School’s Out” {pg. 91}
(B) Angelou, Maya “Graduation” {pg. 103}

Write 1pg. (Syn/R) combining all of the readings

23 Jan. F CD: Discuss Readings

Hw: **Read** (CD) “American Scholar” by Ralph Waldo Emerson

Write ½ pg. (S) & ½ pg. (R)

Week 2: Education: The Pinnacle and The Pit

26 Jan. M CD: Discuss reading ■ Freewrite ■ How to Peer Critique. ■ What is a group?

Hw: **Re-read** “American Scholar”

Write Expand ½ pg. (S) of “American Scholar” to 1 pg.
Expand ½ pg. (R) of “American Scholar” to 1 pg.

28 Jan. W CD: Free writing & Brainstorm; ■ Discuss Reading ■ Critique 1 pg. (S) & 1 pg. (R) of “The American Scholar” ■ GW: Discuss Readings; Freewrite ■ CD: *TEST* on “The Paragraph”

Hw: **Read** (CD) Discipline & Punish by Michel Foucault

(CD) The Paragraph

Write 1pg. (Syn) of Discipline & Punish

Freewrite 1pg. over Discipline & Punish

30 Jan. F CD: How to Critique; Role of education ■ GW: Idea invention; Critique Hw
■ GW: Critique 1pg. (Syn) of Discipline & Punish

Hw: **Continue Reading** Discipline & Punish

Write 1pg. (R) to Discipline & Punish

Revise 1pg. (Syn) of D&P that was critiqued in class

Week 3: The interplay of Government and Society

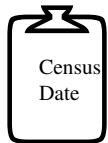
02 Feb. M CD: Discuss Reading ■ CD: Possible Class discussion of revised Critique

Hw: **Read** (CD) Pedagogy of the Oppressed by Paulo Freire
(CD) “On The Uses of a Liberal Education: Lite Entertainment for Bored College Students” by Mark Edmundson**Write** 1¶ (S) & 1pg. (R) of Pedagogy of the Oppressed
½ pg. (R) to “On The Uses of a Liberal Education:...”**Society: Dust & Shadows**

(Unity, Fear, Desire, Grey People, Stasis, Control, Versus The One, Consensus, Average, The Gaze)

What do we do when the Force of Society Dominates and controls The One making a uniformity and sameness for all. All men were created equal in other words the same, er..what I mean is, average. Are people the same? How does Fear control us? Who do we fear? Why is fashion a corruptive force? Panopticon. We are watching. Time is the killer. Are tests good? What is standardizing The Nation mean? What is your place on the Bell Curve? Who will you be...the Other OR your-self? Peer Pressure. Liquidation. Language control.

04 Feb. W CD: Discuss Government, Society, force etc. ■ CD: Discuss Audience and how to factor into one's paper. ■ GW: Reading Discovery ■ CD: Discuss How to Cluster Diagram

Hw: **Read** (B) Wright, Richard “The Library Card” {pg. 427}
Write ½ pg. (Syn) & ½ pg. (R) for “The Library Card”**Read** (B) Holt, John “School is Bad for Children” {pg. 86}
Write 2¶ (Syn) & ½ pg. (R) for “School is Bad for Children”**Read** (CD) “Reflections from a Life Behind Bars: Build Colleges, not Prisons” by James Gilligan
(CD) “Witness to an Execution” by Terry FitzPatrick06 Feb. F CD: What is the Draft, The Outline ■ CD: Possible test over Gilligan and FitzPatrick ■ GW: Discuss reading; Group summary; Possible Critique ■
CD: **List out** topics for first paper on board.Hw: **Read** (B) Staples, Brent “Just Walk on By” {pg. 450}
(B) Andrew Curry “Why We Work” {pg. 495}
(B) Blakely, Edward J. & ... “Putting Up the Gates” {pg. 314}
(B) Winn, Marie “Television: The Plug-in Drug” {pg. 231}
(CD) “Chimney Sweeper” by William Blake**Write** 1 pg. (R) all readings Topic: Social Forces

Essay #1

Week 4: Summary not Surplus: Organize your Paper

09 Feb. M CD: Discuss **Feminism** ■ CD: The Thesis; Organization; The Paragraph ■ GW: Create a Thesis, Read to Class ■ GW: Discuss Readings ■ GW: Idea invention for Essay #1 ■ CD: Listen to George Carlin

Hw: **Read** (CD) “Four Letter Words Can Hurt You” by Barbra Lawrence
 (B) Tannen, Deborah “Marked Women, Unmarked Men” {pg. 393}
 (B) Hochschild, Arlie “The Second Shift” {pg. 505}
 (CD) Writing Red an Anthology ed. by Charlotte Nekola and Paula Rabinowitz

Write 1 pg. (Syn) of all readings
 ½ pg. (R) to George Carlin --Topic Focus: Language as Control

11 Feb. W CD: The Audience; Government & Society ■ CD: Discuss readings ■
 CD: Discuss the 6 page essay ■ GW: Brainstorm readings, finding a topic,
 finding a thesis

Note: Remember Organization tactics, Flow, stay on topic, Logic, do not be
 Vague, no Slang Etc.

Hw: **Write all 6 pages of Essay #1** Draft #1 due on Fri.

13 Feb. F CD: The Thesis; Organization; The Paragraph ■ CD: Questions? Comments? ■
 GW: Peer Critique Draft #1 (2 per. member approx.) ■ Formulate 10 Questions for
 members about each draft you critique.

Hw: **Make a new** Draft #1 of your 6pg. essay due on Monday

Week 5: Order: Why is it important? How to improve your paper

16 Feb. M CD: How did it go? What happened? ■ CD: What to do to write a Draft;
 Brainstorm ■ GW: Look at Organization; Is each ¶ on topic? ■
 GW: Critique Draft “#2”

Hw: **Combine** both Draft 1 papers to create Draft #3 due on Wed.

Read (CD) “Personal Identity” ed. by Lewis Myers
 (CD) “Social Reality” ed. by Lewis Myers
 (CD) “Trees” by Hermann Hesse
 (CD) “Characteristics of the Perfect Man”

Write 1pg. (S) of all major concepts in the readings

Essay #1 due 18 Feb. Wednesday

Living True as Self-fulfillment, Individualism, & Moral Action

18 Feb. W ◆ **Due Essay #1**

CD: Responses to questions; Discuss new reading; ■ CD: Discuss new section ■
GW: Brainstorm Moral Action

Hw: **Read** (CD) “On the Rainy River” by Tim O’Brien,
Write 1pg. (Syn) and 1pg. (R)

20 Feb. F CD: **Boxing the Scene** exercise

Hw: **Revise** 1pg. (Syn) of “On the Rainy River”

Write by hand a discussion of how you revised synthesis

Read (CD) “Politics and Music” by Laurie Anderson
(CD) “Natural History” by E. B. White

Write 2pg. (R) of “Politics and Music”, “Social Reality”, “Personal Identity”, “Natural History”, and “Characteristics of the Perfect Man” as related to **The Community of Individuals**.

Week 6: Keeping the promise. Make sure you stay on topic

23 Feb. M CD: Finish **Boxing the Scene**, and discuss topics ■ CD: Discuss Revision tactics ■
CD: Read to class Laurie Anderson ■ GW: Discuss “Politics and Music” ■
CD: Report-out groups findings from group on “Politics and Music”

Hw: **Read** (CD) Ralph Waldo Emerson “Self Reliance”
Write 2pg. (S) of “Self Reliance”

25 Feb. W In-class Essay #1

Hw: **Read** (CD) “Grammar Lesson” by Steve Kowit
(CD) “Blue Winds Dancing” by Tom Whitecloud
(CD) “How to Write the Great American Indian Novel” by Sherman Alexie

Generate a Typed list of at least 15 questions relating to confusion, interesting points, or problematic areas in “Self Reliance” **Note:** Questions must be serious, pertinent, & focused on “Self Reliance”


Handwrite a discussion of how the in-class essay went. What could you do to improve? What did you not do that you should have done? What did you do that worked? What did you do that did not work? What will you do next time? (**See Mar 9th**)

27 Feb. F CD: How did it go?---Freewrite share ■ CD: Use looping to Freewrite again ■
CD: How to approach in-class essay ■ GW: Idea invention for in-class essay (how to approach writing one) & report out to whole class ■ GW: Discuss “Self-Reliance” and write down confusions ■ CD: Discuss “Self-Reliance”

Hw: **Read** (CD) “Who Cares about the Renaissance?” by Leslie S.P. Brown
(B) Eighner, Lars “On Dumpster Diving” {pg. 454}
(CD) Reading the Male Body as Text by Philip Culbertson
(CD) The Grapes of Wrath by John Steinbeck

Write 2pg. (R) to all readings Topic: Modern Society & the Freedom to be Unique.

Cluster Diagram main points of essays/stories by Brown, Eighner, Culbertson, Steinbeck

Week 7: Halfway!!! Where are we going? Focus, Focus, Focus 

02 Mar. M CD: Discuss List of questions for Self Reliance ■ CD: Explain Cluster Diagram as reminder of same ■ CD: Discuss previous readings (Brown, Eighner, Culbertson, Steinbeck)

Hw: **Freewrite** about space **Note:** Do this before reading “Hic Jacet”

Read (CD) “Hic Jacet” by Robert Harrison

Brainstorm “Space/Place”; link brainstorm to previous section (i.e. living true, individualism, moral action)

Man as Created by Space: The Effects of Space: Creation of Place

Where does the human fit in the place he creates? Does his space that he creates in turn create him? Who are we? Where are we going? Where is our space taking us? What kind of society do we create by our space?

04 Mar. W CD: What effect does space have on society? ■ CD: Begin discussing Robert Harrison, “Hic Jacet” Can we think of space in different ways? ■ GW: Get in groups and discuss Robert Harrison essay. ■ Come up with a group evaluation of this essay. ■ CD: Share with class, group discussions

Hw: **Write** 2 pg. (**R**) of Robert Harrison: have 1¶ at the end linked to Self Reliance as a discussion of both readings.

06 Mar. F CD: Continue discussion of “Hic Jacet”

Hw: **Write** 1pg analysis of current society as related to spaces.

Essay #2

Week 8: What is writing? Why do we write? How do we move from thought to the written word? Academic Writing.

09 Mar. M **In-class Essay #2**

Hw: **Write** about what you did different this time for the in-class essay. What you did right/wrong, etc. (**See 25 Feb. assignment**)

Generate a Typed list of 15 questions/ concerns about “Hic Jacet” and point out any interesting things.

11 Mar. W CD: Discuss in-class essay ■ GW: Unify concepts aim at generating paper topics ■ GW: List out concepts learned in this section ■ CD: Create Bubble Diagram of paper and list concepts related to it. ■ CD: Make tentative thesis and write intro. ¶ for your paper. ■ GW: How will you tie concepts together/ What is the order of your paper’s topics?

Hw: **Write** 3 pages of your 6 page essay due Friday

13 Mar. F GW: Critique Draft #1

Hw: **Write** 1pg. (**R**) What did the comments on your paper do to you and for you?

Revise Draft #1 and add 3more pages for a complete 6 page essay (Due. Monday)

16 Mar. — 20 Mar.



Week 9: Tugging the Idea into Shape --How do you keep the promise to your readers?

23 Mar. M CD: Why was writing 3 pages easier than 6 all at once? ■ CD: **Round Robin**
(Flow of paper) **Switch** and check flow of paper. ■ GW: **Pair Critique**

Hw: Revise Draft #2 → → **Final due Wednesday**

Identity *Essay #2 due 25 Mar. Wednesday*

Begin History of Love

25 Mar. W ◆ **Due Essay # 2**

■ CD: Discuss History of Love and the concepts found throughout it.

Hw: **Read** History of Love pgs. 3-64

Brainstorm about the concept of Loss

Write 1pg. (S) to reading

1pg. (R) to reading

27 Mar. F CD: Discuss society and power relations ■ GW: Form groups and analyze the reading ■ Make a list of topics and concepts found

Hw: **Read** History of Love pgs. 65-109

Bubble Diagram connections for 5 major concepts of pgs. 65-109 **AS** related to Identity.

What makes us who we are?

Week 10: Develop the idea and the concept NOT the fluff---LIFE Note: 03 April last day to drop

30 Mar. M CD: HoL

Hw: **Read** History of Love pgs. 110-169

Write complete (S) of what was read

Note: This is a test to see how much information the student can glean from the text.

Write 1pg. (R) Topic: comparison of community: big city vs. small.

01 Apr. W GW: Discuss the destructive results of traditional thought, Patriotism, following popular trends ■ GW: What does conformity do to a society?

Hw: **Read** History of Love pgs. 170-252

Brain Storm concepts covered in History of Love

Freewrite Topic: Humans need others.

Write 1 pg. (Syn) Topic: Bravery as related to Loss and Loneliness

03 Apr. F CD: Discuss honor, duty, loyalty, bravery ■ GW: What role does friendship play as related to power?

Hw: **Read** (B) Ravitch, Diane "You Can't Say That" {pg. 155}

Write 1 pg. (R) Topic Focus: Written language as speech act

Read Plato's Phaedrus pgs. 1-40

Note: Last day to drop

Week 11: Connecting the Ideas: The brain spins-up into action!

06 Apr. M CD: Discuss Readings; Share Hw ■ GW: Possible Group work

Hw: **Read** Plato's Phaedrus pgs. 40-75

Write 1 pg. (**Syn**) Linking History of Love to Phaedrus Topic Focus: love as illusion

Read (CD) "Subculture: The Meaning of Style" by Dick Hebdige

Write 1 pg. (**Syn**) of "Subculture: The Meaning of Style"

Research bring to class printed and read material (1 to 2 pgs. only) on the difference between Eros and Aphrodite

08 Apr. W CD: Discuss Concepts covered so far ■ GW: **Critique** 1 pg. **Syn** of HoL and Phaedrus

Hw: **Read** (CD) Sleepy Time Gal by Gary Gildner

(CD) Happy Endings by Margaret Atwood

(CD) How to Talk to Your Mother by Lorrie Moore

(CD) A Worn Path by Eudora Welty

Write 1 pg. (**S**) combining all of the readings

1 pg. (**Syn**) of the concepts

10 Apr. F CD: Discuss Readings; Possible GW

Hw: **Read** (CD) A Rose for Emily by William Faulkner

(B) Gordon, Susan "What Nurses Stand For" {pg. 526}

Write 2 pg. (**R**) Topic Focus: Current culture's Identity as influenced by the Past. **Note:** Make sure to include concepts from both readings.

Week 12: Relating readings to Academia and the world in general

13 Apr. M GW: Discuss Rose for Emily as related to History of Love ■ GW: Discuss History & the Past as it affects current society => give examples of such

Hw: **Read** (CD) Poem Selection

Write 1 pg, (**S**) of concepts found in poems as related to Identity

1 pg. (**R**) Topic Focus: Keeping our Culture and Identity

15 Apr. W CD: Discuss Poem Selection

Hw: Exercise 1

17 Apr. F GW: Begin work on paper

Hw: Drafting in response

Week 13: Circular Reasoning: How to avoid false logic: Possible In-Class Essay Exam

20 Apr. M CD: Discuss topics and society ■ CD: Create Thesis ■ CD: Discuss reading

Hw: **Write** Outline for paper.

Write 1 pg. discussing reason for the way you want to lay-out your paper.

Write 1 pg. discussing problems areas and how you plan to over come them.

22 Apr. W CD: List topics on board ■ GW: Get into groups and discuss concepts ■ CD: Get in whole class and share concepts furthering and extending ideas ■ GW: write intro paragraph and share with group

Hw: Write Draft #1 of last 6 pg. essay

24 Apr. F CD: Problems? Solutions? ■ GW: Critique Draft #1

Hw: Revise Draft #1

Week 14: Home Stretch

27 Apr. M CD: Problems? Questions? ■ GW: Pair-Critique Draft #2 ■ Formulate 10 questions about the paper you are critiquing and give those questions to the person who owns the paper for which you generated those questions.

Hw: Revise Draft #2 Final draft due Wednesday

Essay #3 due 29 Apr. Wednesday

29 Apr. W CD: ♦ **Due Essay # 3**

01 May F CD: Visual Presentations (Flash/Comp/Film)

Week 15: The Pupil becomes the Master, Enlightenment comes from within 

04 May M Wrap-up

06 May W Wrap-up

08 May F Wrap-up Last day of Class  Note: May 9th- 15th Final Exams