

Instructor: Kevin Pajak
Office: 101 Carlisle Hall
E-mail: k_pajak@hotmail.com
Phone: (817) 272-2692
Forum: <http://www.writershut.proboards.com>

English 1301 MWF · Fall 2009
Office Hours: 9:50-10:50 MWF
9:00-9:30 T-Th
Or by appointment

Required Texts:

- The Blair Reader: Exploring Contemporary Issues 6th edition
- Deep Economy by Bill McKibben
- MLA Handbook 7th edition
- 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

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.

The Forum

Students will interact with each other on a regular basis through the use of a forum. I will pass around the rubric for use of the forum.

Writing is a process: You will learn the processes through which you must go in order to produce a spectacular paper. **always remember that writing is a process!**

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 .7 inches or .8 inches (depending upon your printer). This will give you a 1" printed margin around the whole paper. 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 In-class Essay Exam, Discussion & Dialogue, Group Critiquing & Analysis, Forum work, and a Conference. Essay projects include not only the final version of your paper, **but also any notes, drafts, critiques, brainstorming, 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. *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.

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 | | |
| 10% | Essay Exam (If you get a Z on this then you will receive a Z for the course) | | |
| 8% | Discussion & Dialogue | | |
| 8% | Group Critiquing & Analysis | | |
| 10% | Forum - Discussion, analysis, and writing | | |
| 4% | Conference | | |

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. Grades are deducted 5 points per day late.

Group Critiquing & Analysis:

Lack of homework hampers and obstructs a student's ability to properly interact in a group setting. Therefore, his Group Critiquing & Analysis grade will be reduced accordingly. The Group Critiquing & Analysis 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 analysis put into working with others' papers, and clarity and preciseness of the comments written on group members' papers.

Discussion & Dialogue:

The Discussion & Dialogue 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 requirements of the coursework and your needs in completing the same. It is your responsibility to keep abreast of class progress. 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 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.

Student Conduct

According to the Code of Student Conduct and Discipline, “students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook of Operating Procedures, Ch.2, Sec.2-202). Examples of such conduct in a classroom would include any of the following:

- Conduct that poses a significant threat of danger and/or physical harm to members of the University community.
- Negative words or individual behaviors that cause another to become concerned with his or her personal safety.
- Distractions involving cellular phones during classroom lectures
- Excessive chattering, tardiness and blatant inattentiveness that distracts or disturbs the instructor or other students.
- Intimidating or harassing statements that affects the living, working, and teaching of students, faculty, and staff.

More information on dealing with disruptive student conduct can be located on their website: www.uta.edu/studentaffairs/judicialaffairs.

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

Summary: (a tool for learning)

Condense -- The summary should condense the major points and possible 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.

Density-- The summary should include as much information from the original text as possible without repeating information. The summary 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 summary 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 summary 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: (a tool for understanding)

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?

These are merely sample prompts. I believe that you are more than capable of forming you own. Of course, any claims made should give reasons.

(S) 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 **(S)** before the title indicates that this is a summary. If it were a response then you would put **(R)**. If it were a summary/response then you would put **(S/R)**. You will also notice that this is double spaced.

Your homework must fill the whole paper to count as completed.

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

No examples

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" **printed 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, yours**
 - 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 MLA standards → minus 5pts per error type (e.g. 1" **printed margin**)
- 9) 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.

Note: Subject to change

Education: Theory and Practice

Week 1: Introduction and first readings

24 Aug. M Introduction & Syllabus; Diagnostic Essay
How to format homework
What is a **(R)**esponse?
What is a **(S)**ummary?
How to **(S/R)** homework

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. **(S/R)** combining all of the readings

26 Aug. W CD: Discuss reading, Freewrite
How to Peer Critique
What is a group?
GW: Critique Read pg. **S/R**

Hw:**Read** (CD) Discipline & Punish by Michel Foucault
Read (CD) The Paragraph
Write 1pg. **(S)** of Discipline & Punish
Write 1pg. Freewrite over Discipline & Punish

28 Aug. F CD: Free writing & Brainstorm; Discuss Reading
Critique 1 pg. **(S)**
TEST on “The Paragraph”

Hw: **Continue Reading** Discipline & Punish
Write 1pg. **(R)** to Discipline & Punish
Revise 1pg. **(S)** of D&P that was critiqued in class

Week 2: Education: The Pinnacle and The Pit

31 Aug. M CD: Idea invention; Role of education
GW: Critique 1pg. **(R)** of Discipline & Punish
GW: Discuss (Topic: Education as Control)
CD: Whole class discussion about D&P
↳ power and control
↳ apprentice, masters, and knowledge

Hw: **Re-read** Discipline & Punish
Write Type a list of 15 areas that cause you difficulty.
Refer to them by paragraph and page.
Read (CD) “On The Uses of a Liberal Education: Lite
Entertainment for Bored College Students”
by Mark Edmundson
Write ½ pg. **(R)** to “On The Uses of a Liberal Education:...”

02 Sep. W CD: Final day of Discussing D&P
GW: Topic (What is the function of
education & How does the education
system function today? **Re:** liberal education
CD: Bubble Diagramming (How To)

Hw: **Read** (CD) Pedagogy of the Oppressed by Paulo Freire
Write 1 ¶ **(S)** & 1pg. **(R)** of Pedagogy of the Oppressed

04 Sep. F CD: Discuss Reading
CD: Possible Class discussion of revised Critique
CD: Discussion of Society, its power, its control,
its domination of people, laughter, monuments
monuments to..., **Rituals** as control,
the past as control on the present, the Beast.

Hw:**Read** (B) Holt, John “School is Bad for Children” {pg. 86}
Write 2¶ **(S)** & ½ pg. **(R)**

Read (B) Wright, Richard “The Library Card” {pg. 427}
Write ½ pg. **(S)** & ½ pg. **(R)**

Or...

Read (CD) “Reflections from a Life Behind Bars: Build
Colleges, not Prisons” by James Gilligan
(CD) “Witness to an Execution” by Terry FitzPatrick
Read (CD) “Imelda” by Richard Seltzer
Write 1 pg. **Topic Focus:** Judgments of others as social
coercion/control.

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.

Week 3: The interplay of Government and Society

10 Sep. 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) Staples, Brent "Just Walk on By" {pg. 450}
(B) Andrew Curry "Why We Work" {pg. 495}
(B) Blakely, Edward "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

12 Sep. 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) Milgram, Stanly "The Perils of Obedience" {pg.764}
(B) Robbins, Tim "A Chill Wind is Blowing in This Nation" {pg. 206}
(B) Ravitch, Diane "You Can't Say That" {pg. 155}
Write 2 pg. (R) **Topic Focus:** The belief that to obey is good & that people should obey the government, the law, family, bosses, tradition, history, etc.

Essay #1

Week 4: Summary not Surplus: Organize your Paper

14 Sep. 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 Tape

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. (S) of all readings
½ pg. (R) to George Carlin Topic: Language as Control

16 Sep. 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: **Assign all 6 pages of Essay #1** Draft #1 due on Fri.

18 Sep. 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: **Revise** Draft #1 **due** Monday



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

21 Sep. 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: **Revise** Draft #2 Final draft due on Wednesday
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 23 Sep. Wednesday

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

23 Sep. 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. (S) and 1pg. (R)

25 Sep. F CD: **Boxing the Scene** exercise

Hw: **Revise** 1pg. (S) 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

28 Sep. 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"

30 Sep. W **In-class Essay #1**

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

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

02 Oct. 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) and report out
GW: Discuss "Self-Reliance", 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 Focus:** 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



05 Oct. 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 Fredric Jameson's essays.

Read (CD) "Bonaventure Hotel", "The New Machine", and "The Aesthetic of Consumer Society" by Fredric Jameson

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?

07 Oct. W CD: What effect does space have on society?
CD: Begin discussing Bonaventure Hotel et al.
Can we think of space in different ways?
GW: Get in groups and discuss Fredric Jameson's essay.
Come up with a group evaluation of this essay.
CD: Share with class, group discussions
CD: Begin discussing Robert Harrison, "Hic Jacet"

Hw: **Write** 1pg. (S) of Fredric Jameson's "Bonaventure Hotel", "The New Machine", and "The Aesthetic of Consumer Society"

09 Oct. F CD: Continue discussion of "Bonaventure Hotel et al."

Hw: **Read** (CD) "Hic Jacet" by Robert Harrison
Rewrite (S) of Fredric Jameson's essay in light of new information gained from class discussion. **Note:** The rewrite must be substantially different from original (S)

Essay #2

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

12 Oct. M GW: Discuss: What is the function of place?
How do people own place?
What is the function of grounding?
CD: Discuss "Hic Jacet"

Hw: **Write** (R) **Topic Focus:** Effects of non-unique buildings on Society

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

In-class Essay #2

Write about what you did different this time for the in-class essay. What you did right/wrong, etc. **see 30 Sep. assignment**
Generate a list of 15 questions/ concerns about "Hic Jacet" and point out any interesting things. **Typed**

14 Oct. 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

16 Oct. 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 (**Final Draft Due. Monday**)

Essay #2 due 19 Oct. Monday

Culture: Reorienting toward a Bright Future (Chose - bright or dark/ Life or Death)

What is the function of technology? Kapitalism. Why do we produce? Can we own the Earth? Pollution of our future. Technology as destroyer of Humanity. I can't breath. The Junk Man Cometh. My brain vs. tech brain. Memory in one gigabyte. I forgot who I am. The World Wide Web of Deceit. Do we need Stuff? War. Famine. Who are our gods now? Isolation. Capital idea. The Business Machine. The Death of Daddy Industry. Open up the free ways. What is a Megalopolis? Triumph of the Cycle. Nature and Man. Selfish equals eradication of life. The Revolt of the Masses by José Ortega y Gasset's. Massman.

Begin Deep Economy

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

19 Oct. M **◆ Due Essay # 2**

CD: Discuss Culture

Are you free or controlled by the new dark gods?

Hw:**Read** (CD) "The Whimper of Whipped Dogs" by Harlan Ellison

Write 2 pg. (R) Who are the gods we worship and what have they asked us to forget? Who is your master? Will you kill (**metaphorically speaking of course**) for your new gods when they call for sacrifice?

21 Oct. W CD: Discuss "The Whimper of Whipped Dogs"

GW: List topics found in reading and discuss

Where is your loyalty placed?

Hw:**Read** Deep Economy pgs. 1-45 Chapter 1

Brainstorm about the concept of Production

Write 1pg. (S) to reading

1pg. (R) to reading **relate to science**

23 Oct. F CD: Discuss society and power relations

GW: Form groups and analyze the reading
make a list of topics and concepts found

What makes us who we are?

Hw:**Read** Deep Economy pgs. 46-94 Chapter 2

Bubble Diagram the connections of 5 major concepts of pgs. 46-94 as related to Production - Consumption/ Local Markets/ Cheaper is not better/ Cuba.

Week 10: Develop the idea and the concept NOT the fluff---**LIFE Note: 30 October last day to drop**

26 Oct.. M CD: Deep Economy

Hw:**Read** Deep Economy pgs. 95-128 Chapter 3

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 Focus:** Comparison of Community: Individuality vs. Group Think as Erasure of the Individual

28 Oct. W GW: Discuss the destructive results of traditional thought, Patriotism, following popular trends

GW: What does conformity do to a society?

GW: Should we trust the Government? What about World Government?

Hw:**Read** Deep Economy pgs. 121-176 Chapter 4

Brain Storm concepts covered in Deep Economy

Freewrite Topic: Needs versus Satisfaction.

Write 1 pg. (R) **Topic Focus:** Us vs. Them-- World Government & money.

30 Oct. F CD: Discuss the Future of the world

CD: Discuss building practices

Last day to drop
GW: Production and Industrialization as related to power?

Hw:**Read** Deep Economy pgs. 177-232 Chapter 5

Write 1 pg. (R) **Topic Focus:** Globalization. The Future

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

02 Nov. M CD: Discuss Readings; Share Hw

GW: Possible Group work

Hw:**Read** (1)How computers change the way we think
Technology Language and Identity

Steinbeck Grapes of Wrath

Write 1pg. (R) to technology and its effects on Culture

04 Nov. W CD: Discuss Technology

GW: Discuss Society

GW: Make a list of concept and put them on the board

Hw:**Read** Machine fetishism Value and the Image of Unlimited Good by Alf Horngorg

Write 1 pg. (S)

06 Nov. F CD: Discuss reading

Hw: **Continue** reading article

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

09 Nov. M GW: Discuss **Machine fetishism Value and the Image of Unlimited Good** as related to Deep Economy
GW: Discuss History & the Past as it affects current society => give examples of such

Hw: **Write** 1 pg. (R) Topic Focus: Revising our Culture while keeping our Identity and individuality

11 Nov. W GW: Continue discussion

Hw: **Read** (CD) "Subculture: The Meaning of Style" by Dick Hebdige
Write 1 pg. (S) of "Subculture: The Meaning of Style"

Or...

Read a selection of Jean-Francois Lyotard from Inhuman
Write 1 pg. (R) to reading

Or...

Read (CD) Formation of the Intellectuals by Antonio Gramsci
Write 2pg. paper discussing the power of history and tradition to strip people of individuality and freedom of will.

13 Nov. F CD: Discuss topics and society
CD: List topics on board

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.

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

16 Nov. M CD: Create Thesis
CD: Discuss reading

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

18 Nov. W 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: **Revise** Draft #1

20 Nov. F CD: Problems? Solutions?
GW: Critique Draft #1

Hw: **Revise** Draft #2 Final draft due Monday
Essay #3 due 23 Nov. Monday

Week 14: Home Stretch

23 Nov. M **◆ Due Essay # 3**
CD: Problems? Questions?
CD: Go to Computer Lab and work on Forums

Hw: Forum Work

25 Nov. W CD: Movie - -> Sun, Death, and Water Cost

Hw: Have a good Thanksgiving and be careful



26-29 **Thanksgiving** Eat! Eat! Eat!



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



Final Exams 05 Dec. - 10 Dec.

30 Nov. M Video Log **Possible In-Class Essay #3**

02 Dec. W Rupture Movie

04 Dec. F Wrap-up Last day of Class 