

Instructor: Kevin Pajak
Office: 101 Carlisle Hall
E-mail: k_pajak@hotmail.com
Phone: (817) 272-2692

English 1301 MWF · Spring 2011
Office Hours: 10:00pm-11:00 MWF
Or by appointment

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

Required Texts:

- The Blair Reader: Exploring Contemporary Issues 6th edition
- Journal for Jordan by Dana Canedy
- 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.

In-class Essay: 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? This should be at least 2 pages in length.

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). 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, 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.

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 verbally during class, and it will be your responsibility to take note of and write down these revisions, or to contact a classmate.

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 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.

(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

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" 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 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:

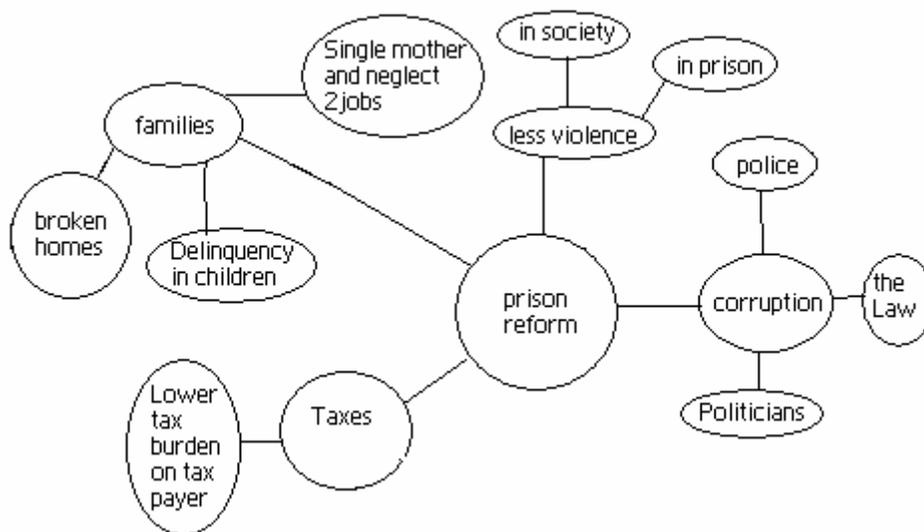
Freewriting is a method of writing wherein the writer does not worry about punctuation, grammar, spelling, fragments of sentences, or any other "normal" thing that is generally not acceptable in a formal paper. The writer must never stop to think about what she is writing. The writer must not stop writing 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 yedssssssssssssssssssssssssssssss 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 reorganize 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:**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.

Note: Subject to change

Education: Theory and Practice

Week 1: Introduction; Summary not Surplus: Organization & Invention

- 19 Jan. W 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. 87}
(B) Kozial, Jonathan “The Human Cost of an Illiterate Society” {pg. 164}
1. →**Write** 1pg. **(S/R)** combining all of the readings
- 21 Jan. F CD:Discuss Readings
- Hw:**Read** (CD) “American Scholar” by Ralph Waldo Emerson
2. →**Write**½ pg. **(S)** & ½ pg. **(R)**
-

Week 2: Education: The Pinnacle and The Pit

- 24 Jan. M CD: Discuss reading, Freewrite
How to Peer Critique
What is a group?
GW: Critique “American Scholar” both **S & R**
- Hw: **Re-read** “American Scholar”
3. →**Write** Expand ½ pg. **(S)** of “American Scholar” to 1 pg.
4. → Expand ½ pg. **(R)** of “American Scholar” to 1 pg.
- 26 Jan. W CD: Discuss reading, How to Freewrite
How to Peer Critique
What is a group?
- Hw:**Read** (CD) Discipline & Punish by Michel Foucault
Read (CD) The Paragraph
5. →**Write** 1pg. **(S)** of Discipline & Punish
6. →**Freewrite** over Discipline & Punish
- 28 Jan. F CD: Free writing & Brainstorm; Discuss Reading
Critique 1 pg. **(S)**
TEST on “The Paragraph”
- Hw: **Continue Reading** Discipline & Punish
7. →**Write** 1pg. **(R)** to Discipline & Punish
-

Week 3: Education: Learned Obedience of the Object

- 31 Jan. 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
8. →**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
Read (B) Holt, John “School is Bad for Children” {pg. 64}
9. →**Write** 1pg **(R)** for “School is Bad...” & “...Liberal Education”
Topic Focus: The duty of the student and what occurs in society today.

- 02 Feb. 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: Catch-up



Abandon
by Kevin Pajak
Ware the phantom, social beasts
With gnawing clashing teeth
They seek to take
all that makes Him free
So,
Run with abandon into life
by learning all you can.
Man
Is a measure of his race
Only through knowledge can He be... neither beast nor fowl
But uniquely He who stands, and walks, and thinks

04 Feb. F CD: Discuss Reading Hw: **Read** (CD) Pedagogy of the Oppressed by Paulo Freire
 CD: Possible Class discussion of revised Critique 10. →**Write** 1 ¶ (S) & 1pg. (R) of Pedagogy of the Oppressed
 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.

Society: Dust & Shadows (Unity, Fear, Desire, Grey People, Stasis, Control, Them versus The One +ΑΩ, 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 4: The interplay of Government & Society: We are as Educated

07 Feb. M CD: Discuss Government, Society, force etc. Hw: **Read** (CD) “Reflections from a Life Behind Bars: Build Colleges, not Prisons” by James Gilligan
 CD: Discuss Audience and how to factor into one's paper. 11. →**Write** 1 pg. (R) Topic **Focus:** Judgments of others as social coercion/control.
 GW: Reading Discovery **Read** (B) Staples, Brent “Just Walk on By” {pg. 354}
 CD: Discuss How to Cluster Diagram (B) Andrew Curry “Why We Work” {pg. 379}
 (CD) “Putting Up the Gates” by Edward Blakely
 (B) Winn, Marie “Television: The Plug-in Drug” {pg. 207}
 (CD) “Chimney Sweeper” by William Blake
 12. →**Write** 1 pg. (R) all readings **Topic Focus:** Social Forces

09 Feb. W CD: What is the Draft, The Outline Hw: **Read** (B) Milgram, Stanly “The Perils of Obedience” {pg. 639}
 CD: Possible test over Gilligan and FitzPatrick (CD) “A Chill Wind is Blowing in This Nation” by Tim Robbins
 GW: Discuss reading; Group summary; Possible Critique (CD) “You Can't Say That” by Diane Ravitch
 CD: **List out** topics for first paper on board 13. →**Write** 2 pg. (R) **Topic Focus:** The false belief that to obey is good & that people should obey the government, the law, family, bosses, tradition, history, etc.

11 Feb. F CD: The Thesis; Organization; The Paragraph Hw: **Read** (CD) “Four Letter Words Can Hurt You” by Barbra Lawrence
 (B) Tannen, Deborah “Marked Women, Unmarked Men” {pg. 294}
 (B) Hochschild, Arlie “The Second Shift” {pg. 415}
 (CD) “Story of an Hour” by Kate Chopin
 (CD) Writing Red an Anthology ed. by C. Nekola & P. Rabinowitz
 Readings by Mary Inman & Grace Hutchins
 14. →**Write** 1 pg. (S) of all readings
 15. →**Write** ½ pg. (R) to George Carlin

In-Class Essay homework assignment:

The following is a sample of the types of questions you should answer for this homework assignment. This homework assignment should help you understand your areas of strength and weakness. An in-depth analysis will allow you to know where to improve and what you did correctly. Therefore, if you desire to do well on the in-class essay, you will attempt to discover as much about your skills as possible. Knowing these things will improve your ability to successfully write an in-class essay.

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?

Essay #1

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

- 14 Feb. M CD: The Audience; Government & Society Hw: **Write 6 pg. essay**
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.
- 16 Feb. W CD: The Thesis; Organization; The Paragraph; Hw: **Revise** Draft #1 **due** Monday
CD: Questions? Comments?
GW: Peer Critique Draft #1 (2 per. member approx.)
Formulate 10 Questions for members about each draft you critique.

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

- 18 Feb. F CD: How did it go? What happened? Hw: **Revise** Draft #2 Final Paper due on Wednesday
CD: What to do to write a Draft; **Brainstorm** **Read** (CD) "Personal Identity" ed. by Lewis Myers
GW: Look at Organization; Is each ¶ on topic? (CD) "Social Reality" ed. by Lewis Myers
GW: Critique Draft #2 (CD) "Trees" by Hermann Hesse
(CD) "Characteristics of the Perfect Man"
1. → **Write** 1pg. (S) of all major concepts in the readings

Essay #1 due 21 Feb.

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

- 21 Feb. M **◆ Due Essay #1**
CD: Responses to questions; Discuss new reading; Hw: **Read** (CD) "On the Rainy River" by Tim O'Brien,
CD: Discuss new section 2. → **Write** 1pg. (S)
GW: **Brainstorm** Moral Action 3. → **Write** 1pg. (R)
- 23 Feb. W CD: **Boxing the Scene** exercise Hw:
4. → **Revise** 1pg. (S) of "On the Rainy River"
5. → **Write by hand** a discussion of how you revised Summary
Read (CD) "Politics and Music" by Laurie Anderson
(CD) "Natural History" by E. B. White
6. → **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.**
- 25 Feb. F CD: Finish **Boxing the Scene**, and discuss topics Hw: **Read** (CD) Ralph Waldo Emerson "Self Reliance"
CD: Discuss Revision tactics !!!!!**
CD: Read to class Laurie Anderson 7. → **Write** 2pg. (S) of "Self Reliance"
GW: Discuss "Politics and Music" Report out to whole class
-

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



28 Feb. M **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
8. →**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”
- Hw:**Read** (CD) “Who Cares about the Renaissance?” by Leslie S.P. Brown
(B) Eighner, Lars “On Dumpster Diving” {pg. 358}
(CD) Reading the Male Body as Text
by Philip Culbertson
(CD) The Grapes of Wrath by John Steinbeck (Chapter 23)
9. →**Write** 2pg. **(R)** to all readings **Topic Focus:** Modern Society & the Freedom to be Unique
10. →**Cluster Diagram** main points of essays/stories by Brown, Eighner, Culbertson, Steinbeck

- 02 Mar. W 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”

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

- 04 Mar. F CD: Discuss List of questions for Self Reliance Hw:
CD: Explain **Cluster Diagram** as reminder of same 11. →**Freewrite** about space **Note:** Do this before reading
CD: Discuss previous readings (Brown, Eighner, Culbertson, Steinbeck) Fredric Jameson’s essays.
Read (CD) “Bonaventure Hotel”, “The New Machine”, and “The Aesthetic of Consumer Society” by Fredric Jameson

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?

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

- 07 Mar. M CD: What effect does space have on society? Hw:
CD: Begin discussing Bonaventure Hotel et al. 12. →**Write** 1pg. **(S)** of Fredric Jameson’s
Can we think of space in different ways? “Bonaventure Hotel”, “The New Machine”, and “The
Aesthetic of Consumer Society”
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*”
- 09 Mar. W CD: Continue discussion of “Bonaventure Hotel et al.” Hw: **Read** (CD) “Hic Jacet” by Robert Harrison
13. →**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)**
- 11 Mar. F GW: Discuss: What is the function of place? Hw:
How do people own place? 14. →**Write** 2pg. **(R)** **Topic Focus:** Effects of non-unique
buildings What is the function of grounding? on Society
CD: Discuss “*Hic Jacet*” 15. →**Brainstorm** “Space/Place” and link brainstorm to
previous section (i.e. living true, individualism, moral action)
16. →**Type** a list of 15 questions/ concerns about “*Hic Jacet*” and point out any interesting things.

14 Mar. — 18 Mar.



Essay #2

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

- 21 Mar. M CD: Discuss in-class essay Hw: **Write** 3 pages of your 6 page essay due Wednesday
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?
- 23 Mar. W GW: Critique Draft #1 Hw: **Hand Write** 1pg. (R) What did the comments on your paper do to you and for you?
CD: Discuss Culture **Revise** Draft #1 and add 3more pages for a complete 6 page essay (**Final Draft Due. Friday**)

Death, Memory, and Suffering: Coming to terms with Self

How do people cope with loss? What is the function of Time? When emotions call us to suffer, to whom do we turn? How does society relate? Family structure as affected by the loss of a family member? I am Numb. Shutting down of ourselves when we can no longer cope. Identity bound up with the Other. The function of Burial. Past echoes onto Now. Rain and Dark memories calling in the echo chamber of Time. Is the death of a Grandparent different than the death of a friend? Why? How does loss relate to death?

Begin Journal for Jordan

25 Mar. F **In-class Essay #2**

Are you free or controlled by the new dark gods?

**Essay #2 due
28 Mar. Monday**

- Hw:**Read** (CD) "The Whimper of Whipped Dogs" by Harlan Ellison
1. →**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?
Write about what you did different this time for the in-class essay. What you did right/wrong, etc. **see** 06 Oct. **assignment**

Week 10: Develop the idea and the concept NOT the fluff---**LIFE Note: 01 April last day to drop classes**

28 Mar. M ♦ **Due Essay # 2**

CD: Watch **Youtube Video**

CD: Discuss “The Whimper of Whipped Dogs”

GW: List topics found in reading and discuss

CD: Discuss society and power relations as related to the Other?

Where is your loyalty placed?

Hw:**Read** (CD) “On the Fear of Death” by Elisabeth Kubler Ross
(CD) “Cool Air” by H.P. Lovecraft

(CD) “Witness to an Execution” by Terry FitzPatrick

(CD) “Happy Endings” by Margaret Atwood

Write 2pg (R) Topic Focus: The false desire for immortality

30 Mar. W CD:Discuss Readings; Share Hw

GW: Possible Group work

Hw: **Read** A Journal for Jordan pgs. 1–137 (i.e. Chapter 1–8)

Write 2pg. (R) **Topic Focus:** Loss of a family member, war, duty

01 Apr. F CD:Discuss book so far

GW: Discuss Society

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

Hw: **Read** A Journal for Jordan pgs. 159–271

(i.e. Chapter 9 through the Epilogue)

Write 2 pg. (S) of the major concepts contained in the book

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

04 Apr. M CD:Discuss the themes and topics

GW: Brainstorm concepts

Hw: **Read** (CD) “The Things They Carried” by Tim O’Brien

Write 2pg. (R) **Topic Focus:** Memory and Loss

06 Apr. W CD: Discuss War and Loss

Read (CD) “Sleepy Time Gal” by Gary Gildner

(CD) “The Furnished Room” by O. Henry

Write 2pg. (R) **Topic Focus:** Love and Loss

08 Apr. F CD: Discuss Love, Suffering, and Echoes of the past as effecting the now

GW: Diagram concepts covered so far

Hw:**Read** (CD) “Kansas” by Stephen Dobyns

(CD) “Imelda” by Richard Seltzer

(CD) Grapes of Wrath by John Steinbeck

(chapter 9 & 11)

Write 2 pg. (R) Effects of the past as related to Death and Loss

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

11 Apr. M CD: Discuss reading

CD: Discuss topics and society

Hw: **Read** (CD) “An Occurrence at Owl Creek Bridge” by Ambrose Bierce

Write 1 pg. (S)

13 Apr. W CD: **Handwrite** 1 pg. discussing reason for the way you want to lay-out your paper.

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

CD: List topics on board

CD: Create Thesis

Hw: **No Home Work**

15 Apr. F 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 final 6pg. essay

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

18 Apr. M GW: Critique Draft #1

Hw: **Revise** Draft #1

20 Apr. W GW: Critique Draft #2

Hw: **Revise** Draft #2

22 Apr. F GW: Critique Draft #3

Hw: Analyze paper **Type** a list of problem areas
Note: should be at least 1 full page.

Revise Draft #3

Week 14: Home Stretch

25 Apr. M **◆ Due Essay # 3**

CD: Problems? Solutions?

27 Apr. W Wrap-up

29 Apr. F Wrap-up

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



02 May M Wrap-up

04 May W Wrap-up



06 May F Wrap-up Last day of Class