

English 185: Critical Reading and Writing
Department of English
Oxford College, Emory University
Spring 2012

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Course Description

This is an undergraduate reading and writing course. The purpose of this course is to prepare students for success in their coursework by learning how to read, write, and communicate more effectively. Students will discuss, analyze, write, and present important academic genres (e.g. test questions and responses, discussions, textbook chapters, class papers, research articles, class presentations, and even e-mail messages).

By reading and discussing models of American academic discourse, students will develop strategies for writing (and speaking) in that community. Thus, what students learn in this course will help them participate in academic reading, writing, and speaking tasks throughout their university experience.

Throughout this course, students will also be expected to act as researchers of their own learning environment. The final projects will involve activities such as observations, interviews, textual analyses, and writing about the written genres in their other courses.

Learning Objectives

In this course, students will focus on writing. They will:

- **define, analyze, and discuss** aspects of academic written communication using audience, purpose, organization, style, and presentation.
- **write as a process.** This involves revision as students reshape their writing to improve content, organization, style, vocabulary, and grammar.
- **raise their awareness.** Students will learn how to identify and correct grammatical errors and improve stylistics of their own writing.
- **collaborate.** Students will participate in many activities with other students.
- **write** clear, well-organized short answers, short essays, research papers.

In addition to a focus on the form of their writing, students will also:

- **Learn and apply aspects of library (and online) research and qualitative, participant-observer research**
- **Conduct and report research on academic genres. Students will actively be engaged in observing, reporting, and analyzing the genres in their coursework.**

Through all of these objectives, students will read texts critically and respond critically in their discussions, presentations, and writing.

Materials

Fitzpatrick, M. (2005). *Engaging writing: Paragraphs and essays*. White Plains, NY: Pearson.
(IF YOU BUY A USED BOOK, IT MUST NOT CONTAIN EXCESSIVE MARKINGS)

Swales, J.M., & Feak, C.B. (2004). *Academic writing for graduate students: Essential tasks and skills* (2nd ed.). Ann Arbor, MI: The University of Michigan Press.

Other readings (textbook chapters and articles) will be provided by the instructor digitally and/or as paper copies.

- access to a computer (and to be able to save files as .doc or .docx) and printer
- stapler
- lined paper for written work
- 3-ring binder for loose-leaf paper
- an English dictionary (maybe also a good app --- I like *Merriam Webster's*)

Course Requirements and Grading

Attendance

You are expected to be present and on time. I will take roll at the beginning of each class. After 3 absences, **three** points will be deducted from your **final average**. Excused and unexcused absences are not distinguished, so use your absences wisely.

Written Assignments¹

You will complete various writing tasks, including academic email messages, paragraphs, in-class writing, summaries, and research papers.

Outlines, Drafts, and Finals are to be turned in at the beginning of class on the due date (also having posted a digital copy on Blackboard email BEFORE class)

- a. The following should appear in the **top right-hand corner** of each assignment:

Your Name
English 185/Hardy
Due Date
Assignment

Example
Elvis Presley
English 185/Hardy
January 15, 2012
Extended Definition, Final Draft

- b. **TITLE** – For final drafts of your papers, a title should appear **centered** and **boldfaced**, 2 lines below the top line.

¹ Adapted from Stowe 2006

- c. **FORMAT** – Assignments (including drafts) must be typed, double-spaced. Leave **1-inch margins** on all four sides, and use **12-point, Times New Roman** font.
- d. Securely **staple** or clip your papers in the upper left-hand corner. Also, **attach copies of all outside sources**. Write 2-4 sentences on each source, explaining why you selected it.
- e. On the day that you submit your papers, you must also send a digital copy (.doc or .docx) on Blackboard. The files should be named using your last name (your family name) and the assignment:

example: Presley_Paper1Final

- f. **Handwritten or late papers will not be graded.**
- g. When grading your writing, I will focus on the content and the use and understanding of the organizational formats and academic language structures studied in class. Passing work will not contain grammar problems that interfere with meaning or seriously distract the reader.
- h. **Keep all copies of your writing assignments and sources throughout the term.** Do not throw them away!

Assignments (in-class participation and homework)

Participation is vital to this class. You will have homework and/or readings every class. Some assignments will focus on what we have discussed in a previous class, helping you understand the concept more. Other assignments will be the basis for the following class. Not all homework will be collected and graded. For many assignments, I will focus on your attempt to complete it.

Final Course Grade Breakdown

Participation	15%
Daily assignments and activities (homework, error analyses, note-taking, presentations)	20%
Unit 1: Chp 3, Psychology	
Expository Paragraph (1 page)	10%
Unit 2: Chp 8, Science	
Extended Definition Research Paper (2-3 pages)	15%
Unit 3: Chp 9, Education	
Argumentative Research Essay (4-6 pages)	15%
Unit 4: Academic Discourse, Applied Linguistics	
Contextual Genre Analysis RP (5-10 pages)	12.5%
Textual Genre Analysis RP (5-10 pages)	12.5%
Total	100%

Resources

Writing Center

Make use of the Writing Center here at Oxford. I hope that many of you will even want to become tutors next year.

Students with Disabilities

“Access, Disability Services and Resources at Oxford College provides accommodations and coordinates services for eligible students with temporary and chronic (i.e. long-term) medical conditions and/or disabilities. Students must register and request services from the Disability Services Office located on Emory University’s main campus and at Oxford College.

Confidentiality is strictly honored as we follow the federal guidelines set forth by FERPA and other related governing regulations. Students’ medical documentation and/or information related to their accommodations are not stored with their academic records.” (Faculty Guide to Access, Disability Services, and Resources, 2011)

Online Resources

- Documentation Styles: <http://bcs.bedfordstmartins.com/resdoc5e/> GREAT website!
- Oxford Library: <http://oxford.library.emory.edu/>
- Reading Strategies: www.studygs.net/crtread.htm
This website has suggestions for: critical reading, pre-reading strategies, and other suggestions of how to read material.
- Online Dictionary: www.m-w.com (*Merriam-Webster*), there is also an iphone app
- Grammar/Writing:
 1. grammar.ccc.commnet.edu/grammar/ RECOMMENDED
 2. www.webgrammar.com/grammarbasics.html
 3. www.indiana.edu/~wts/pamphlets.shtml
 4. http://tls.vu.edu.au/SLS/slu/FOR_STUDENTS/CALMResources/Resources_Health_Engineering_and_Science/PBL_Engineering/webbja/default.htm
- Vocabulary
 1. <http://www.academicvocabularyexercises.com/> (academic word list)
 2. www.synonym.com./synonym
 3. www.wordsmyth.net
- Corpora: A corpus is a collection of text (e.g., articles, novels, journals). A concordance is an alphabetized list of important words.
 1. Corpus of Contemporary American English (COCA) <http://corpus.byu.edu/coca/>
 2. Michigan Corpus of Upper-level Student Papers (MICUSP) <http://micusp.elicorpora.info/>

Statement of Academic Integrity

Academic integrity includes a commitment to not engage in nor tolerate acts of falsification, misrepresentation or deception. Violation of academic integrity in this course includes plagiarizing and tampering with the work of another student. All students are expected to act with civility, personal integrity; respect other students’ dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own

efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g., cheating, plagiarism) will be dealt with according to the policies of the Honor Code and can result in a failing grade for the entire course. Unless I tell you otherwise, work in the course should be done on your own. The college imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported. Please see http://college.emory.edu/home/academic/policy/honor_code.html for more details on the Honor Code.

Behavior

Because this is a college-level course, it is expected that both the instructor and students will behave professionally and courteously. Serious disruptions will result in referral to the Conduct Council and can influence your grade.

http://oxford.emory.edu/life/housing_and_dining/housing/res-documents/codeofconduct.pdf

Electronic Devices

Laptops, iPads, smart phones, etc. may be used in this class when the time is appropriate. I will let you know when those times are.

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

Important Due Dates²

January 30	Paper 1, Expository Paragraph, Outline
February 3	Paper 1, Expository Paragraph, Draft
February 10	Paper 1, Expository Paragraph, Final
February 17	Paper 2, Extended Definition, Outline
February 24	Paper 2, Extended Definition, Draft
March 2	Paper 2, Extended Definition, Final
March 9	Paper 3, Argumentative Research Essay, Outline
March 23	Paper 3, Argumentative Research Essay, Draft
March 30	Paper 3, Argumentative Research Essay, Final
April 6	Paper 4, Contextual Genre Analysis Research Paper, Outline
April 13	Paper 4, Contextual Genre Analysis Research Paper, Draft
April 20	Paper 4, Contextual Genre Analysis Research Paper, Final
May 7	Paper 5, Textual Genre Analysis Research Paper, Final

² This schedule is tentative. Please be aware that dates might change. You will be notified by the instructor.