

ENG 185

Critical Reading and Writing

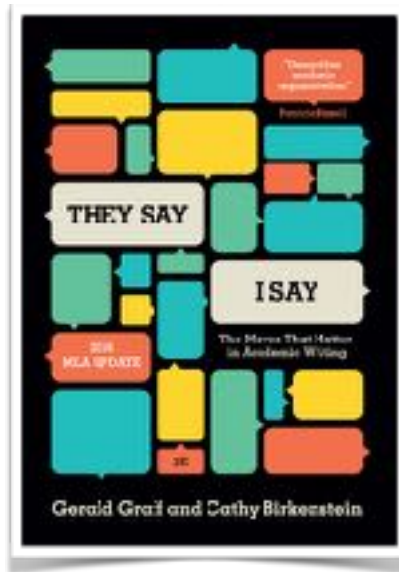
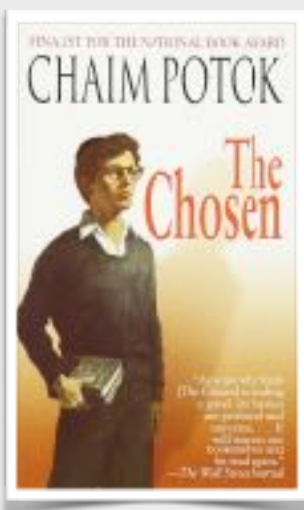
Required Texts

They Say, I Say by Gerald Graff
(ISBN 9780393935844)

The Chosen by Chaim Potok
(ISBN 9780449213445)

Honor Code

The Oxford College Honor Code applies to any work you turn in for any course at Oxford. It is your responsibility to know the Honor Code. If you have questions about the Code or about how it applies specifically in this course, please ask.



Course Objectives

This course is designed to help you practice and develop your writing skills so you can gain from and contribute to the larger academic community you have joined by coming to Oxford College. To that end, we will carefully read and analyze the arguments made in the course texts; discuss theories of writing and rhetoric and put those theories into practice in writing assignments; and we will have animated (I hope) conversations in class about the texts, about writing, and about the issues that arise in the texts we read. You'll see below the Freshman Writing: Student Learning Outcomes (written by the Oxford College English Faculty). Most importantly, the central premise of this course is that reading and writing are forms of communication, and that anytime we communicate, we have an ethical obligation to do our best to both UNDERSTAND and to BE UNDERSTOOD. These skills are essential not only for successful participation in this academic community but also for success in life.

Communication

We will use two main forms of communication outside of class: email and Canvas. If you need to set up a meeting with me or ask a question, I am easily accessible by my Emory email address (aivey@emory.edu). When emailing me, or any professor, make sure you are not asking questions that you can easily find the answer to in some other way. Also, do not expect an immediate response: 24-hours is reasonable. My workday ends at 5:00pm, and when I go home, my attention is on my family, so I will not respond immediately to emails sent to me between 5:00pm and 8:00am the next morning. That said, when I am at school and/or in my office, I am available to you and welcome you to come to my office to talk with me.

Class Participation

Class participation refers to attentiveness and kindness to others, preparation for class, in-class assignments, informal out-of-class assignments to prepare for discussion, and quality (not just quantity) of participation. Remember that active listening is just as important as talking. If you miss class, it is up to you to get whatever material you missed (which may include important announcements as well as notes) from a classmate so you will be well-prepared for the next class meeting. If you do not participate in these ways, particularly if you stay mostly silent throughout the semester during discussions, your final grade will be lowered by one full letter grade.

English 185 Student Learning Outcomes

Critical Reading: Students will develop their ability to read texts closely and critically, focusing first on understanding before moving to evaluation.

Critical Writing: Argument: Students will develop their abilities to compose, organize, and support academic argument in order to engage in ongoing intellectual conversations. **Revision Process:** Students will understand that good writing is the result of a process of planning, drafting, receiving and giving feedback, and revision.

Research: Students will develop the abilities to find evidence using library and other resources, to incorporate their findings into academic arguments, and to document their sources.

Oral Expression: Students will develop, through informed conversation, the ability to speak clearly and persuasively about the texts they study.

Other Class Policies

- Please do not use electronic devices, including computers, for note taking in class. Handwritten class notes will enhance your memory.
- If I am late, wait fifteen minutes before leaving. Prepare the next day's assignments for the next meeting.
- Save all your paperwork, including graded assignments. You might eventually need them, along with the professor's comments.
- Late assignments drop one-third of a letter grade per day.

Religious Holiday Arrangements

In the first two weeks of classes, please inform your professor by email about any absences you may need so that arrangements can be made. Emory's official list of religious holidays: http://www.religiouslife.emory.edu/faith_traditions/holidays.html.

Accommodating Students with Disabilities

Please contact Access, Disability Services, and Resources (ADSR) to start the registration process. Faculty may not provide disability accommodations until an accommodation letter has been processed, and accommodations are not retroactive. Students need to contact and meet with their professor early in the semester. <http://equityandinclusion.emory.edu/access/>

Course Assignments

"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."

We will be reading and writing in a variety of genres, each a different type of academic writing, and all of which will allow you to practice the skills you will be learning that lead to quality academic communication. I am describing here the formal assignments, but we will also have a number of in-class and out-of-class informal assignments.

► **Summary Paper**
2-3 page summary of an academic article.

For this paper, you will choose an academic article on education and summarize the argument made by the author in such a way that the author would agree with your summary. You will have to explain the thesis, main points, and any significant terms used.

► **Summary and Agreement Paper**
2-3 page summary of an academic argument with which you agree and a statement of why you agree.

For this paper, you will summarize a different article from the first. This will be an article with which you agree. In your conclusion, you will state why you agree with the argument in the article.

► **Non-fiction Analysis Paper**
2-3 page analysis of a chapter of a non-fiction text

This paper is a summary and analysis of a chapter of *In Defense of the Liberal Arts*. It will

be similar to Paper 2 in that you'll both summarize and analyze the argument made in the text. In this case, your analysis will include the places where you agree AND disagree with the argument.

► **Literary Analysis Paper**
4-5 page analysis of an argument made through a fictional text

This paper will be similar to the previous paper in that it will be interpretive, but like both of the previous papers, you will be explaining what the author is arguing. Because it is fiction, however, the argument must be interpreted, and you will have to use textual evidence to prove that your interpretation is correct.

► **Research Paper**
Collection of staged assignments leading to a 5-7 page research paper

You will get a more detailed descriptions of each assignment before it is due, but the project will include annotated sources, an abstract, and a full draft.

Your grade in the course will be based on the following percentages:

- 20% Short Essays (Summary and Creative Non-Fiction)
- 15% Long Essay (Literary Analysis)
- 40% Research Project
- 10% Daily Assignments
- 15% Self-Reflective essay

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Critical Reading and Writing

Below is a General Overview of Our Schedule:

(Specific page numbers, readings on reserves, and writing assignments inside and outside of class will be given during every class meeting—if you miss a class, contact a reliable peer to see what you missed)

Week 1: Aug 29th

For Friday: Academic Writing and *They Say / I Say*: Preface: "Demystifying Academic Conversation," Introduction and Chapters 1 & 13

Week 2: Sept 3rd

Labor Day Holiday. Monday September 3rd.

This Is Water (Canvas)

They Say / I Say: Chapters 2 and 3

Week 3: Sept 10th

They Say / I Say: Chapter 12 and Essay 1 due

Week 4: Sept 17th

They Say / I Say: Chapters 4-7

Week 5: Sept 24th

Essay 2 due and *In Defense of a Liberal Education* by Fareed Zakaria

Week 6: Oct 1st:

In Defense of a Liberal Education by Fareed Zakaria and *They Say / I Say*: Chapters 8-11

Week 7: Oct 8th:

Fall Break October 8-9

In-Class Writing and *In Defense of a Liberal Education* by Fareed Zakaria and Essay 3 due

Week 8: Oct 15th

The Chosen and *They Say / I Say*: Chapters 14 and 15

Week 9: Oct 22nd

The Chosen and Sedaris "Me Talk Pretty One Day" and "Jesus Shaves" (e-reserve)

Research Project

Week 10: Oct 29th

10/29 Meet with Librarian #1 and **Long Essay Due**
10/31 Research Discussion: *They Say / I Say*: Chapter 16
11/2 **Annotation #1 Due**

Week 11: Nov 5th

11/5 Meet with Librarian #2
11/7 Research Discussion: *They Say / I Say*: Chapter 17
11/9 **Annotation #2 Due**

Week 12: Nov 12th

11/12 Research Discussion and Pre-writing
11/14 **Annotation #3 Due**
11/16 Research Discussion and Pre-writing

Week 13: Nov 19th

11/19 **Abstract Due**
11/21 Thanksgiving Break
11/23 Thanksgiving Break

Week 14: Nov 26th

11/26 Research Discussion and Pre-writing
11/28 Research Discussion and Pre-writing
11/29 Draft of **Research Paper Due**

Week 15 Dec 3rd

12/3 **Research Paper Due** & Discussion of Final Paper

Final Exam: Self-Reflective Essay Due