**English 1153: Introduction to Reading and Writing about Literature**

**Texts:**

**Course Description:**

In this section of English 1153 we will read a diverse array of texts exploring the relationships between humankind and “Nature,” as well as the numerous relationships between readers and writers. Using environmental writing (personal, fictional, descriptive, scientific, historical) as a catalyst for improving our own critical reading and writing skills, we will also explore how language affects the construction and shaping of our concepts of place, identity, ideology, culture, and the environment. By the end of your first semester at MSU you will have a more sophisticated understanding of the complex web of social, personal, and rhetorical processes that make up written discourse.

**Course Goals:**

* Read various literary texts united by a common theme or topic
* Apply knowledge of literary analysis to interpret literary texts
* Engage in a writing process that includes invention, drafting, and revision
* Write various genres of academic essays
* Find, evaluate, and synthesize credible sources in support of a research paper
* Use sources ethically and in contextually appropriate ways and follow a designated style guide
* Demonstrate proficient use of Standard Written English

**Assessment of THECB core objectives for COMMUNICATION**

* **Critical Thinking skills**
  + To assess the student’s critical thinking skills, the Research Project rubric will be applied to the Literary Research Project.
* **Communication skills**
  + To assess the student’s written communication skills, the Research Project rubric will be applied to the Literary Research Project.
* **Personal Responsibility**
  + To assess ethical use of sources as a measure of personal responsibility, the Research Project rubric will be applied to the Literary Research Project.
* **Teamwork**
  + To assess the student’s teamwork, the Peer Review Teamwork rubric will be used to assess each student’s preparation for and participation in peer review workshops.

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| **Course Requirements** | In-class Writing / Homework / Participation  Assignment 1: Personal Essay  Assignment 2: Creative Project 15%  Part I  Assignment 3: Literary Research Project  Assignment 4: Literary Analysis Paper  Final Exam: Book Review | 15%  15%  15%  5%  20%  20%  10% |

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| **Grading Policies** | In this class, the following numerical equivalents for final grades are used: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59-0%. |

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| **Submission**  **Format and**  **Policy** | By enrolling in this class, the student expressly grants MSU a “limited right” to all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.  Note: You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved *in advance*. |
| **Late**  **Paper/Assignment**  **Policy** |  |
| **Plagiarism Policy** | Plagiarism is the use of someone else’s thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a  parenthetical citation at the end and a listing in “Works Cited”)–whether you use that material in a quotation, paraphrase, or summary. It is a theft of intellectual property and will not be tolerated, whether intentional or not. |
| **Students with Disabilities** | The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140. |
| **Safe Zones Statement** | I consider this classroom a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment. |
| **Contacting Your Instructor** | All instructors in the Department have voicemail in their offices and MWSU e-mail addresses. Make sure you add my phone number and e-mail address to both email and cell phone lists of contacts. |
| **Attendance Policy** |  |
| **Other Course Policies** |  |
| **University**  **Writing Labs** | I encourage you to begin drafting papers as early as possible and to take advantage of the MSU Writing Labs located in 224 Bea Wood and RC246  Moffett Library. Writing tutors will not edit your papers for you, but they will provide you with specific suggestions for improving your writing. |
| **Writing**  **Proficiency**  **Requirement** | All students seeking a Bachelor’s degree from Midwestern State University must satisfy a writing proficiency requirement. You may meet this requirement by passing either the Writing Proficiency Exam or English 2113. If you have any questions about the exam, visit the Writing Proficiency |

Office website at http://academics.mwsu.edu/wpr, or call 397-4131.

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| **Daily Schedule of**  **Readings and**  **Assignments** | Unit 1: Personal Views  Week 1  8/27 Class Introduction; Discuss Assignment 1 (Personal Essay) 8/29 John Muir, “A Wind-Storm in the Forests” **(online)** |

Week 2

9/3 LB: “The Writing Situation” and “Invention” (1-15); Henry David

Thoreau, “Walking” (44-53); Jack Kerouac, “Alone on a Mountaintop”

## (online)

9/5 LB: “Thesis and Organization” (16-26); Edward Abbey, “The First Morning” (165-171); Leslie Marmon Silko, “Landscape, History, and the Pueblo Imagination” (171-183)

Week 3

9/10 LB: “Drafting” and “Revising and Editing (26-41);

**Assignment #1 (Personal Essay) in-class draft**

## 9/12 Peer Review (Bring TWO copies of typed, revised draft to class)

Unit 2: *The Way to Rainy Mountain*

Week 4

# 9/17 Momaday, *The Way to Rainy Mountain* (ix-41); **Assignment 1 Due**;

Discuss Assignment 2

9/19 Momaday, *The Way to Rainy Mountain* (44-63); LB: 8 “Critical Thinking and Reading” (78-88)

Week 5

9/24 Momaday, *The Way to Rainy Mountain* (66-89); Discuss Part I with classmates

9/26 **Part I of *Rainy Mountain* Project Due**; Begin drafting Part II in class

Week 6

9/30 Conferences

10/1 Conferences

10/2 Conferences

10/3 Conferences

10/4 Conferences

Unit 3: The Human Price

# Week 7

10/8 LB: “Writing Arguments” (111-128); Rachel Carson, “The Human

Price” (113-122)

10/10 Terry T. Williams, “The Clan of One-Breasted Women” (122-130); “Secret

Cold War Tests” **handout**; Discuss Assignment # 3 (Cause and Effect Essay); **Assignment 2 Due**

# Week 8

10/15 Documentary – *Homeland:*

*Four Portraits of Native Action* (Parts 1-2: “The Coal Wars, Montana” and “The People and the Caribou are One, Alaska”)

10/17 *Homeland* continued (Parts 3-4: “Yellowcake, New Mexico” and “A

People and their River, Maine”); LB: “Synthesizing Sources,

Paraphrasing, and Plagiarism” (410-436)

Week 9

10/22 Library Database Workshop

10/24 Library Database Workshop

Unit 4: Literary Landscapes

Week 12

10/29 LB: “Reading and Writing about Literature” (129-135); Nathaniel

Hawthorne, “Young Goodman Brown” **(online)**; Discuss Assignment #4 10/31Walt Whitman, “As I Ebb’d with the Ocean of Life,” “This Compost,” and “When Lilacs Last in the Dooryard Bloom’d” **(online)**; **Assignment #3**

**Due**

Week 13

11/5 Steven Crane, “The Open Boat” **(online)**

11/7 Robert Frost (Bb); Robinson Jeffers **(online**)

Week 14

11/12 Snyder, *Riprap and Cold Mountain Poems* (3-32)

11/14 Snyder, *Riprap and Cold Mountain Poems* (35-67)

Week 15

11/19 In-class Peer Review Workshop

11/21 Leopold, *A Sand County Almanac* (vii-52); **Assignment #4 Due**

Unit 5: Value of the Land

Week 14

11/26 Leopold, *A Sand County Almanac* (53-116)

## 11/28Happy Thanksgiving

Week 15

12/3 Leopold, *A Sand County Almanac* (117-177)

12/5 Leopold, *A Sand County Almanac* (177-226)

The **FINAL EXAM** will consist of a position essay in the form of a book review of Leopold’s *A Sand County Almanac* (your thesis about the merits of the book, backed up with textual evidence to support your thesis). In doing so, you will also briefly compare Leopold’s argument with those of Muir and Lopez, who you will read for the final: **John Muir, “The American Forests” (7-12); Barry Lopez, “Caring for the Woods” (35-41).**

Researched Academic Argument rubric

Name: Grade:

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| **CRITERION\*** | **EXCELLENT** | **GOOD** | **SATISFACTORY** | **PASSING** | **FAILING** |
| ***Context of and Purpose for Writing (****Communication Skills)*  Does the essay present an argument regarding a specific issue?  Does the essay use at least 4 sources, 3 from peer-reviewed journals? |  |  |  |  |  |
| ***Content Development*** *(Critical Thinking Skills)*  Does the essay present a clear position?  Does the essay provide a thorough analysis of the issue/problem? Does the essay fairly acknowledge other views? |  |  |  |  |  |
| ***Genre and Disciplinary Conventions***  *(Communication Skills)*  Does the essay assert a position with a thesis statement placed at the end of the introduction?  Does the essay provide body paragraphs that focus on one idea and support it with several examples and details?  Does the essay present an organized discussion?  (*Personal Responsibility Skills)*  Does the essay follow MLA for in-text citations and the Works Cited page? Does the essay use sources in ethical and contextually appropriate ways? |  |  |  |  |  |
| ***Sources and Evidence*** *(Communication Skills)*  Does the essay provide specific examples and/or explanation? Does the essay use signal phrases to introduce source information? |  |  |  |  |  |
| ***Control of Syntax and Mechanics*** *(Communication Skills)*  Is it stylistically appropriate for an academic reader?  Does the essay demonstrate proficiency in standard written English? |  |  |  |  |  |
| ***Comments:*** | | | | | |

\*Adapted from the *Critical Thinking, Written Communication, and Ethical Decision-making Value Rubrics* published by Association of American Colleges and Universities (AACU).

Peer Review Teamwork rubric

Name: Grade:

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| **CRITERION\*** | **EXCELLENT** | **GOOD** | **SATISFACTORY** | **PASSING** | **FAILING** |
| ***Individual Contributions Outside of Team Meetings*** *(Preparation)*  Does the team member prepare for the peer review workshops by reviewing the drafts in advance?  Does the team member provide drafts for his/her team members? |  |  |  |  |  |
| ***Fosters Constructive Team Climate*** *(Workshop participation and discussion)* Does the team member invite and allow other members to contribute to the conversation?  Does the team member participate during the workshop by providing constructive feedback and deepening the group’s understanding of the rhetorical task? |  |  |  |  |  |
| ***Contributes to Peers’ Development as Writers*** *(Peer Review Forms)*  Does the team member complete the peer review form for his/her peers? Does the team member’s feedback demonstrate a genuine commitment to helping the writer improve his/her essay? |  |  |  |  |  |
| ***Comments:*** | | | | | |

\*Adapted from the *Teamwork* *Value Rubric* published by Association of American Colleges and Universities (AACU).