

# *Critical Reading & Writing*

9:30-10:45 a.m., TR • 147 Joseph R. Pearson Hall • Class # 68378  
11:00 a.m.-12:15 p.m., TR • 147 Joseph R. Pearson Hall • Class # 64561

Instructor: Dr. Steve Evans

Office: 1090 Wescoe Hall • Office Hours: 9:30-11:30 MWF, and By Appointment

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## **COURSE DESCRIPTION**

In addition to extending the critical reading and writing skills already gained in English 101, students in this “new” version of English 102 will concentrate on three principles necessary for the discovery, construction, and transmission of knowledge in all fields of study: development of the processes of *inquiry* (exploring, evaluating, explaining, reflecting); understanding of and sensitivity to *complex ideas and issues*; and awareness of *rhetorical flexibility* in responding to different academic situations. By bringing these skills to the writing projects in the course students will develop further what the authors of *The Curious Reader*, Bruce Ballenger and Michelle Payne, consider “those habits of mind so central to academic thinking: suspending judgment, tolerating ambiguity, dialectical thinking, question-asking, . . . and taking responsibility for one’s ideas about things” (51). Projects in the course will ask students to examine, research, analyze, and synthesize various perspectives on a given issue, question, or topic. Together we will see how ascertaining “truth” or the “right answer” in these situations may not be simple or easily determined—indeed, that knowledge itself is not always stable, but a continuously developing entity enriched by dissonant voices. Further, students will find that once-rigid attitudes toward academic writing (the formal research paper, for example) have undergone important changes in terms of approach, rhetorical stance, voice, tone, and so forth. As *The Curious Reader* abundantly demonstrates, genres of discourse in the disciplines today are becoming increasingly “blended”—one might say “hybridized.” By extending their repertoires of critical reading and writing skills in ways suggested by the reader, students will come to learn how, as Ballenger and Payne put it, “[a] personal essay can become a research paper, a description an ethnography, and a reading response a piece of autobiographical criticism” (xxii).

## **REQUIREMENTS AND GRADING SYSTEM**

In order to pass the course a student must complete all major assignments with a combined grade of passing and meet requirements for attendance and participation (explained under Policies, below). Evidence of improvement will be considered in determining the student’s grade for the course. Grades are calculated on an 11-point system, ranging from 0 points for an *F* to 11 points for an *A*.

### **Daily Grade (5%)**

Based on attendance; class participation; incidental writing assignments; and exercises pertaining to major assignments (e.g., peer review, collaborative work, self-analyses).

### **Journal (5%)**

During the course students will keep a log of assigned exercises, responses to readings, research for projects, and more. The Instructor will check the journal three times, and at the end of the course assign it a grade based on overall quality, thoroughness, and other criteria.

### **Short Essays (60%)**

Students will write three short essays (one of them collaborative), each worth 20% of the course grade. One of the first two papers will be revised for a higher grade.

### **Research Project (30%)**

This extended project will culminate in a cross-disciplinary research essay of about 8 pages of text covering a wide range of related readings and materials.

## **REQUIRED TEXTS AND MATERIALS**

Ballenger, Bruce, and Michelle Payne. *The Curious Reader: Exploring Personal and Academic Inquiry*. 2<sup>nd</sup> ed. New York: Pearson Longman, 2006. **Note:** This edition *only*.

*Composition and Literature 2005-2006*. Department of English, University of Kansas. [CAL] \*

Lunsford, Andrea A. *The Everyday Writer*. 3<sup>rd</sup> ed. Boston: Bedford/St. Martin's, 2005. [EW] \*

\* CAL (current edition) and EW are required texts for students in all 100- and 200-level English courses. Students are encouraged to retain these texts for use throughout their college careers (and beyond). If you already own a copy of the second edition of Lunsford, you may use that book in this course.

- An active KU (ku.edu) e-mail account (necessary for Course Distribution List mailings)
- Collegiate-level dictionary
- A substantial journal, notebook, or folder (if you anticipate writing on computer frequently)

### **Recommended Text:**

Gorrell, Donna. *Style & Difference: A Guide for Writers*. Boston: Houghton Mifflin, 2005. [ISBN 0-618-38159-7]

## **ANNOUNCEMENTS**

**Continued enrollment in the course signifies a student's understanding and acceptance of policies, rules, and regulations set forth in this and other documents relative to the course.**

The Office of Disability Resources—22 Strong Hall, 785/864-2620 (v/tty)—coordinates accommodations and services for students in KU courses. If you have a disability for which you may request accommodation and have not yet contacted ODR, please do so as soon as possible (<<http://www.disability.ku.edu>>). Also see the Instructor privately with regard to this course.

**Promptness:** Students are expected to arrive at class on time. Except for a good reason, arriving later than five minutes will be considered an absence (see Attendance, under Policies, below). On the rare occasion when you must arrive late, please take your seat as quietly as possible. If you cannot make class on time regularly, please find a course that better fits your schedule.

**Classroom Atmosphere:** For our classroom to succeed as a learning environment, everyone must maintain the highest standards of behavior, including respect for and tolerance of others and their opinions and ideas. Try always, therefore, to maintain a spirit of intellectual flexibility. For obvious reasons, electronic communication devices must be turned off during class. Beverages, but not food, are acceptable in our room; please remember to use waste containers before you leave.

**Contacting the Instructor:** The Instructor asks that students use e-mail or home telephone, preferably before 9:00 p.m., rather than office voice-mail. Avoid using e-mail to explain an absence; instead, discuss the matter in person with the Instructor. **Note:** The Instructor cannot discuss student matters with parents. The proper way for a student or parent to explain a serious illness or emergency situation affecting the student's attendance or performance is through services provided by the Academic Achievement and Access Center (22 Strong Hall; 785/864-4064; <<http://www.achievement.ku.edu>>). AAAC will furnish an official letter of explanation to each of the student's instructors.

**Writing Help:** For additional help with writing I strongly encourage students to contact KU's writing centers, called Writer's Roosts. At a Writer's Roost you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at <<http://www.ukans.edu/~writing>> for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, call 864-2399 or send an e-mail to [writing@ku.edu](mailto:writing@ku.edu). The website is loaded with helpful information about writing of all sorts, so even if you consider yourself already a good writer, check it out!

**Conferences:** We will hold three rounds of conferences. Students are expected to bring to conferences well-revised versions of their work-in-progress, as well as their journals. Aside from required conferences, students are encouraged to meet with the Instructor at any time to discuss their work or any other aspect of the class.

Always save your work both to disk and your computer's hard drive. For your protection, keep a hard copy of out-of-class assignments as well.

**Make it a practice to check your e-mail at least twice daily.** Also, please send a brief note of reply to acknowledge receipt of a *personal* message (not Course Distribution List mail) from the Instructor.

## **POLICIES**

Course materials prepared by the Instructor, together with the content of all lectures and review sessions presented by the Instructor are the property of the Instructor. Video or audio recording of lectures and review sessions without the consent of the Instructor is prohibited. On request, the Instructor usually will grant permission for students to audio tape lectures, on the condition that these audio tapes are used only as a study aid by the individual making the recording. Unless explicit permission is obtained from the Instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**Incompletes:** A grade of *I* (Incomplete) will be given only under extraordinary circumstances.

**Attendance:** Students will be allowed three unexcused absences. *With the fourth unexcused absence, the student's grade for the course will be lowered one full letter.* If a student incurs five or more unexcused absences, the Instructor may ask the student to withdraw or retake the course at another time. (Allowances will be made, of course, for unavoidable absences due to illness, conflicting University obligations, and other valid reasons.) Active participation in the course—in terms of *attendance, clear interest in learning the material, and class participation*—is mandatory in order for a student to earn a passing grade.

**Work in Acceptable Form:** All essays must be word processed or typed in proper MLA form. **Note:** Papers may be penalized as much as one full letter grade for problems of form (vague title; improper handling of quotations; inaccurate Works Cited page entries; and the like).

**Late Work:** Work is due at the start of the class period for which it is assigned. Plan carefully, therefore, in order to avoid last-minute computer or printer problems. Take late work to the Instructor's mailbox in 3114

Wescoc Hall; after 5:00 p.m., place it in the adjacent mail slot. The Instructor is not responsible for work that is shoved under his office door or delivered in any way other than in person or to his mailbox.

Assignments sent by e-mail are acceptable only in unusual circumstances (illness, for example), and only with the Instructor's permission.

**Note:** Work that is turned in late (unexcused) may be penalized as much as one letter grade for each day—not class period—that it is late.

**Plagiarism:** Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called *plagiarism*. Some specific examples of actions that constitute plagiarism include pasting together uncredited information from the Internet or published sources; submitting an entire paper—or part of one—written by someone else; submitting a paper written for another class (and thus not original work); and copying another student's work (even with the student's permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased.

Because one of the goals of this course is to help you to improve your writing; plagiarism hurts you as much as it does anyone. If you plagiarize another's work you will not be receiving the feedback necessary for improving your own writing. There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file at the Department of English and College of Liberal Arts and Sciences.

**Drop Policy:** If you are having trouble succeeding in the course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to this website: <<http://www.registrar.ku.edu/timetable/052adddrop.shtml>>.

## **SCHEDULE OF MEETINGS AND ASSIGNMENTS**

The following schedule is tentative, and subject to change as the course develops. Always bring this Course Guide, text(s), journal, and writing materials to class. All assignments refer to *The Curious Reader*.

### **Important Announcements:**

Journal assignments are to be prepared at home for discussion at the assigned class period.

By the end of the fourth week students are expected to have reviewed thoroughly **on their own** the section on "Punctuation/Mechanics" in *EW* (318-64).

Penalties may apply to missing *or* bringing an insufficient draft of a paper to a Peer Review session.

Because essay assignments overlap, students must be careful in planning their work so as not to fall behind schedule.

### **Week 2**

T 24 Jan Introduction to the course.

### ***The Process of Inquiry***

R 26 Ch. 1  
Journal: Exercise 1.1 (Step 1)  
In class: Exercise 1.1 (Step 2—Groups)  
CAL: 5-7, 30-41

### **Week 3**

T 31 Ch. 2 (11-28)  
Journal: Exercises 2.1-2 (pre-reading)  
*EW*: Review "Sentence Grammar" (227-63)

R 2 Feb Ch. 2 (finish)  
Journal: Exercises 2.5-6 (Steps 1, 2, 4)  
*EW*: Review "Sentence Grammar" (265-74)

### **Week 4**

T 7 Ch. 3  
Journal: Exercises 3.1 (Step 1), 3.3  
In class: Exercise 3.1, Step 2 (Groups); Exercise 3.3, Question 3 (Groups)

#### ***The Researched Essay: "Essaying" as a Mode of Inquiry***

R 9 Ch. 4 (49-51)  
Richard Conniff: "Why Did God Make Flies?"  
Journal: Questions 3, 5-6  
In class: Questions 8, 10  
Assign Essay 1

### **Week 5**

T 14 Ray Villard: "Did NASA Fake the Moon Landing?"  
Journal: Questions 2-3, 5, 9  
In class: Question 10

R 16 **Library Tour: Classes meet in Anschutz Library lobby.**

### **Week 6**

T 21 Greg Critser: "Let Them Eat Fat: The Heavy Truths About American Obesity"  
Journal: Exercises 5-6, 8  
In class: Question 9

R 23 Topic: Planning, Researching, and Drafting Essay 1

### **Week 7**

T 28 Topic: Proper Paper Presentation (handout)  
*EW*: "MLA Documentation"  
One-page description of plan (including avenues of research) for Essay 1 due

#### ***The Personal Academic Essay: Boundary Crossing as a Mode of Inquiry***

R 2 Mar Ch. 5 (154-58)  
Journal: Exercise 5.1  
Gib Akin: "Learning About Work from Joe Cool"  
Journal: Questions 3-4  
In class: Question 8

### **Week 8**

T 7 Essay 1 Peer Review

R 9                   **Essay 1 due at the start of class**  
John M. Jermier and Theresa Domagalski: "Storytelling and Organizational Studies: A Critique  
of 'Learning About Work from Joe Cool'"  
Gary Alan Fine: "Learning About Work from Creative Nonfiction"  
Journal: Questions 2, 4 (176)

**Week 9**

M 13                   Conferences (Essay 1 returned; Journal check)

T 14                   Gib Akin: "Response to Commentaries on 'Learning About Work from Joe Cool'"  
Journal: Question 5  
Assign Essay 2  
Conferences (Essay 1 returned; Journal check)

W 15                   Conferences (Essay 1 returned; Journal check)

R 16                   Conferences (Essay 1 returned; Journal check)—**No Classes**

**Week 10**           **Spring Break—No Classes**

**Week 11**

T 28                   Essay 2 Peer Review

***The Ethnographic Essay: Ethnography as a Mode of Inquiry***

R 30                   Ch. 6 (240-46)  
Bob Greene: "Fifteen"  
Journal: Questions 1 (pre-reading—eating areas at Kansas Union?), 5-6  
In class: Exercise 6.1  
Assign group research activity

**Week 12**

T 4 Apr               **Essay 2 due at the start of class**  
Susan Orlean: "The American Man at Age Ten"  
Journal: Questions 3-4, 6  
Assign Essay 3 (Collaborative)

R 6                   Jon Katz: "The Cave"  
Journal: Questions 6-7  
In class: Question 8  
Conferences (Essay 2 returned; Journal check)

F 7                   Conferences (Essay 2 returned; Journal check)

**Week 13**

M 10                   Conferences (Essay 2 returned; Journal check)

T 11                   Conferences (Essay 2 returned; Journal check)—**No Classes**

## ***Reading and Writing Across Disciplines: The Ethics of Publishing Disturbing Photos***

R 13 Ch. 8 (425-30)  
Journal: Exercise 8.1  
Clifford Christians, Kim Rotzoll, and Mark Farkler: "Case Study 26: Photojournalism and Tragedy"  
Journal: 1-2 page response to Question 1 *or* Question 2  
Assign Research Project

### **Week 14**

T 18 **Revised Essay due at the start of class**  
"Code of Ethics of the National Press Photographers Association"  
Journal: Questions 1-3  
David D. Perlmutter and Lesa Hatley Major: "Images of Horror from Fallujah"  
Journal: Questions 4-5

R 20 **Essay 3 due at the start of class**  
David Campbell: "Representing Contemporary War"  
Journal: Questions 8, 10-11

### **Week 15**

T 25 Paul Martin Lester: "Victims of Violence"  
Journal: Question 1 (469)

R 27 Stephen Shukaitis and Rachel Lichtenfeld: "Tragedy of the Common: Markedness and the Creation of Mundane Tragedy"  
Journal: Questions 1-2 (pre-reading), Question 9

### **Week 16**

T 2 May Research Project Conferences (Essay 3 returned; Journal final check)—**No Classes**

W 3 Research Project Conferences (Essay 3 returned; Journal final check)

R 4 Research Project Conferences (Essay 3 returned; Journal final check)—**No Classes**

F 5 Research Project Conferences (Essay 3 returned; Journal final check)

### **Week 17**

T 9 Research Project Peer Review

R 11 Last day of class. Review of course. Course evaluations. Continued work on Unit 4.

### **Week 18**

Research Projects are due at the Instructor's office at the times scheduled for Final Exams:

- 9:30 section: M 15 May, 8:00 a.m.
- 11:00 section: W 17 May, 10:30 a.m.