

English 5 (Section 12): Ideas in Conflict

Instructor: Jim Sullivan
Fall 2003: MWF 11:10-12:00 Olmsted 1116
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“The greatest compliment that was ever paid me was when one asked me what *I thought*, and attended to my answer...I take it for granted...that there is a desire to hear what *I think* on some subject, though I may be the greatest fool in the country, and not that I should say pleasant things merely, or such as the audience will assent to; and I resolve, accordingly, that I will give them a strong dose of myself. They have sent for me...and I am determined that they shall have me, though I bore them beyond all precedent.”

Henry David Thoreau from "Life Without Principle"

Course Description / Objectives

Although you may not know it yet, you have committed yourself to a lifetime membership in the world’s most significant intellectual debates. For at the University of California, like any great university, argument serves as the currency—the medium of exchange—of our teaching and learning economy. Whatever major you choose or life path you follow, you will participate in debates about contested ideas, theories, and interpretations. You will need to understand the arguments of others and effectively articulate and defend your own opinions. With this in mind, UCR offers an orientation to the techniques and skills of academic argument in English 5. Through your reading, writing, and conversation in and for this class, you will develop and demonstrate the following skills:

- ❑ the ability to read texts closely in order to understand and evaluate the arguments and evidence they present;
- ❑ the ability to cogently summarize the argument’s of others when presented to you verbally or in writing;
- ❑ the ability to construct essays that stake out a position in an argument and persuasively support that position;
- ❑ the ability to formally and informally present your ideas (and critique the ideas of others) in an academic setting;
- ❑ the ability to choose words accurately, vary sentences effectively, and observe the conventions of written English;
- ❑ the ability to develop your ideas and prose through the writing process: invention, drafting, critiquing, revising, and proofreading.

Required Texts and Materials

- ❑ White, Fred and Simone J. Billings. *The Well-Crafted Argument (WCA)*
- ❑ Swift, Jonathan. *Gulliver’s Travels* (The Norton Critical Edition)
- ❑ Twain, Mark. *A Connecticut Yankee in King Arthur’s Court* (The Norton Critical Edition)
- ❑ Troyka, Lynn Q. *The Simon and Schuster Handbook*
- ❑ For your “D” section discussion meetings you will need to purchase *Pass It* from the UCR Bookstore (text not available on-line or on reserve in the library). You must have this text for your first discussion meeting.

Grade Breakdown

Essay #1: Responding to Grant Wood’s <i>American Gothic</i> (1000 word minimum)	15 points
Essay #2: Responding to Swift’s <i>Gulliver’s Travels</i> (1200 word minimum)	20 points
Essay #3: Responding to Twain’s <i>Connecticut Yankee</i> (1200 word minimum)	20 points
Essay #4: In-Class Argument Essay (topic TBA)	15 points
Paper #5: “Discussion Starter” Class Presentation / Brief Paper (500 words)	5 points
In Class Writing: quizzes, activities, journals, etc.	5 points
Class Participation	5 points
Final Exam	15 points

You will find all assignment instructions and grading criteria at: homepage.mac.com/jim_sullivan/E5-12.html

I will score essays and other assignments on a point system. At the end of the quarter, I will determine your grade by simply adding the total number of points earned during the quarter and applying the following scale:

A	100-94 points	C+	79-77 points
A-	93-90 points	C	76-73 points
B+	89-87 points	C-	72-70 points
B	86-83 points	D	69-60 points
B-	82-80 points	F	59 or fewer points

Attendance: Because this class employs discussion, workshops, and critique groups, improving your writing depends upon class attendance and participation. Attendance and tardiness problems lower your class participation grade, undermine your writing skills, and erode the classroom experience of your classmates. For this reason, I require students who miss class or arrive late to class to meet with me during office hours to review their attendance record and discuss the material the student should have studied for that class meeting.

Essay submissions: You will find all requirements for paper formatting and length on each assignment's instruction sheet (available on the course web site). I will not accept papers that do not meet the stated submission requirements.

Late Submissions: I assign a 10% penalty per class day for any essays submitted after the start of the class period on the due date *unless a student receives permission from me prior to the due date*. A paper turned in at any time after the beginning of class on the due date receives this penalty. I do not accept late submissions of or "make ups" for writing process activities (see below), peer critiques, in-class writing, or quizzes.

Writing Process Activities: UCR's composition program and I believe in the importance of the writing process: invention, drafting, peer critique, revision, and proofreading. To help students learn to revise and edit more carefully, I also require each student to complete a correction log for each essay I evaluate. I will deduct a 10% penalty from each essay for each writing process activity that you do not *fully* complete by the assigned date and submit along with the final draft of the essay (students must submit correction logs within a week of when I return each evaluated paper).

Plagiarism: Please do not present the work of others as your own. If you plagiarize, you will earn a zero for the assignment, and I will refer your case to appropriate campus disciplinary authorities. Because UC Riverside has a strict plagiarism policy (please review it on the course web site), this serious academic offense could jeopardize your academic career. Develop your own voice and prepare yourself for professional life by learning to recognize plagiarism. Always submit original work and properly document any references you make to the thoughts, ideas, or language of others. If you feel overwhelmed by an assignment, reach out to me as early in the process as you can. You have my office hours, email address, and cell phone number: use them. I want to support your effort to develop your own voice as a writer in any way that I can.

Course Web Site: I will post course notes, useful web links, assignment instructions, and course announcements on the course web site (homepage.mac.com/jim_sullivan/E5-12.html). You will find grades, and attendance records on the course Blackboard (at ilearn.ucr.edu). Please keep me up to date on your email and telephone contact information.

Revisions: Each student must revise the first essay (on Grant Wood's *American Gothic*). Students may also revise the Paper #2 Response to Swift's *Gulliver's Travels*. I encourage you to do so, but do not require it. If you submit your revision with a 250 word (minimum) explanation of why and how you revised the essay, I will substitute the grade you earn on the revised essay for the original grade. I do not provide detailed comments on these revision essays.

Conferences: I believe that direct, one-to-one interaction with the instructor provides an invaluable perspective on a student's writing for both the student and the instructor. With this in mind, I require two mandatory conferences during the semester, hold at least four office hours a week, and encourage you to use email and the phone to communicate actively with me about your writing.

Course Calendar: English 5-12 Fall 2003

Complete all reading, study, or writing assignments before the class meeting on the date under which those assignments appear. Beginning with the second week of the course, **students must also read the “Study Notes” on the web site before each class meeting** (I recommend reading these before you begin any of the other reading or writing assignments).

Week 1: An Introduction to Academic Argument
Friday, September 26 <input type="checkbox"/> Greetings and course overview
Monday September 29 <input type="checkbox"/> Read and study <i>WCA</i> Part I, Chapter 6: “Methods of Critical Reading” (124-152) <input type="checkbox"/> Complete “Writer’s Inventory” and email to the instructor. Bring a hard copy to class.
Wednesday October 1 <input type="checkbox"/> Write a summary paragraph that answers this question: What is Grant Wood saying about America identity and character in <i>American Gothic</i> . For a copy of the painting visit http://xroads.virginia.edu/~MA98/haven/wood/gothic.html For more background on Wood visit http://xroads.virginia.edu/~MA98/haven/wood/intro.html <input type="checkbox"/> Use <i>Pass It</i> (15) and <i>WCA</i> (132-133) for guidelines on summary writing. <input type="checkbox"/> Read and study <i>WCA</i> Part I, Chapter 1: “Anatomy of an Argument” (3-12) <input type="checkbox"/> Review course syllabus
Friday October 3 <input type="checkbox"/> Read the “Study Notes” for October 3 on the course web site and read carefully through the course home page. <input type="checkbox"/> Read and study <i>WCA</i> Part I, Chapter 2: “Using the Classical Model” (27-50) <input type="checkbox"/> Bring draft thesis and complete schematic outline for “Responding to Grant Wood” / email backup to instructor
Week 2: Essay #1 Responding to Grant Wood’s “American Gothic”
Monday October 6 <input type="checkbox"/> Complete first draft of “Responding to Grant Wood” essay: bring draft and cover sheet to class / email backup to instructor <input type="checkbox"/> Read and study <i>WCA</i> Part I, Chapter 3: “Using the Toulmin Model” (51-70)
Wednesday October 8 <input type="checkbox"/> Read and study <i>WCA</i> Part I Chapter 4: “Using the Rogerian Model” (70-97) <input type="checkbox"/> Continue revising “Responding to Grant Wood” essay (bring drafts to class)
Friday October 10 <input type="checkbox"/> Bring final draft of “Responding to Grant Wood” essay to class / email backup to instructor <input type="checkbox"/> Submit final draft and all writing process activities in a manila file folder
Week 3: Swift’s Gulliver’s Travels
Monday October 13 <input type="checkbox"/> Lemuel Gulliver. <i>Travels into Several Remote Nations of the World</i> , Part I (1-66)
Wednesday October 15 <input type="checkbox"/> Lemuel Gulliver. <i>Travels into Several Remote Nations of the World</i> , Part II (67-125)
Friday October 17 <input type="checkbox"/> Francois Rabelais: From <i>Gargantua and Pantagruel</i> (302-304) <input type="checkbox"/> Alexander Pope. Lilliput and Brobdingnag related poems (277-287) <input type="checkbox"/> Swift’s Correspondence (260-277) <input type="checkbox"/> William Dampier, From <i>A New Voyage Round the World</i> (293-299) <input type="checkbox"/> Samuel Sturmy, From the <i>Mariner’s Magazine</i> (299-302)
Week 4: Conference #1 / Mandatory Revision Week
<i>Students must schedule conferences for Monday, Tuesday, or Wednesday of this week.</i>
Monday October 20 <input type="checkbox"/> Lemuel Gulliver. <i>Travels into Several Remote Nations of the World</i> , Part III (129-185) <input type="checkbox"/> Complete Conference #1 Prep sheet (on course web site)
Wednesday October 22 <input type="checkbox"/> Lemuel Gulliver. <i>Travels into Several Remote Nations of the World</i> , Part IV (187-252)
Friday, October 24 <input type="checkbox"/> Mckeon, “Virtue and Truth in Gulliver’s Travels” (328-334) <input type="checkbox"/> Rogers: “Gulliver’s Glasses” (320-328) <input type="checkbox"/> Mandatory revision of “Responding to Grant Wood” essay due in class / email backup to instructor

Week 5: Essay #2 Responding to Swift	
Monday October 27	<ul style="list-style-type: none"> <input type="checkbox"/> Read and study Brown's "Reading Race and Gender in Gulliver's Travels" (475-370) or Patey's "Swift's Satire on Science and the Structure of Gulliver's Travels (371-395) <input type="checkbox"/> Bring draft summary, thesis, and schematic outline for "Responding to Swift" essay
Wednesday October 29	<ul style="list-style-type: none"> <input type="checkbox"/> Bring complete draft of "Responding to Swift" essay / email backup to instructor <input type="checkbox"/> Read and study Swift's "A Modest Proposal" (WCA 699-705)
Friday October 31	<ul style="list-style-type: none"> <input type="checkbox"/> Bring final draft of "Responding to Swift" essay to class / email backup to instructor
Week 6: Twain's <i>Connecticut Yankee</i>	
Monday November 3	<ul style="list-style-type: none"> <input type="checkbox"/> Twain. <i>A Connecticut Yankee in King Arthur's Court</i> 1-53
Wednesday November 5	<ul style="list-style-type: none"> <input type="checkbox"/> Twain. <i>A Connecticut Yankee in King Arthur's Court</i> 53-89
Friday November 7	<ul style="list-style-type: none"> <input type="checkbox"/> Twain. <i>A Connecticut Yankee in King Arthur's Court</i> 89-121
Week 7: Conference #2 / Optional Revision Week	
Monday November 10	<ul style="list-style-type: none"> <input type="checkbox"/> Twain <i>A Connecticut Yankee in King Arthur's Court</i> 121-193 <input type="checkbox"/> Bring completed "Conference #2 Prep Sheet" to class / email copy to instructor
Wednesday November 12	<ul style="list-style-type: none"> <input type="checkbox"/> Twain <i>A Connecticut Yankee in King Arthur's Court</i> 193-227
Friday November 14	<ul style="list-style-type: none"> <input type="checkbox"/> Twain. <i>A Connecticut Yankee in King Arthur's Court</i> 227-258 <input type="checkbox"/> "Responding to Swift Optional Revision due in class" / email backup copy to instructor
Week 8: Essay #3 Responding to Twain / Reasoning and Fallacies (students must schedule an appointment for Wednesday, Thursday, or Friday)	
Monday November 17	<ul style="list-style-type: none"> <input type="checkbox"/> Bring summary section draft for "Responding to Twain" essay <input type="checkbox"/> Read and study <i>WCA</i> Chapter 5: "Reasoning: Methods and Fallacies" (94-123)
Wednesday November 19	<ul style="list-style-type: none"> <input type="checkbox"/> Bring draft thesis and schematic outline for "Responding to Twain" essay <input type="checkbox"/> Read and study Frederick Douglass "I Hear the Mournful Cry of Millions" (722-77)
Friday November 21	<ul style="list-style-type: none"> <input type="checkbox"/> Bring complete draft of "Responding to Twain" essay / email backup copy to instructor <input type="checkbox"/> Read and Study Rachel Carson "The Obligation to Endure" (727-731)
Week 9: Classic Arguments	
Monday November 24	<ul style="list-style-type: none"> <input type="checkbox"/> Bring final draft of "Responding to Twain" essay / email backup copy to instructor <input type="checkbox"/> Read and study Elizabeth Cady Stanton "Keynote Address at First Woman's Rights Convention" (718-722) and <i>Roe v. Wade</i> (731-735)
Wednesday November 26	<ul style="list-style-type: none"> <input type="checkbox"/> Read and study Plato's "Allegory of the Cave" (689-697)
Week 10: In-Class Essay	
Monday December 1	<ul style="list-style-type: none"> <input type="checkbox"/> Essay #4: In-Class Essay
Wednesday December 3	<ul style="list-style-type: none"> <input type="checkbox"/> TBA
Friday December 5	<ul style="list-style-type: none"> <input type="checkbox"/> Final Exam Workshop

Final Exam: Monday December 8 11:30-2:30 Location TBA

I reserve the right to modify this calendar during the quarter. If I do make any changes, I will announce them in class and on the course web site.