

# ENGL 1105: COURSE CALENDAR

ENGL 001-1075 (Tu/Th 12:35-1:50)  
ENGL 001-1083 (Tu/Th 2:00-3:15)  
FALL SEMESTER 2005  
MR. GOGAN  
EMAIL: brian.gogan@marquette.edu

OFFICE: Coughlin 249  
OFFICE HOURS: Tu/Th 10:45-12:15  
(& by appointment)  
OFFICE PHONE: 288-3057 Ext. 5  
HOME PHONE: 414-217-5877

## UNIT 1: ACADEMIC EXPOSITION

*Explaining Literacy via Literacy Narratives*

### UNIT GOALS

- Define and employ terms *discourse*, *discourse communities*, *discourse conventions* as well as *exposition and (academic) literacy*
- Explain how discourse communities (e.g., home, church, friends, work, media, nation) and their associated discourse conventions inform students' identities and the identities of others.
- Recognize academic disciplines (e.g., English, business, engineering,) as discourse communities
- Define, identify, and employ expository tactics: definition, classification, compare/contrast, cause/effect
- Define and employ categorical thinking about cultural categories (e.g., age, gender, class, race, political affiliation, religion, region, nationality, historical moment, etc.)
- Demonstrate ability to recognize cultural categories within personal narratives
- Employ writing as a process of discovery, revision, and communication
- (Employ collaborative writing strategies)

**8/30 Tu** Introduce course; "Academic Literacy" (CL3); Define terms (*critical literacy*, *literacy*, *academic literacy*, *discourse*, *discourse communities*, *discourse conventions*); Draft SW 2; "Langston Hughes' "Theme for English B" (CL 23); Literacy narratives (ABGW 167-76)

**For Next Class:**

**Read:** Ben Franklin, from *The Autobiography of BF* (CL 15)  
Frederick Douglass, from *Narrative of the Life of FD . . .* (CL 18)  
"An Example of a Rhetorical Problem..." (ABGW 16-21)  
"How Writers Think about Purpose"  
"How Writers Think about Audience"  
"How Writers Think about Genre"  
"Rhetorical Context and Your Choices about Structure" (ABGW 48-57)

**For D2L Discussion Board:**

**Read:** Mike Rose, "I Just Want to Be Average" (CL 51-62)  
"Subject Matter Problems: The Starting Point..." (ABGW 7-11)  
**Reread (as necessary):** Ernest J. Gaines, "A Lesson Before Dying"

**9/1 Th** Rhetorical triangle; Franklin; Douglass; Open and closed forms; Assign Unit 1; Define terms (*exposition*, *college student ethos*);

**For Next Class:**

**Read:** Min-zahn Lu, "From Silence to Words: Writing as Struggle" (CL 33)  
"Comparison... Definition... Cause... Classification..." (HB 48-9, 51-2)  
**Write:** SW 1: Explain how 3 cultural categories inform an author's education

**9/6 Tu** Collect SW 1; Define expository strategies; Lu; Subject positions; Essay #1 Topics

**For Next Class:**

**Read:** Paula Gunn Allen, "Where I Come From Is Like This" (CL 9)  
"Seeking a Surprising Thesis"  
"Supporting Your Thesis with Points and..." (ABGW 34-41)  
"Lesson 5: Placing Points before Particulars" (ABGW 548-52)  
"Lesson 8: Learning Four Expert Moves" (ABGW 562-567)  
"Using Parallel Structure..." (HB 394-398)

**Write, Revise, & Type:** SW 2: Write an autobiographical literacy narrative; any form;  
BRING 3 COPIES

**9/8 Th** Collect SW 2; Thesis; General to Particular; Structure; Categorical Thinking; Gunn Allen

**For Next Class:**

**Read:** Richard Rodriguez, "Aria: A Memoir of a Bilingual Childhood (CL 45)  
William Stafford "Writing" (CL 63)  
"Lesson 4: Writing Effective Titles and..." (ABGW 542-8)  
"Lesson 9: Writing effective Conclusions" (ABGW 567-9)  
"Writing Effective Beginning and Ending..." (HB 57-60)  
Sample Student Essay (D2L)

**Write:** Thesis

**SW 3:** Compare/contrast 2 effects of literacy any of the readings (professional writers and/or a classmate); use general point to particular strategy

**9/13 Tu** Collect SW 3; Writing conference sign up; Rodriguez; Stafford; Discuss thesis; Peer review process; Style emphasis (subject position & punctuation)

**For Next Class:**

**Write:** Expository Essay

**Read:** Expository Essay, aloud  
"The Appeals to Logos, Ethos, and Pathos"  
"Angle of Vision" (ABGW 78-85)

**Review:** Punctuation (HB 469: 38b, 39a, 39c)

**Copy:** "Peer Review Sheet" from D2L, leave blank, bring to class  
"Author Sheet" from D2L, complete, bring to class

**9/15 Th** Ethos, Pathos, Logos; Peer Review; Style Workshop

**For Next Class:**

**Read:** Malcom X, "A Homemade Education" (CL 25)

**Assemble:** **Unit 1 Portfolio**  
**3 SWs**  
**Peer Review Sheet**  
**Author Sheet**  
**Essay #1**

**Copy:** Unit 2 Calendar and Assignment Sheet from D2L, bring to class

**9/15-9/18 Th-Su** Writing Conferences (sign up during class on Tu 9/13)

**9/20 Tu** Collect Unit 1 Portfolio; Malcom X; Introduce Unit 2

## **UNIT 2: ACADEMIC ANALYSIS**

### **Analyzing Multiple Perspectives of a Research Question**

#### **UNIT GOALS**

- Define and employ terms: *analysis*, *rhetorical analysis*, *standpoint*, and *cultural logic*
- Situate yourselves among competing perspectives (separated by time, region, ideology, etc.)
- Use MU's library/research technology: <http://www.mu.edu/library/thesignpost/>
- Evaluate sources (recent, relevant, reliable, sufficient information, standpoint)
- Define and demonstrate different reasons for summary, paraphrase, and quotation of sources
- Recognize multiple means of academic citation (as discipline-specific practices)
- Explain and evaluate your own researcher standpoints as well as the standpoints of your sources
- Explain organizational principles for structuring a paper
- Explain how Aristotle's communication triangle affects what is included and omitted in texts
- Employ researching and writing as processes of discovery, revision, and communication
- Recognize how academic analysis builds upon exposition

**9/20 Tu** Unit 1Portfolio, Malcolm X, Thesis Test, Introduce Unit 2, News Articles

**For Next Class:**

**Read:** Walter Lippmann, "How the *New York Times* Distorted..." (CL 124)  
"NYPD, Interview with Betty Shabazz" (CL 131)  
Betty Shabazz, "Remembering Malcolm X" (CL 133)  
"Analyzing and Synthesizing Ideas" (ABGW 357-9)  
"Understanding Analysis and Synthesis" (ABGW 366-73)  
"Skill 1; Compose and Argue Your Own Thesis" (ABGW 307-10)  
"Skill 4: Use Rhetorical Knowledge to Read and Evaluate..." (ABGW 624-31)  
Sample Paper (D2L)

**Write:** **SW 1** (1 p.): After identifying rhetorical differences between two "News Report" sources--each describing the assassination of Malcolm X--what new insights into the life/death of Malcolm X does an audience member gain?

**For D2L:**

**Read:** "Skill 5: Understand the Rhetoric of Web Sites" (ABGW 631-42)  
D2L Unit 2 Posting Directions (D2L)

**9/22 Th** Standpoints; NYPD, Shabazz; Source Credibility, Rhetorical Analysis, Lippmann; Researcher Role; Sample Paper; SW2

**For Next Class:**

**MEET: RAYNOR LIBRARY: ROOM TBA**

**Skim:** "Skill 2: Understand the Different Kinds of Sources"  
"Skill 3: Use Purposeful Strategies for Searching..." (ABGW 611-24)

**Write:** **SW2** (1 p.): Bring a list of 5 topics that you'd be interested in researching; for each topic, write a sentence or two on why you are interested in the topic.

**D2L:** Post Malcolm X Web Site Analysis before 9/26

**9/27 Tu** **RAYNOR LIBRARY:** Library Presentation & Research Day (**Bring SW2**)

**For Next Class:**

**Read:** Gary Crowdus and Dan Georgakas, "Our Film is Only a Starting..." (CL 104)  
Shelby Steele, "Malcolm X" (CL 116)  
"Understanding Rhetorical Reading"  
"Understanding Summary Writing"  
"Understanding Strong Response Writing" (ABGW 122-32)

**D2L:** Post your inquiry topic before 9/29

**9/29 Th** Summary, Strong Response; Crowdus and Georgakas, Steele; **SW3**

**For Next Class:**

**Read:** Ossie Davis, "Malcolm X's Eulogy" (CL 98)  
Gerald A. Danzer et al., "New Leaders Voice Content" (CL 73)  
Vern E. Smith et al., "Rediscovering Malcolm X" (CL 100)  
Malcolm X (with Alex Haley), "Lessons Learned" (CL 77)  
"Working Sources into Your Own Prose" (ABGW 648-55)

**Write:** **SW3:** Write a 1 paragraph (200 word) summary of either Crowdus or Steele (use general point to particular strategy); then write a 1 paragraph (200 word) strong response to the selected reading.

**10/4 Tu** Paraphrasing; Quotations; Davis Danzer, Smith, X; In-Class **SW4**

**For Next Class:**

**Read :** 4 Sources **BRING THESE TO CLASS**

**D2L:** Post thesis before 10/6

**10/6 Th** Thesis Review & Revision; Source SRAS; **SW5**

**For Next Class:**

**Read:** "Avoiding Plagiarism"  
"Skill 7: Cite and Document Sources Effectively..." (ABGW 656-74)  
"Lesson 6: Signaling Relationships with Transitions"  
"Lesson 7: Binding Sentences Together by Following..." (ABGW 552-62)  
"Make Your Paragraphs Coherent" (HB 53-56)

“Use Parallel Structure...” (HB 394-8)

**Reread:** One Unit 2 CL reading of your choice

“Lesson 4: Writing Effective Titles and...” (ABGW 542-8)

“Lesson 9: Writing Effective Conclusions” (ABGW 567-9)

“Writing Effective Beginning and Ending...” (HB 57-60)

**Write:** Complete Works Cited Page

**SW5:** 400 words, typed source SRAS

**Begin:** Analytical Essay

**10/11 Tu** SW5; Citations; Transitions; Style Workshop

**For Next Class:**

**Write:** Analytical Essay

**Read:** (Aloud) Analytical Essay

**Copy:** 2 “Peer Review Sheets” from D2L, leave blank, bring to class

1 “Author Sheet” from D2L, complete, bring to class

**10/13 Th** Reverse Outline; Peer Review

**For Next Class:**

**Read:** Linda Seger, “Creating the Myth” (CL 171)

**Assemble:** Unit 2 Portfolio

• 5 SWs

• 2 Peer Review Sheets

• 1 Author Sheet

• Copies of 5 pages of research sources that you either summarized, paraphrased, or quoted in Essay #2; highlight the sections that you used.

• Analytical Essay

**Copy:** Unit 3 Calendar and Assignment Sheet from D2L, bring to class

**D2L:** Post all Discussion Board Responses before 10/18

**10/18 Tu** Collect Unit 2 Portfolio, Assign Unit 3

## **UNIT 3: ACADEMIC CRITIQUE**

*Using Theory to Critique Pop Culture Phenomena*

### **UNIT GOALS**

- Define *critique* as a method of evaluation
- Define *theory* as a set of principles that explains & predicts ideas, events, people’s behavior, etc.
- Define and employ stasis theory as a means of generating questions
- Recognize how historical context (rhetorical situation) informs our thinking about cultural phenomena
- Recognize how theory may deepen our thinking about cultural phenomena
- Employ writing as processes of discovery, revision, and communication
- Recognize how academic critique builds upon exposition and analysis

**10/18 Tu** Unit 2 Portfolio, FW, Read CL 139, Introduce Unit 3, Seger

**For Next Class:**

**Read:** Aaron Copland, “How We Listen to Music” (CL 148)

Katrina R. Stapleton, “From the Margins to Mainstream...” (CL 187)

Anne Norton, “The Signs of Shopping” (CL 180)

“Understanding Evaluation Arguments” (ABGW 447-59)

**Write:** SW 1

**Bring:** An unusual CD (preferably in a case)

**For D2L:**

**Read:** Alan Bryman, “The Disneyization of Society” (CL 141)

D2L: Unit 3 Postings Directions (D2L.)

**10/25 Tu** SW1, Copland, Stapleton, Norton, Evaluative Writing

**For Next Class:**

- Read:** John Fiske “The Codes of Television” (CL 153)  
Dominic Strinati “Postmodernism and Popular Culture” (CL 202)  
Audre Lourde “Age, Race, Sex, and Class: Women Redefining Difference” (CL 163)
- Write:** SW2

**10/27 Th** SW2 Fiske, Strinati, Lourde

**For Next Class:**

- Read:** Sample Student Papers (D2L)  
“Understanding Reader Expectations” (ABGW 528-30)  
“Chapter 5: Seeing Rhetorically” (ABGW 97-115)
- Write:** SW3
- D2L:** Post your Disneyization critique before class on 11/1

**11/1 Tu** Sample Student Papers, Style Considerations, D2L Presentations, SW3, Peer Review Directions

**For Next Class:**

- Draft:** Essay 3 **DUE BEFORE NOON ON 11/2**
- Post:** Essay 3 and completed author sheet on D2L **BEFORE NOON ON 11/2**

**11/2 W** D2L Peer Review

- Read:** Assigned Classmate Essays (2) and Author Sheets (2)
- Post:** Completed Peer Review Sheet and “Comment/Track Changes Draft” for both essays  
**BEFORE MIDNIGHT ON 11/2**

**11/3 Th** Writing Conferences; Class Canceled

**For Next Class:**

- Read:** To Be Announced-Email
- Assemble:** **Unit 3 Portfolio**
- 3 SWs
  - 2 Peer Review Sheets (D2L)
  - 1 Author Sheet
  - Critique Essay
- Copy:** Unit 4 Calendar and Assignment Sheet from D2L, bring to class

**11/4 F** Writing Conferences

**11/8 Tu** Collect Unit 3 Portfolio, Assign Unit 4

## **UNIT 4: ACADEMIC ARGUMENT**

*Arguing about Language in U.S. Culture*

### **UNIT GOALS**

- Define and employ terms: *academic argument* & *persuasion*
- Recognize different strategies for academic arguments (cf. 5 stages of development in *ABGW*)
- Recognize and explain structural differences between academic and nonacademic arguments
- Explain tactics for negotiating multiple viewpoints (refutation, rhetorical listening, common ground, etc.)
- Define and employ Aristotle’s concepts of *logos*, *ethos*, and *pathos*
- Reflect on standpoints & cultural logics of themselves and on those who may disagree with them
- Recognize how academic argument builds upon exposition, analysis, and critique

**11/8 Tu** Unit 3 Portfolios; Unit 4 Intro; Language issues; Bateson, “We Are Our Own Metaphors” (CL 219)

**For Next Class:**

**Read:** V.Villanueva, “Whose Voice Is It Anyway? Rodriguez’ Speech in Retrospect” (CL 265)  
“Writing a Classical Argument”  
“Understanding Classical Argument”  
“Articulating Unstated Assumptions”  
“Using Evidence Effectively” (ABGW 391-403)

**Write:** SW1

**For D2L Discussion Board:**

**Read:** Alleen Pace Nilsen, “Sexism in English: A 1990s Update” (CL 227)

**11/10Th** Logical reasoning; Reasoning within competing cultural logics, SW1

**For Next Class:**

**Read:** David Orr, “Like, Whatever” (CL 237);  
Eileen Simmons, “Ain’t We Never Gonna Study No Grammar?” (CL 250)  
“Ethos” (ABGW 408-9)  
Sample Essays (D2L)

**11/15Tu** Problem posing and argument; Orr and Simmons; Sample Essays

**For Next Class:**

**Read:** “Addressing Objections and Counterarguments”  
“Responding to Objections, Counterarguments...” (ABGW 403-8)  
“Pathos” (ABGW 409-10)  
Ossie Davis, “The English Language Is My Enemy” (CL 223)  
John Simon, “Why Good English Is Good for You” (CL 256)

**Write:** SW2

**Post:** D2L Posting 1

**11/17Th** Negotiating multiple viewpoints (refutation, listening, common ground); SW2;

Argumentative appeals (*ethos, logos, pathos*); Davis and Simon; SW3

**For Next Class:**

**Read:** Gloria Naylor, “Mommy, What Does Nigger Mean” (CL 224)  
Leslie Marmon Silko, “Language and Literature From a Pueblo...” (CL 240)

**Write:** SW3

**11/22Tu** Naylor and Silko; Discuss topics, audience concerns, & necessary research;

Rhetorical stances and arguable theses for essay 4

**For Next Class:**

**Complete:** Author Sheet

**Copy:** 2 Peer Review sheets from D2L; bring to class

**Draft:** Argument Essay

**11/24Th NO CLASS: Thanksgiving**

**11/29Tu** Peer Review & Style Workshop (clarity & conciseness)

**For Next Class:**

**Assemble:** Unit 4 Portfolio

Essay 4

1 Author Sheet

2 Peer Review Sheets

3 SWs

**Bring:** Draft of Essay (1, 2, or 3) that you intend to revise

**Copy:** 1 Peer Review Sheet

**12/1 Th** Discuss revision of essay 1, 2, or 3; Peer Review of essay to be revised

**For 12/1:**

**Assemble:** Unit 4 Portfolio

Essay 4

- 1 Author Sheet
- 2 Peer Review Sheets
- 3 SWs

**Bring:** Clean Draft of Essay (1, 2, or 3) that you intend to revise  
1 New Author sheet with more specific questions for your peer reviewer  
**Copy:** 1 Peer Review Sheet corresponding to the essay you will revise

## **UNIT 4: ACADEMIC REFLECTION**

**12/1 Th** Discuss revision of essay 1, 2, or 3; Peer Review of essay to be revised

**For Next Class:**

**Read:** Essay Examinations (ABGW 713-26)

**Bring:** Revision Essay (1, 2, or 3)

**12/6 Tu** Discuss strategies for in-class essay exams; Course evaluations

**For Next Class:**

**Read:** “25: Assembling a Portfolio and Writing a Reflective” (ABGW 727-42)

**Bring:** Revision Essay (1, 2, or 3)

**12/8 Th** Discuss course portfolio and letter of reflection

**12/15 Th** **FINAL EXAM**

**TIME:** 3:30-5:30 (To turn your Course Portfolio in earlier, see me.)

**PLACE:** Coughlin 249 (My office)

**ASSEMBLE:**

**Course Portfolio:**

- Required:**
- Reflective Evaluation Letter (1-2 pp.)
  - Revision of essay 1, 2, or 3 (grade of revision replaces the original)
  - 4 graded essays (no SWs)
- Optional:**
- SASE (with correct postage, so as to receive your papers via mail)
  - Signed Permission Forms (to allow your papers to be used as models)

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### **Abbreviation Key**

ER = Electronic Reserve (<http://www.mu.edu/> . . .)

D2L = Desire 2 LearnWeb Course Server (<http://D2L.mu.edu>)

SW = Short Writing

CL = *Critical Literacies*, 2<sup>nd</sup> ed.

HB = *Brief Penguin Handbook*, 2<sup>nd</sup> ed.

ABGW = *Allyn & Bacon Guide*, 4<sup>th</sup> ed.