• All assignments must be turned in by the beginning of the class period on the day when they are due. The instructor is not obliged to accept late work.
• If accepted, all major assignments and exams received late will be penalized one letter grade for each calendar day they are late.
• In case of absence or if class is ever cancelled due to circumstances beyond instructor control, students are still expected to complete and submit all assignments shown on this Calendar to the extent possible.
• Acknowledgements: Many of the WW II-era article-length readings or poems used in this course appear in one or the other of Clara A. Molendyk and Benjamin C. Edwards’ two textbook anthologies, *Thus Be It Ever* (1942) and *The Price of Liberty* (1947), both published by Harper & Brothers, New York. Although I never met them, I wish to humbly acknowledge my debt to the work of these two scholars in the creation of this course. Edwards passed away in 1982 and Molendyk in 1995 and their two textbooks are, of course, long out of print, but both books are still under copyright. Any materials used in this course that are not freely available on the Net and which I instead posted directly from these books are shared under Fair Use, for classroom educational purposes only. Graphic: Dr. Clara A. Molendyk and Maj. Benjamin C. Edwards. Original photo taken c. 1980.
Instructor reserves the right to modify calendar to meet the needs of the class.

Note: Certain links on this OpenCourseWare page lead to articles or pages on other servers that require permission or a subscription to access. If you have trouble opening these pages, please check with your local or campus librarian or with the author of this page for more information on access. O.W.
Required Books:


This book is free online, but can also be purchased in print from Amazon. com here. We are reading the original 1946 text of the book, chapters 1 through 4 only, as linked above.

Note: Later editions of this book have a chapter 5, which was written later and which is not included for this course. However, if you wish to find out about the later lives of some of the characters in the book, please feel free to get the newer version of the book and read chapter 5 on your own.

2. Subject and Strategy: A Writer’s Reader

Subject and Strategy: A Writer’s Reader, 14th ed., by Paul Eschholz and Alfred Rosa. This book is available for purchase or as a rental at the UTEP bookstore. You are required to have and to follow reading assignments in this text.

Week 1: Jan. 22-25, 2019

Week 1: Classes begin Tuesday, 1/22/19
Start reading Chapter 1: Reading, and Chapter 3, Writers on Writing, in Escholz and Rosa.

[Memes are for discussion and analysis only.]

INTRODUCE READING PROJECT

Complete reading journals weekly. Assignment.

YOU CAN’T BE BOTH A NAZI AND A PROUD AMERICAN.
WE LITERALLY HAD A WAR ABOUT THIS.
THE WHOLE WORLD WAS INVOLVED.

Resource (theme song): There'll be Bluebirds over the White Cliffs of Dover (audio with lyrics, ~3 min.)

Week 1 homework: Join Class Facebook Group.

Introductions.

Discuss course, expectations and major assignments.

Reminder: Take notes!

Introduce theme. Discuss World War II and its context.

Resources:


- Optional resource: The Rise of Hitler (Video, ~5 1/2 minutes.) Warning: No subtitles. Requires Facebook sign-in.

- Optional resource: Historic radio broadcast from Dec. 7, 1941. (Audio ~3 min. Warning: No subtitles available.)

- Other optional resources.

Resource (Audio): "Praise the Lord and Pass the Ammunition," ~2 1/2 minutes. Click here for Lyrics.

Optional Resource: "Our Country Passes from Undeclared War to Declared War," by Dorothy Day.

Discuss: Plagiarism.

How to write a summary.

Writing diagnostic: Plagiarism.

Introduce Writing Lab.
Week 2: Jan. 28-Feb 1, 2019

Continue reading chapters 1 and 3 of Escholz and Rosa.

Assignments

Week 2:

Reading Journal 1. on "Now the U.S. Must Fight for Its Life," pages 15-21. *Life* magazine, Mar. 2, 1942. (Trigger warning: Original article from 75 years ago contains extremely violent content, text includes some language that is now considered offensive and/or racist.) Optional background resource: Battle of Dutch Harbor (Wikipedia) Jun. 3-4, 1942.

Writing discussion: Plagiarism.

Tentative: Respond to "I Hate Reading"

Resource: Real world summary: Aspects of Sexual Assault, Harassment.

Resource: College Reading.

Resource: Heavy Drinking may Change DNA (2019)

Tentative resource 1: Chronic Sleep Restriction Negatively Affects Athletic Performance.

Tentative resource 2: What is the most humane way to kill a cane toad?

Resource: Sample First Sentences.

Summary practice: Page from *Women's Day* magazine, Nov. 1942. Write a one-paragraph summary.

Tentative Exercise: Read: A Dozen Things You Can Do On Your Own to Improve Your Reading Answer questions.
Week 3: Feb. 4-8, 2019

Start reading Chapter 2, Writing, in Escholz and Rosa.

Summary practice: “Grave Injustice done Japanese on West Coast,” by Dorothy Day. Write a one-paragraph summary.

Tentative resource: Alien Apocalypse (2018); OR, tentative resource: Chronic Sleep Restriction Negatively Affects Athletic Performance. Summary practice.

Resource: “Our Country Passes from Undeclared War to Declared War,” by Dorothy Day. Read if not read already.

Week 3:


Review Correct First Sentences.

In-class assignment: Eating Insects. Tentative: Respond to this article, with your own opinion.

Resource: “If Conscription Comes for Women,” by Dorothy Day (1943)

- Resource: 2016 NYT article on women and the draft.
- Resource: 2016 article on feminists and draft registration for women.
- (Tentative) Respond: Should women be required to register for the draft in our day (2017)?

Optional Background Resource: Sample World War II Draft Registration Card.
• Example of a real-world college-level summary/abstract.
• Example of a popular-level summary (same study).
• Full scientific report on the same study (May require password to access).
• Full college-level article on the same study (May only work on campus, or may require password).

1. Understanding vocabulary in context
2. Finding main ideas

**Three Big Rules.**
(Rules apply from this point forward in class.)

- Example of a real-world summary: "College students' internet overuse leads families to connect and conflict, new study finds."
- Original article being summarized: *The Effect of U.S. University Students' Problematic Internet Use on Family Relationships: A Mixed-Methods Investigation*

Census Day Wed., Feb. 6, 2019

**Video** [Trigger Warning: Content includes violence and may be highly disturbing for some viewers. May require Facebook signon.]

Another real-world summary example:

Original article:

*Longitudinal Links Between Fathers' and Mothers' Harsh Verbal Discipline and Adolescents' Conduct Problems and Depressive Symptoms*, by Ming-Te Wang and Sarah Kenny.

Example of a real-world summary:

"Yelling Doesn't Help, May Harm Adolescents"
1. Understanding supporting details & identifying types of details.

2. Recognizing transitions.

Optional resource: First Semester GPA.

Intro to scholarly responses / commentaries. View Response PowerPoint. Assignment: Respond to Video (may require Facebook signon to view).


Week 4: Feb. 11-15, 2019

Reading Journal 3 on your choice of ONE of the following articles (look over both options plus check optional background resource for each one, and then choose only one):

Either: 1. "Where is Sanctuary?" by Dorothy Day. (Optional background resource for information only: Dorothy Day being considered for Catholic Sainthood.)

or

2. "The Truth about Rosie the Riveter," by Carrie Kirby. (Optional background resource: Rosie the Riveter (song).)
Finish Chapter 2 of Escholz and Rosa

Graphic: 1942 (series 1935A) $1 Silver Certificates, World War II North Africa Emergency Notes.

Credit: Littleton Coin Co. Click on images for link.

Discuss grading and Blackboard grade records.

Resources for in-class summary exercise:

"Caudate Over Heels in Love." [Trigger warning: Contains scientific discussion of adult subject matter.]

OR

Alternative resource:

"Oral Contraceptives could Impair Women's Recognition of Complex Emotion."

Tentative Background resources:

- The Spirit of '43 Video--7 min. Warning: No subtitles available.
- Fifth Column Mouse (1943) Video --7 1/2 min.
- Remember Pearl Harbor (1942) Audio--3 min. Warning: No subtitles available.
1. Understanding Author’s Purpose & Tone

2. Distinguishing facts from opinions

Exercise: See headlines on front page of June 22, 1942 NY Times. Response: Give your own response (opinion) in one or two paragraphs: Judging from this paper, how was the war going for America in June, 1942? How can you tell? Use a correct first sentence. Discuss the NYT’s purpose and emotional tone. Discuss the importance of not always defaulting to a purpose of “to inform” and an intended audience of “anyone who reads this.”

Tentative In-class assignment: Summary practice. Resource: Article on Success in College. Tentative: Respond to this article, with your own opinion.

Optional resource: Dorothea Lange’s Censored Photographs of FDR’s Japanese Concentration Camps.

Optional resource (audio): Lift Every Voice and Sing.

Tentative in-class exercise: Respond to article: "Milwaukee." Instructions to be given in class.

Discussion / “chalk talk”: Identifying patterns of organization. Briefly review structures of the summary, the argumentative /persuasive essay and the comparative essay. Introduce /discuss other common academic writing structures: Chronological, process, listing, and cause and effect.

Thursday/Friday: Continue discussion of emotional tone.
SUMMARY
Paragraph assignment introduced--Major assignment worth 10% of grade! Due date Wednesday, Mar. 13/Thursday, Mar. 14 at the beginning of class. Summary assignment options: Choose any one of these six recent scientific articles linked below to summarize (your choice). Be sure to use a correct first sentence in your summary, and to include numbers (if in the original), names, places, and main ideas! Trigger warning: Articles may include scientific discussion of adult subject matter, which may be uncomfortable for some readers.
1. Severe Psychological Trauma and PTSD.
2. "Will This Be on the Test?"
3. Touching Helps Build the Sexual Brain
4. One in Three College Freshmen Reports Mental Health Disorder
6. Hispanic Children and Exposure to Adverse Experiences.

Summary Hints.

Week 5: Feb. 18-22, 2019

Continue reading Chapter 14 of Esc holz and Rosa.

Assignments

Week 5:

Reading Journal 4 on "Venereal Disease and War," by Samuel Tenenbaum. Pps. 575-592. [Note: The "Amateurs" or "Khaki-Wacky" mentioned in the article were also called "Double-V Girls."]

Video: from "Hitler's Children" (1 1/2 minutes). Trigger warning: May be highly offensive to some viewers.


Instructions: Read this article Respond: 1. What does this author infer about the nature of Fascist control? Support your conclusion with quotes from the article. Respond: 2. Did Pastor Hilverson do wrong? Why or why not? Support your conclusion with quotes from the article.

Afterword: Instructor's personal comments on the reading.

Resource on "Tone": Read How to Read a Scientific Paper, by Adam Ruben, Discuss the emotional tone of the article.

Resource: Round and around... (audio, 3 min 39 sec) Trigger Warning: May be offensive to some listeners. Lyrics. Tentative: Respond. Do YOU think this song offensive? Why or why not?
Resource article: Succeeding in College, Don't Be a Diva. 

Respond—What are the three best suggestions in this article, and why? (Explain “Why?” individually for each of the three suggestions you choose.)

Review: Quality Control in writing: Three Big Rules.

Optional: An example of why not to use “you” in academic writing: “Why Did the Passenger Pigeon Die Out?”

Opinion, Fake news vs. facts.

Regular Google vs Scholar

Thursday/ Friday:
Tentative
Tentative: Audio presentation of this article, ~30 min. [Trigger warning: May be upsetting to some readers.] Resource: Script from Norman Corwin’s "Untitled." From Molendyk & Edwards, The Price of Liberty, 1947, p. 53-64.

SUMMARY Paragraph cont'd.

Click here for Course Calendar for Weeks 6 through 15.