ENGL0312 Homepage: Spring, 2019

Spring Semester, 2019 calendar of Assignments

Owen Williamson, MA, Instructor
• All assignments must be turned in by the beginning of the class period on the day 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 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’ textbooks, 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. 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. "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.

Instructor reserves the right to modify calendar to meet the needs of the class.

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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* 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

Start reading Chapter 1: Reading, and Chapter 3, Writers on Writing, in Escholz and Rosa.
[Memes are for discussion and analysis only.]
Week 2: Jan 28-Feb 1, 2019

Continue reading chapters 1 and 3 of Escholz and Rosa.

Tentative resource: Brain centers and reading.
Tentative resource for practice summary: The War on relation to your own college career.

Assignments

Week 2:

Reading Journal 1 on "Now the U.S. Must Fight for magazine, Mar. 2, 1942. (Trigger warning: Original a extremely violent content, text includes some language offensive and/or racist.) Optional background resource: (Wikipedia) Jun. 3-4, 1942.

Writing discussion: Plagiarism.
Tentative: Respond to "I Hate Reading"

Resource: Real world summary: Aspects of Sexual As

Resource: College Reading.

Resource: Heavy Drinking may Change I

Tentative resource 1: Chronic Sleep Res

Athletic Performance.

Tentative resource 2: What is the most humane way to

Resource: Sample First Sentences

Summary practice: "Grave Injustice done Japanese on West Coast," by Dorothy Day. Write a one-

Tentative Exercise: Read: A Dozen Things You Can Do

Correct First Sentences

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

Assignments

Week 3:

Reading Journal 2 on "Mental Preparedness in Wartime: BE CALM,"

Review Correct First Sentences.


Reading Journal 2 on "Mental Preparedness in Wartime: BE CALM,"

Week 3: Feb. 4-8, 2019

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

In-class assignment: Eating Insects. Tentative: Respond 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 registar.
- (Tentative) Respond: Should women be required to register for the draft in our day (2017)?

Optional Background Resource: Sample World War II Draft Card.

- Example of a real-world summary/abstract.
- Example of a popular-level summary (same study).
- Full scientific report on the same study (May require password).
- 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 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 PowerPoint. Assignment: Respond with your own opinion on this theme. Quote Day's article in your response.

Finish Chapter 2 of Escholz and Rosa

PEANUT BUTTER BISCUITS
Costs 8 cents (January 1943) Makes 18 1\(\frac{1}{2}\) -inch biscuits Woman’s Day Kitchen

2 cups sifted flour
2 teaspoons baking powder
1/4 teaspoon salt
2 tablespoons sugar
1/4 cup milk

Sift dry ingredients into mixing bowl. Cut in fat and peanut butter, using a pastry blender or fork. Add milk and mix lightly. Turn out on floured board, knead gently 15 times. Roll to 1/4-inch thickness and cut with small floured cutter. Place on greased baking sheet; bake in hot oven, 425° F., about 18 minutes.

Assignments

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):

Either: 1. “Where is Sanctuary?” by Dorothy Day, information only: Dorothy Day being considered for Catholic Sainthood

or


Graphic: 1942 (series 1) Certificates, World War II 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

"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 / 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 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:

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.

Discussion / "chalk talk": Identifying patterns of organization in a 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 *Escholz and Rosa*.

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**Assignments**

**Reading Journal 4** on “Venereal Disease and War,” by Samuel Tenenbaum. Pps. 578-582.

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


Resource article: *Succeeding in College, Don't Be a Diva.* Tentative: 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:

Optional: An example of why not to use “you” in academic writing:

**Review**

**Thursday/Friday**


Audio presentation of this article, ~30 min. [Trigger warning: May be upsetting to some readers.] Resource: *The Price of Liberty.* New York: Harper Bros.; p. 53-64. Tentative: Respond. Do YOU think this song offensive? Why or why not?

Lyrics.

Resource article:

**SUMMARY Paragraph cont’d.**

Click here for Course Calendar for Weeks 6 through 15.