

E 603A: Composition and Reading in World Literature (34190)

Fall 09; TTh 11-12:30 PAR 104

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Office Hours: Tues., Thurs. 9:45-10:45, 1:15-1:45 and by appointment

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Rationale: In 2004 the Commission of 125 recommended a new undergraduate core curriculum: so that students would be better prepared for a changing world: "Our students live in a world that has undergone a technological revolution. They live in closer proximity to other nations and cultures. They live in a state and country that are more culturally diverse. And they study in an intellectual world where long-established boundaries between scholarly areas are less distinct. The core curriculum should . . . ensure that all of our students, whatever their areas of specialization, graduate with the flexible skills they need to be leaders in our communities." The new curriculum includes required freshman courses to "expose each entering UT student to the broad goals and possibilities of a university education, while promoting a greater sense of intellectual community among undergraduates. They will make students aware of the high standards necessary for college-level academic work and help students cultivate skills to meet those standards." Also required are courses marked by "flags" in six categories: 1. Writing—3 courses; 2. Quantitative reasoning ; 3. Global cultures; 4. Multicultural perspectives and diversity 5. Ethics and leadership; 6. Independent inquiry.

Description:

This version of E603 is for students who have already read many of the older masterworks of Western civilization and are ready to move on to masterpieces of world literature aligned with four of the six experiences required in the new core curriculum: writing, global cultures, American cultural diversity, and ethics and leadership. Our primary focus will be on ethics and feelings, primarily compassion, especially as it relates to Pre-Med and related concentrations.

In addition to meeting the basic Plan II freshman requirement, this course earns you two of these required flag credits: writing and leadership/ethics, thus meeting three requirements for you.

To meet the requirements for the Ethics and Leadership flag, at least one-third of the course grade must be based on work in practical ethics, i.e., the study of what is involved in making real-life ethical choices." Hence our initial questions are [1] What would I have done about the Holocaust if I had been in Germany and known what was going on at the time? [2] What would I have done about slavery if I had been in east Texas and known what was going on at the time? To experience something like these predicaments, the documentary Earthlings and related readings will raise our consciousness of the cruelty to animals going on around us right now and the related moral decisions we make every day concerning our use of animals for food, clothing, pets, entertainment, etc. Students will then write a formal essay about making real-life ethical choices such as these, though the essay need not be about cruelty to animals.

In other words, we will use active, experiential learning as much as possible. In your formal writing especially we will use discovery learning, in this case you will be discovering who you are, what your passions are, what your ethics are, and what your leadership vision might be. For these assignments especially, students should be prepared to think for themselves. Discovery learning means that there will be fewer instructions for projects than what students may be used to from other courses. This can be frustrating for some, especially those who want a detailed formula that will guarantee them a good grade. Instead students will be encouraged to be creative and write about what is most important to them. Finally, we will also use place-based education whenever we can, taking excursions during class and outside of class to develop a sense of this state, this town, and especially this university, as your place, your Alma Mater (nurturing mother).

Finally, to prepare you for your college and later careers we will cultivate digital, information, and print literacy and practice college-level writing, speaking, listening, discussing, and analyzing ideas. Grades will be based in part on

meeting the two expectations employers have of college graduates: time management, and the ability to read, analyze, and follow directions.

Writing

Your formal writing assignments will be two essays each semester. Each will be a minimum of four pages and be revised in response to peer critiques before being submitted to the instructor for his grading and critique. In the first semester essay #1 will be on our identity (there may be other options as well) and essay #2 will be about your passion. In the second semester essay #3 will be about your ethics and then, inspired by the Leadershape program of the Colleges of Business and Engineering, essay #4 will be a leadership vision to motivate you during your college years and beyond. Informal writing will be blogs about the readings. At the end of each semester you will be required to post an electronic portfolio of all your work.

This writing will require digital literacy (multimedia and web skills) as well as print literacy. Because the "Five Characteristics of a Successful Student at U.T." include "Good computer skills" as well as "Strong writing skills," students will be expected to check their email frequently (maintaining the correct email address in the U.T. Direct system) along with the course Discussion Boards and Online Gradebook in Blackboard, all especially the day before class. Students will download pictures from our class web sites and use multimedia to fulfill all the writing requirements and ultimately collect everything on one portfolio web site. The portfolio will include some of the materials you uploaded to Facebook, where we will have a closed group "to help students develop a small community within the larger whole" (Carnegie's Reinventing Undergraduate Education: A Blueprint for America's Research Universities).

Students should be familiar with keyboarding, operating systems, word processing, electronic mail, web-browsing, downloading and uploading files, Facebook, and Power Point. In addition, you will need to know (or learn how to), create simple, personal websites, blogs, and electronic portfolios, all with images. You will use Facebook for discussions of the readings and U.T.'s Blackboard system for keeping track of your grades and as a peer editing site to critique the papers of other students.

Reading

Covey's 7 Habits of Highly Effective People will teach us about ethics, leadership, and time management. Dick's Do Androids Dream of Electric Sheep will ask us to define what it means to be human, to be humane, and how those terms relate to compassion for all creatures. The analogies between speciesism and racism in Spiegel's The Dreaded Comparison will frame our discussion in the second semester of American cultural diversity and masterpieces by Native-, African-, Asian-, and Hispanic Americans, including Kingston's Woman Warrior and The Bluest Eye (by the Nobel Prize Winner, Toni Morrison). Carroll's Alice books will prompt discussions of leadership, discovery learning, the college experience, diversity, and the representation of animals, a topic explored also in our discussions of Dobie's Longhorns and Mustangs, and Coetzee's novel. Coetzee's novel, set in Africa and Australia, will give us a sense of global cultures, as will our journey in the second semester to India via Hesse's German masterpiece Siddhartha. In response to the tragedy of 9/11 we will trace the history of compassion for all creatures in world religions in the second semester, especially Indian mythology, religion, and ethics.

Required Texts For The First Semester:

- [1] the course anthology*;
- [2] The Annotated Alice (Norton, 0-393-04847-0 BUY ONLY THIS EDITION);
- [3] Stephen Covey's The 7 Habits of Highly Effective People (Simon and Schuster 2004 0-7432-6951-9);
- [4] J. S. Coetzee, Elizabeth Costello (Penguin 0-14-200481-2);
- [5] Marjorie Spiegel, The Dreaded Comparison, 2nd ed. (New York: I.D.E.A. Mirror Books, 1996: 0-9624493-3-4);

[6] Philip K. Dick, *Do Androids Dream of Electric Sheep* (New York: Ballantine Del Rey, 1968);
[7] Lester Faigley's *The Little Penguin Handbook* (Pearson Longman: any edition); and [8] the 2009-2010 Daily Planner, University Co-op.

*FOR THE FIRST ASSIGNMENT, students will need the course anthology, which is a collection of xeroxed materials. It will be available from Jenn's, 2000 Guadalupe (basement of the Church of Scientology at 22nd and Guadalupe, 473-8669). It will cost about \$50. Jenn's takes major credit cards, of course. If you don't get there within the first few days you might want to call ahead to make sure they have a copy reserved for you.

Grades

About 50% of the final grade will be determined by multimedia web projects (15% for each first draft—150 points each, 10% for each revision—100 points each), 14% by the portfolio (140 points); 36% by informal writing (360 points); and at least 10% by class discussion (100 points). 1200 points (out of 1,300 or more) are required for an A+ (unofficial grade); 1100 for an A; 1000 for an A-; 965 for a B+; 945 for a B; 900 for a B-; 865 for a C+; 845 for a C; 800 for a C-; 765 for a D+; 735 for a D; and 700 for a D-. Because more than 1200 points will be available, students can emphasize formal over informal writing or vice versa, class discussion more than the portfolio, etc. However, at the end of the course, students will receive exactly the grade recorded in the online gradebook, even if it is one point short of the next higher grade.

For the dates of exams and assignments, and the subjects of each discussion, see The Schedule. For policy on cell phones etc. in class see the Class Participation and Class Discussion documents. See also pp. 488-489 of the course anthology: "Paraphrasing vs. Plagiarism." Plagiarism in my class will be punished severely.

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

About the Professor:

Jerome Bump has been awarded a Woodrow Wilson Fellowship, a N. D. E. A. Fellowship, a National Endowment for the Humanities Fellowship, the Jeanne Holloway Award for undergraduate teaching, the Dad's Association Centennial Teaching Fellowship for instructing freshmen, the Rhodes Centennial Teaching Fellowship for directing the Computer Writing and Research Laboratory (devoted primarily to lower division instruction), and chosen as a Mortar Board Preferred Professor. He was an editor of *Texas Studies in Language and Literature* and has written Gerard Manley Hopkins and over fifty articles. For more information about him, his teaching philosophy, or his courses see <http://www.cwrl.utexas.edu/~bum>

Class Participation

Daily class participation grades: up to eight points per class, sometimes more if you demonstrate good listening, sometimes less if you don't. You always get up to four class participation points for (1) bringing the books assigned for that day; (2) printouts* of that day's section of the website schedule; and (3) one of the next day's section; (4) a printout of your Discussion Board entry from your blog if you made one; and (5), on Tuesdays, a copy of your grades from Blackboard. In other words just for listening and following these instructions you can get 240 points, one-fourth of what you need for an A- in this course.

*Speaking of printouts, the way to save the most paper and printer supplies is apparently to copy the relevant

pages into Word, then 'select all" and decrease the size of the font and spacing, and then print, specifying black and white only.

Students prepare for class discussion by being on time, by reading the assigned reading and related Discussion Board in advance and by bringing their DB, grades, and schedule printouts, notes, and books to class as described above.

There will be no attendance or class participation credit for the first late appearance, -5 points for the second, double the penalty for the third, triple for the fourth, etc.

AFTER SIX WEEKS HAVE PASSED, THE DOOR WILL BE CLOSED FOR GOOD WHEN CLASS STARTS AND WILL NOT BE OPENED FOR PEOPLE WHO COME LATE.

If anyone chooses to open the door for someone who comes late, they will receive the same penalties: no attendance or class participation credit for the first disruption, -5 points for the second, double the penalty for the third, triple for the fourth, etc.

Class Discussion

One of the primary goals of this state university, enshrined in the college seal, is training students to be good citizens of a democracy. A key exercise in that training is learning how to participate in a civilized discussion.

Students prepare for class by reviewing "Listening" and "Have You Tried Listening" in our anthology. During the discussion they listen attentively -- staying in the present moment, suspending judgment -- and help the organizer generate a meaningful discussion. They focus their sympathetic imaginations on the speaker and concentrate well enough to repeat what the speaker has just said and/or the course of the discussion to that point. After a speaker has finished speaking, anyone may be called on to repeat what the speaker has just said and/or the course of the discussion to that point. If they can not do this, their class participation grade for that day will suffer.

During the discussion students must focus on the speaker without talking to others, without interrupting, without thinking about they want to say next. If they do have interrupting thoughts, they might well find that writing down a reminder of what they want to contribute will help them get back to concentrating on the discussion.

Students who talk to others while the speaker is talking and/or encourage this rude behavior with a willing ear, will have fifteen points deducted from their class participation/attendance grade for each incident. Egregious behavior such as sleeping in class, reading materials other than ours, USING YOUR CELLPHONE, IPOD, OR COMPUTER DURING CLASS, acting out, disrupting class, etc. will be subject to the same penalty.

Students who insult, threaten, or harass others will have thirty points deducted from their grade for each incident, and be referred to the Dean of Students. Their class participation/attendance grade can thus become a negative grade.

SPOKEN COMMUNICATION IN CLASS RATIONALE

The Boyer Commission on Educating Undergraduates in the Research University, 1998
Undergraduates Too Often Shortchanged in the Past.....

The failure of research universities seems most serious in conferring degrees upon inarticulate students. Every university graduate should understand that no idea is fully formed until it can be communicated, and that the organization required for writing and speaking is part of the thought process that enables one to understand material fully.... Many students graduate having accumulated whatever number of courses is required, but still lacking a coherent body of knowledge or any inkling as to how one sort of information might relate to others. And all too often they graduate without knowing how to think logically, write clearly, or speak coherently.....

AN ACADEMIC BILL OF RIGHTS includes training in the skills necessary for oral and written communication at a level that will serve the student both within the university and in postgraduate professional and personal life.

recommendations: [1] Beginning with the freshman year, students must learn how to convey the results of their work effectively both orally and in writing. [2] Inquiry-based learning, collaborative experience, writing and speaking expectations need to characterize the whole of a research university education.....the changes need to include greater expectations of writing and speaking.... [resulting in] graduates who are proficient in both written and oral communication.

OUR GOALS

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- [1] IMMEDIATE PRACTICAL GOALS
 - [2] REQUIRED NEW CURRICULUM GOALS
 - [3] UNIVERSITY GOALS
 - [4] EXPLORE U.T. GOALS
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- [1] IMMEDIATE PRACTICAL GOALS

[1] Plan II freshman courses aim to “make students aware of the high standards necessary for college-level academic work and help students cultivate skills to meet those standards.” Our goals are to help students meet college academic standards and to help them get and keep jobs. To that end, students need to learn

- [1A] how to survive despite apparent craziness like Alice in Wonderland
- [1B] how to maintain a pro-active, positive attitude
- [1C] how to read and follow directions
- [1D] how to listen
- [1E] how to manage time (Time management is vital in life, but especially in writing, because the secret of writing as discovery learning; of writing as innovative thinking; of writing as creativity; in short, of great writing, is rewriting. A key to rewriting is allowing enough time to elapse between drafts -- the opposite of procrastination. To teach the importance of this kind of time management, punctuation and proofreading will be stressed in the grading of student writing for they are good indications of how careful the student has been in his or her writing and how much time has been budgeted between drafts.)

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- [2] GOALS OF THE REQUIRED NEW CURRICULUM
 - [2A] LEADERSHIP AND ETHICS
 - [2B] DIGITAL LITERACY
 - [2E] WRITING
 - [2I] INDEPENDENT INQUIRY

Basic Education Requirements of U.T.: “The University must not only equip its graduates with occupational skills but also educate them broadly enough to enable them to adapt to and cope with the accelerated process of change occurring in business, professional, and social institutions today.”

Core Curriculum Goal is “To better prepare students for a changing world by making sure they graduate with the flexible skills they need”

- [2A] to be leaders in our communities,”* and better able to deal with

- [2B] the technological revolution;
- [2C] a state and country that are more culturally diverse;*
- [2D] closer proximity to other nations and cultures.*
- *These goals are met in part by the six required course areas that are “flagged”: [2A] Leadership[2A1] and Ethics [2A2];”: [2E] Writing; [2F] Quantitative Reasoning; [2G=2D] Global Cultures; [2H=2C] Multicultural Perspectives and Diversity; [2I] Independent Inquiry

[2B] DIGITAL LITERACY: “students will be better able to deal with the technological revolution” by being able to

- [2B1] recognize the value of multimedia for access to right brain, the whole person
- [2B2] recognize the power of multimedia to change society: prime example Earthlings
- [2B3] move from making slide shows to making movies (road map assignment)
- [2B4] increase web 1.0 skills: email, websites, electronic portfolios;
- [2B5] increase web 2.0 skills: social networking as in Facebook and Blackboard

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. GOALS OF TWO FLAG COURSES: WRITING and LEADERSHIP/ETHICS)

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[2E] WRITING. (GOAL OF THE OLD AS WELL AS THE NEW CURRICULUM): “Every graduate of the University is expected to be able to express himself or herself clearly and correctly in writing” (U. T. “Basic Education Requirements”). Our goals are

- [2E1] To get a taste of what it is like to be a professional writer aiming at perfection and adopting the necessary time management, rewriting, and proofreading to become a great writer.
- [2E2] To get a taste of writing as a work of art. We practice informal writing as way to overcome writer’s block and as a foundation for becoming good writers. Our formal writing is writing as art, and thus the best writing you can possibly do. Think of your project as, say, a statue: you want it to have as few flaws as possible, to be as “perfect” as possible.
- [2E3]. To experience writing as discovery learning, especially as one connects parts of the essay, usually while rewriting.
 - [2E3a]. Only connect! . . .Live in fragments no longer.” E. M. Forster, *Howards End* (1910).
 - [2E3b]. ““One day when I was twenty-three or twenty-four this sentence seemed to form in my head, without my willing it, much as sentences form when we are half-asleep, ‘Hammer your thoughts into unity’. For days I could think of nothing else and for years I tested all I did by that sentence [...]” William Butler Yeats (cited in Frank Tuohy, *Yeats*, 1976, p.51)
- [2E4] To practice writing energized by positive rather than negative motivations, by love of your work of art rather than fear of deadlines, by creativity rather than going through the motions, by curiosity rather than compulsion.
- [2E5] To practice the new writing as the product of conscious, deliberate collaboration as well as isolation, drawing on the help and advice of your fellow students as well as your instructor.
- [2E6] To experience writing as inspired by and contributing to something greater than the individual ego. In addition to most of the formal writing assignments, writing for the internet is a good example of this. You must first find your "place" is this complex verbal and visual ecosystem. Then you make your contribution and see it in its place in this greater whole.
- [2E7] To get a taste of the new world-wide writing, the instant publication of web writing. To face the changes in writing computers demand. Computers don’t do what you want them to do: they do what you tell them to do, and in their coding they demand perfection. They have no forgiveness for errors in code. Hence, proofreading and attention to detail becomes even more important.
- [2E8] To practice the new multimedia writing which appeals to multiple intelligences, the right as well as the left side of the brain.

[2A1] LEADERSHIP, FIRST GOAL OF REQUIRED LEADERSHIP/ETHICS FLAG COURSES, is also

- the key to meeting the goals of the Basic Education Requirements: “The University strives to enroll exceptionally well-prepared, highly motivated students and to produce self-reliant graduates who will become leaders in both their chosen professions and their communities.”
- Leadership is also one of the six traditional core values of U.T.: (leadership; individual opportunity; discovery; learning; freedom; responsibility). Some of the others also stress leadership such as the core value of responsibility: “As the State of Texas takes an expanding position of leadership in the world arena it depends more and more on The University to accept this responsibility and to truly be an agent for positive change.”
- Finally, leadership is the GOAL OF THE REQUIRED NEW CURRICULUM: “all of our students, whatever their areas of specialization, be better prepared for a changing world: graduate with the flexible skills they need to be leaders in our communities.”

➤ [2A1a] Goal: To express leadership in writing, especially in the leadership vision, focusing on a passion of the writer that works best FOR THE BENEFIT OF SOCIETY. (CORE PURPOSE OF U.T.)

➤ [2A1b] The goal of three of the formal writing assignments, passion, ethics, and leadership, is to know that which is greater than the ego. (Better awareness of the world beyond the ego, beyond the conscious self, is not only a characteristic of an ethical person, but also enables a leader to be open to great inspirations and to be able to tap resources far greater than those of an isolated self.)

ETHICS [2A2] The second goal of the required leadership/ethics flag courses -- learn to make real-life ethical choices -- is closely related to the core purpose of the University of Texas, to transform lives for the benefit of society. It is also one of the basic education requirements of U.T.: “have experience in thinking about moral and ethical problems.” Our ethics goals are

- [2A2a] To experience by analogy a little of ethical dilemma presented by Anti-Semitism, especially the Holocaust.
- [2A2b] To experience by analogy a little of ethical dilemma presented by racism, especially slavery.
- [2A2c] To experience more directly the ethical dilemmas presented by speciesism, especially cruelty to animals.
- [2A2d] To become aware of real-life ethical choices made daily by all of us involving cruelty to animals.
- [2A2e] To return to the traditional college goals of developing character and conscience.
- [2A2f] To practice replacing fear and greed with love, compassion, tolerance, and the sympathetic imagination.
- [2A2g] To practice tolerance for diversity for personality types and races/ethnic groups (African-Americans and Hispanic Americans our prime examples), thereby advancing the goals of the Multicultural Perspectives and Diversity required flag courses [2C].
- [2A2h] To practice tolerance for different global cultures (India our prime example), thereby advancing toward the goals of the Global Cultures required flag courses [2D].

• [2I] INDEPENDENT INQUIRY GOALS

[2I1] “to know thyself.” To know one’s strengths and weaknesses in learning, writing, reading, speaking, listening. Self-awareness is essential not only for leadership and ethics, but for good writing for it enables self-management of time and emotional as well as intellectual resources.

[2I2] to think for your self, decreasing reliance on secondary sources, practicing what is known as active, experiential or discovery learning (as in science experiments, the Moore method in math, and Amherst College’s Baird Freshman English course in the humanities);

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• [3] UNIVERSITY and PLAN II GOALS

The goal of freshman seminar courses is to “expose each entering UT student to the broad goals and possibilities

of a university education.' Our goal is for students to experience college as students did at Oxford and other colleges whose seals are represented on and in the Tower. This includes the

- [3A] Universal college goal of living in fragments no longer, learning to think, to connect, to hammer thoughts into unity.
- [3B] This is a central principle of Newman's Idea of a University, still the classic text on this subject. Newman's model was Oxford. Newman emphasizes again and again the necessity of synthesis -- connection between the various courses and activities of university life -- to achieve a strong sense of university education as the unity it is supposed to be, rather than the fragmented multiversity it all too often is.
- [3C] Our goal is thus also unity, of the self, of the self and others, of the self and nature, of one subject and another, etc.
 - [3C1] To unify the self, our goal is to maximize our potential by cultivating both sides of our brains, developing all our multiple intelligences.

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- [4] EXPLORE U.T. GOALS

[4A] To help students experience this place as their alma mater and to acquaint students with some of the gems of the university that make it unique.

[4B] Related goal: To capture a sense of the university as a place, esp. the campus as a second home: HRC, the tower, totem animals, Dobie walk, etc.

- [4B1] To invoke the personal presences (ghosts, genius loci) embodied in place, such as Joe Jones, Frank Dobie, and the students of 1969 and others in Waller Creek, and all the ghosts inhabiting the Harry Ransom Center; i.e. to give some sense of the social as well as environmental history of this campus, and comparable genius loci embodied in the social and environmental history of other colleges.

SCHEDULE FIRST DRAFT

Religious Holy Days listed at the end

8-23-8-31 Add/drop for the fall semester for students who registered and paid their tuition by August 12; after this date, changes in registration require the approval of the department chair and usually the student's dean.

BASICS

8-27 Introduction

- 11-13 Course Description*
- 14-18 Course Goals*
- 19 Schedule Overview*
- 20 Class Participation
- 38 Racial Harassment Policy;
- 39-40 Sexual Harassment Policy;
- 41-2 Drug + Alcohol Policy;
- 96 Undergrad. Writing Center;
- 97-98 Learning Skills Center ;
- 101-102 The Importance of Reading Directions in This Class

9-1 Introduction II. Bring Planner + Time Management Forms, 2 Copies.

26-31	Discussion Board instructions;
111	Concentration vs. "multitasking" +
112	Sleep Deprivation and Multitasking
99-100	Counseling Center ;
103-105A	Flunking out of College
105B	Student Grade Expectations
106-108	What Professors hear when students make excuses;
111	Concentration vs. "multitasking"
112	Sleep Deprivation and Multitasking
113-114A	Stress
114B-E	Perfectionism

Time Management:

Covey (book) on time management anxiety 16, 41; Time management techniques 149-150; Weekly worksheet 166-167, 180-181; Saying "no" 156-7;

Course anthology:

115-116	Motivation
117-118	Overcoming Procrastination
119-120	Design Your Own Procrastination Plan
121	Goal Setting
228-9	Personal Planning System

9-3 Introduction III.

20	Class Participation
21	Class Discussion
22	Listening
23	Have You Tried Listening?
24-25	Leading Class Discussion
26-31	Discussion Board Instructions*
32-33	Road Map Directions
34-37	Road Map of Your Journey;
191-192	Scallop shell stone carvings at U. T.
241-2	Communication: listening (+reading, writing, speaking)

Covey and positive energy:

Covey book: Habit 1 "Be Proactive," especially pp. 66-84, 92-94, + 132 + 199

Course anthology:

109A	Five Characteristics of a Good Student
109B	Positive Attitude
246C	Goleman on optimism

WHO ARE YOU?

9-8 Discussion Board Entry on your Psychological Type,

Revised as writing sample. Take a Meyers-Briggs test (such as the one at <http://www.humanmetrics.com/cgi-win/JTypes1.htm>) DB entry needs two quotes and two images. In this case at least one quote is needed from the section on Learning Styles and at least one quote is needed from the section on Writing Styles. You will "publish" on Facebook your evaluation of how well you believe "your" psychological type's learning and writing styles describe you as a reader and writer and how well it fits the description in "Instructor/Class Typology": then prepare a hard copy as writing sample to bring to class.

122-135 Kiersey, Please Understand Me
136-137 Meyers Briggs Business Uses
138-140 Teaching/Learning Styles
141-146 Instructor/Class Typology
147-155 Writing Styles
156 PC vs. MAC

9-10 ROAD MAPS

The new reading and writing: instructions on the web

9-10 to 9-27 EXTRA CREDIT DRAMA PERFORMANCE:

Measure for Measure (ticketed event) Austin Shakespeare. September 10-27 at the Long Center for Performing Arts : <http://www.thelongcenter.org/> ?

9-11

Last day an undergraduate student may add a class except for rare and extenuating circumstances; Last day to drop a class for a possible refund.

9-15 ROAD MAPS

The new reading and writing

9-16 Extra Credit University Lecture on King Lear:

Howl, Howl, Howl! Does Father Always Know Best? Professor Elizabeth Richmond-Garza, Department of English, at 7 p.m. in ACES 2.302

9-17 P1 Writing Instruction

Faigley, chs. 4-6, 9-13, 20-35

Covey on writing: autobiographical writing 43 Eliot quote 44 Rogers quote 267 rescripting 103 writing your own funeral 96-97 cf. Logan, Willie; personal mission statements 106-108, 128-129, 136; project missions statements 144 no. 6 need for the Witness 66 to observe our old scripts 104

101-102 The Importance of Reading Directions in This Class
247-253 Personal Vision Rationale, Multimedia, Quotations
254-264 Lee, Discovering the Leader in You: Your Personal Vision
265-273 Dass, "The Witness": How to deal with multiple answers and selves

484-485 High School to College Writing: Making the Transition

486-487	Researching
488-489	Paraphrasing vs. Plagiarism

WRITING AS DISCOVERY LEARNING, AS ART

490	Writing Well is Thinking Well:
491-492	Rhetorical Fallacies
493	Yeats, "Hammer Your Thoughts"
494-5	Forster, "Only Connect"
496-497	Creating a Strong Thesis
498	Structure of a Professional Research Paper
499	"COMPOSITION," the meaning of
500	Introductions and Conclusions
501-502	Flow and Transitions;
503-504	COHERENCE, sign of an 'A' paper
505	Focusing on Transitions

WORD CHOICE

506-507	The Oxford English Dictionary And Oxford Reference Online
508-509	Verbs that Take Prepositions
510	Rough Guide to Prepositions

PUNCTUATION:

511-521	Eats, Shoots, and Leaves: commas, semicolons
522-523	Quick Guide to Commas

9-22 P1 DUE ON BLACKBOARD. MEET AT HARRY RANSOM CENTER

195-197	Key to HRC ghost windows: a gallery of leaders
213-216	"Jabberwocky" in French, Spanish, German, Italian
275	How to Respond to the Projects of Others*

9-23 Last day to drop a class without a possible academic penalty

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9-24 P1 Revision Writing Instruction

Faigley, chs. 7, 16, 18
 CHICAGO STYLE FOOTNOTES

524-525	CMS: Formatting Your Paper
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REVISING, PERFECTING:

526	Rewriting as Discovery Learning
527	Hemingway on Rewriting

528	Revisions Checklist
529-530	Saying What You Mean
531-532	Diction and Conciseness
533-534	Eliminating Wordiness
535	Readability and Clarity
536	Tips for Improving Readability
537-539	Proofreading
540	Why spell checkers are not enough

9-24. Extra Credit University Lecture: How to Know a Tyrant When You See One: Models of Tyranny and Leadership from Classical Drama, Dean Paul Woodruff, School of Undergraduate Studies, formerly director of Plan II. 7 PM Bass Concert Hall?

WHY ARE YOU HERE?

9-30 Universities, U. T., Liberal Arts, Plan II

110 "Everything I Wish Someone Had Told Me About College before I Started"

THE IDEA OF A UNIVERSITY

165-170 Newman, The Idea of a University, Discourses 5-7

171-173 Giametti, Yale Freshman Address

173B-C "Liberal Arts" defined

173D-E Newman and the Liberal Arts

173F-G Brickley, "Value of the Liberal Arts"

173H Well-Rounded Docs

THE IDEA OF PLAN II

173I-M Plan II history and goals

183A-B U. T. Core Values

U. T. TEACHING PHILOSOPHIES

184 Experiential Learning

185 Discovery Learning Project +The U. T. Moore Method

186-187 Discovery Learning in Freshman English at Amherst

188 My Teaching Philosophy & the Carnegie Report

10-1 P1 HARD COPY DUE and website version:

YOUR FINAL COPY. FORMAT: DOUBLE-SPACED, WITH A TITLE, PAGE NOS., and FOOTNOTES AT THE BOTTOM OF THE PAGES, using the University of Chicago footnote method (See Faigley), ETC. LAST PAGE SHOULD PROVIDE THE WORD COUNT (both with and without quotes) AND THE U.R.L. OF THE BLOG VERSION. THIS FINAL VERSION SHOULD BE PUT IN A POCKET FOLDER WITH YOUR NAME ON THE OUTSIDE.

ALSO IN THIS FOLDER SHOULD BE [1] A COPY OF YOUR ORIGINAL DRAFT, THE ONE YOU UPLOADED TO BLACKBOARD; [2] COPIES OF ALL CRITIQUES YOUR COLLEAGUES MADE AND THE TYPES ESSAY WITH INSTRUCTOR'S EDITS; [3] A SECOND DRAFT WITH ALL THE CHANGES YOU MADE IN RESPONSE TO ALL THE CRITIQUES, INCLUDING THE INSTRUCTOR'S CRITIQUE OF YOUR TYPES ESSAY, WITH THE CHANGES NOW HIGHLIGHTED AND COLOR-CODED TO SHOW WHICH CHANGES WERE MADE IN RESPONSE TO WHICH REVIEWER; [4] A CD OR JUMP DRIVE WITH A WEB VERSION OF THE PROJECT.