

EWRT 2: Critical Reading, Writing, Thinking

Instructor: Diané Furlan

Voice Mail: 864.8999 ext. 3537

Office location and hours: Baldwin Winery; M 12:30-1:30; W 9:30-10:30; by appt.

e-mail: Furlandiane@fhda.edu

Course Description and Objectives

The goal of this course is an intensive application of critical thinking skills to reading and writing. Deconstructing and interpreting rhetorical modes, in this class you will:

- read critically
- distinguish between perception and inference, between “literal” reading and interpretation
- analyze relationships
- apply principles of logic
- recognize, compare, and evaluate alternative points of view, values, and meanings
- write critically
- practice the multistep process of writing--discovery, planning, drafting, revising
- articulate analyses and interpretations
- integrate multiple sources in a documented, analytical research paper

Required Texts and Materials

- Maasik, Sonia and Jack Soloman. Signs of Life. 6th Edition
- Gaarder, Jostein. Sophie’s World

Course Requirements

Classroom Expectations

This class is listed as a lecture class, but it is mostly a doing class, with a great deal of small group work, in-class writing, and student-directed study. This means, among other things, that some of the responsibility you’re used to teachers assuming will instead fall on your shoulders. To reflect the importance of this aspect of the course I will expect you to

- attend class regularly;
- do all the assigned readings, writings, and exercises;
- actively participate in peer groups and class discussions;
- produce multiple drafts of each assigned essay.

Written Work

Writing assignments are due on specific due dates, at the beginning of class. A complete essay must be a “good-faith” draft, a draft which is of the specified length and demonstrates effort. The grades for late papers will reflect their lateness in a lower score. For each day your paper is late, your grade will be lowered 10%. If you miss a peer review session or come to a peer review session unprepared you will receive a lower score (up to 10% lower) on

your essay. All work must be word-processed or typed in twelve-point font and in MLA format. Please include a header with your last name and page numbers.

Grades

Course grade breakdown:

- Exercises and Quizzes 10%
- Writing Assignments/Essays 55%
- Presentation Project 5%
- Midterm 10%
- Journal 10%
- Final 10%

Course Policies

Attendance

You chose to take this course and so you are ultimately responsible for your attendance and participation. Attendance is mandatory. I will only allow five absences during the term; thereafter I may drop you from the course. Attendance will be recorded on roll sheets passed around at the beginning of class each day. You are absent when you are not present in class OR if you neglect to sign the roll sheet. You are also absent if you do not remain the full class period. You are tardy if you are more than 15 minutes late to class. Three tardy arrivals equal one absence. If you are absent it is your responsibility to acquire any handouts or assignments I have given. Students who are absent any day during the first week of classes may be dropped. If you stop coming to class, it is your responsibility to drop the class. Students who discontinue the class without dropping may receive a failing grade in the class. You will not be allowed to make-up missed in-class quizzes.

Plagiarism

Using the ideas or writing of another as one's own is not tolerated and may result in failure in the course. Please see me if you have any questions about plagiarism.

***If you have special circumstances which you feel will affect your performance in this class, please come speak to me as soon as possible.

Course Schedule

This is a tentative schedule and may be subject to change.

TABLE 1. COURSE SCHEDULE

	Date	In-class	Assignments
Week 1		Opening Festivities; Journal	Purchase <u>Signs of Life</u> ; In <u>Signs</u> read “Popular Signs” pp. 1-21, read pp. “Writing about Popular Culture” pp. 33-43, read “Citing Sources” pp. 69-72.
	T., 1/5		
	W., 1/6	Semiotics; discuss readings; discuss paper	In <u>Signs</u> read “Consuming Passions” pp. 75-85, read “What’s in a Package” pp. 109-118, and read “The Semiotics of Home Decor” p. 119-129.
	Th., 1/7		
	F., 1/8		
Week 2	M., 1/11	Discuss readings; Journal	In <u>Signs</u> read “The Science of Shopping” pp. 93-100, read “The Signs of Shopping” pp. 101-106,
	T., 1/12		
	W., 1/13		In <u>Signs</u> read “Brought to you Buy” pp. 171-181 and read “The Parable of the Democracy of Goods” pp. 182- 190. ☐ Paper #1 Advanced Draft--bring hardcopy to class
	Th., 1/14		
	F., 1/15		
Week		Holiday	

3			
	T., 1/19		
	W., 1/20	Read Around/Peer review	In Signs read “What We Are to Advertisers” pp. 192-196 and read “If You Have a <i>Buy Button</i> in Your Brain” pp. 197-201.
	Th., 1/21		
	F., 1/22		
W e e k 4		Discussion; Paragraph levels	
	T., 1/27	Paragraph levels	☐ Work on essay; bring copy (electronic and hardcopy) to class.
	W., 1/28	Computer lab ATC 103	☐ Write Advanced Draft Paper 2.
	Th., 1/29	Paragraph levels	☐ Write Final Draft Paper 2.
W e e k 5			In The McGraw-Hill Reader read “Stone Soup” p.177- 182; ☐ Freewrite on a topic inspired by assigned readings
			In The McGraw-Hill Reader read “Being a Man” p.219-222; ☐ Freewrite on a topic inspired by assigned readings
	W., 2/4	Discussion; Adj. Clauses	In The McGraw-Hill Reader read “The Myth of the Latin Woman: I Just Met a Girl Named Maria” p. 249-253; ☐ Freewrite on a topic inspired by assigned readings
	Th., 2/5		

Week 6			
	F., 2/6	Discussion; Adj. Clauses	In The McGraw-Hill Reader read “The Woman Warrior” p. 262-267; ☐ Write draft of Essay three
	W., 2/11	Subordination review	☐ Write Final Draft Paper 3: Stereotyping
	Th., 2/12	Bkgrd Frederick Douglas; Discussion; Concession.	
Week 7			
	W., 2/19		In Narrative read p. 16-21. (Chp 5 & 6) ☐ Freewrite on a topic inspired by assigned reading
	Th., 2/20		
Week 8			
	W., 2/26	Presentation 1	In Narrative read chapters 9-11 & Appendix p. 30-76 (Please annotate)

		Narrative; verbal phrases	
	Th., 2/27	Presentation 2; Narrative; verbal phrases	
	F., 2/28	Conferences	
Week 9			
	T., 3/4		
Week 10	M., 3/10	Presentations: Journal entry; Discussion; Adjective Clauses	Read Tortilla Curtain; ☐ Bring in three paraphrased sources. Please follow the citation format given Little Brown Handbook.
	T., 3/11		
	W., 3/12	Presentations: Journal entry; Discussion; Sentence focus	
	Th., 3/13		
	F., 3/14		
Week 11	M., 3/17	Journal entry; Discussion; Oral presentation.	Read Tortilla Curtain; ☐ Write your advanced draft.

	T., 3/18		
	W., 3/19	Journal entry; Discussion; Oral presentation; Peer Review.	Read Tortilla Curtain; ☐ Write final draft.
	Th., 3/20		
	F., 3/21		
Fi na ls			

Name: _____ -

Proofreading Quiz

Correct any punctuation errors you find in the following sentences. If any of your punctuation changes require that you change a capital letter to a small one or vice versa, make those changes also. Some of the sentences may be correct.

1. Joanne bought an expensive car. Although she had recently quit her job.
2. When her husband found out about it, he was furious.
3. She reminded him of the extravagant stereo he had bought recently, it was much more powerful than they needed or could use.
4. He replied that they could both enjoy the stereo. While only she could enjoy her car.
5. He didn't know that she hated the stereo. A fact he was soon to find out.
6. When the dust finally settled, he had returned the stereo, Joanne still had the car.
7. Their marriage was saved, even though they still had a car they couldn't afford.
8. There are only a few problems I can't handle. The worst being my finances.
9. Money comes into my life in small quantities, however it leaves in large ones.

There seems to be nothing I can do about this, it just seems to be a characteristic of mine.

2. I took a course entitled "Love Your Money." Thinking that if I loved it more, I'd hang on to it longer.
3. That helped for a little while, then I just returned to my old habits.
4. I'd like to get this problem under control. Because it is getting me into serious financial difficulties.
5. I might be in trouble right now, I just got a bank statement today and it looks pretty bad. My savings have fallen to an all-time low.
6. The situation looks pretty serious, therefore I think I'd better do something about it.

Part II

Each of the sentences below contains one verb, together with its subject. If the verb is correct, write C in the blank at the end of the sentence. If the verb is incorrect, write the correct verb form in the blank.

Example:

a. John bit the cow. C

b. There are a tavern in the town. is

1. My friends and I loves to travel. _____
2. There is only a few places in the country still unvisited by us. _____
3. Some of my best friends like to travel too. _____
4. One of them prefer to stay home, however. _____
5. Each of them have individual preferences. _____
6. A study of several thousand very experienced travelers show some interesting results. _____
7. There's a great many wealthy people among them. _____
8. But the wealthiest ones in the study has not always traveled more than the others. _____
9. The results of the study were of value to the travel industry. _____
10. The basis of many of our problems, especially the big ones, are our ways of approaching them.
Sheila and Mary hates to be late to parties. _____
2. Working short hours and earning a good salary are my main requirements in life. _____

Part II

Carefully proofread the following sentences, correcting the mistakes. Some sentences may contain more than one error.

1. Its a bad idea to go grocery shopping when your hungry.
2. The cat stuck its claws into my leg, and it was to painful for words.
3. There are many things people can do to make there lives worse than they have to be, and to often these are exactly the things that they do.
4. When you know who's seat you have taken, you will know who's going to be on you're case.
5. The dog took it's time getting into there truck; it was to lazy to hurry.
6. I can't stand the mess in my two sisters rooms.
7. The new father hated to change his babies diaper, so he was glad his wife didn't have twins.
8. In north america we mostly speak english, but central americas dominant language is spanish.
9. I had planned to take history 301, but since I had already signed up for another history class, I decided to take calculus instead.
10. The president of the united states is also the commander-in-chief of the armed forces, though, of course, he

isn't actually a general.

11. I am use to getting good grades, but I know that college is a lot harder than valley view high school.

12. When I was in high school, I knew I was suppose to study, but I often didn't.

When they were juniors, several friends of mine drop out because they hate to do the assign work.

2. They had never realize the importance of school to one's future.

3. Of all those in my group, only me and John Williams graduated.

4. They tell you that anyone who doesn't at least get a high school diploma will never get a good job; they might as well forget it.

5. A person who drops out won't be able to compete in the job market; they will have to turn to crime or just stay poor.

6. High school didn't mean much to John and I, but we stuck with it.

Part IV

In the blanks in the following sentences, write the correct form of the verb indicated. (In some cases, you will have to add *has*, *have*, or *had*.)

1. By the time Maria got there, her friends _____ (leave).

2. Last week, I _____ (forget) my assignment when I _____ (leave) home for school.

3. For the past three years, I _____ (jog) three miles every morning.

4. The plane crashed simply because the pilots _____ (forget) to adjust the wing flaps properly.

5. We _____ (do) it that way for as long as I can remember.

6. Since Maureen was a child, she _____ (act) that way.

When you _____ (buy) your car last month, you _____ (should + know) that you were paying too much.

2. When we complained, they said they _____ (make) a mistake and _____ (give) us our money back.

3. I went to the airport to meet my friend, but later I found out he _____ (take) the train.

4. It _____ (rain) for the last forty days and forty nights.

Name: _____

What quarter are you in at De Anza? 1st, 2nd, 3rd?: _____

Have you taken English 100A before?

Does your family speak a language other than English at home, and if so, which one?

Please write three pages on 8½ x 11 lined paper, in pen, as follows:

Page one

Freewrite one page, single-spaced, on how you want to use De Anza College (what you want to get out of it) and why. You might want to write about what you plan to major in and why, or you may want to write about exploring possibilities, or you may want to write in different terms about what you want to use the school for, the kind of effect you hope it will have on your life. Whatever, complete a page off the top of your head on this general subject.

Page two

Write about how you feel about writing and why you feel that way. If you hate it, say so. I'd be interested to learn that and to hear why you hate it. (You might be interested to know that even the most famous and widely published writers think that it is an incredibly difficult and troublesome thing to do. As far as I can tell, practically no one really likes to write, but the reasons for how people feel vary a lot.)

Page three

Tell me what you consider to be your strong and weak points as a writer; in writing papers for other classes, what do you feel most confident about and what gives you the most trouble? If you think you could use help with your writing, what specific kinds of help would you ideally like to get?

Writing a Summary

What is a summary?

A summary gives the main points and the most important supporting evidence or subpoints of a longer piece of writing. It provides the readers with an objective, complete, and accurate account of a piece of writing they have not read.

What are the qualities of a summary?

A good summary makes it clear that it is a report of someone else's work.

- It mentions the source (name of the author and title of the article.)
- It includes the central idea (thesis) and the main points (topic sentences).
- It generally leaves out specific details.
- It is written in complete sentences and in your own words. (This is also called paraphrasing).
- It gives credit to the author in each sentence.

It keeps the author's original meaning and does not include your own opinions.

- It is shorter than the original. For the purpose of this class your summaries should be no more than half a page long when handwritten.

What are the steps in writing a good summary?

1. Read the original article carefully **several times** to make sure that you truly understand the author's main ideas. **Highlight, underline, or make notes** on important points as you read along. **Put the article away** when you are ready to write the summary.
2. Mention the title of the reading and the name of the author at the beginning of the summary.

Example 1: In his book, Music appreciation, Robert Hickok states that music is being used today in a number of

ways not related to entertainment.

Example 2: In “Behind the Formaldehyde Curtain,” Jessica Mitford criticizes the mortuary profession by attacking the custom of embalming and chiding the society that permits it.

3. Identify the author’s central idea (thesis) and write a sentence to express it. (See examples above).
4. Next, identify the most important information the author uses to support the thesis and include any main points that support this thesis.
5. **Write the summary in your own words.** You may use the author’s words or phrases occasionally. If you do, you **must** put quotation marks around them.
6. When your finished, check your summary with the original to make sure you didn’t omit anything.

“Circle of Children” Summary

- Is it clear to you that the first sentence of the summary paragraph tells what the essay is about, and is it accurate? If you think it isn’t entirely accurate, write here what you think the problem might

- Write down here a list of children’s abilities discussed by Brenda Anne Le Blanc:

- Does the summary cover all of these? If any seem to be missing, list here the missing ones:

You and your partner may not agree on what ought to be included in the summary, and that’s all right. But if you do disagree, make a few notes here on your areas of disagreement--that is, what details he or she has included that you would not include, or what details you think should be included that he or she has not included. If

there's time today, talk together about any disagreements you might have. If you want to ask me about them, raise your hand.

Sentence Combining with verb forms and adjectives

EXERCISE 1:

1. A student is strolling to class.
The student is smiling.
2. The student is walking with a friend.
The friend is pretty.
The friend is well dressed.
3. The friend is also a student.
The friend is strolling with the student.

The student is talking to his friend.
The student is thinking about asking her for a date.
The friend is attractive.

2. The attractive student thinks her friend is a dope.
She is known for her high standards.
The dope is hopeless.
The dope is simple-minded.
3. The students walked into the classroom.
The students were laughing.
The students were happy.
The classroom was bright.
The classroom was sunny.
4. They were greeted by their witchcraft instructor.
Their witchcraft instructor was ancient.
Their witchcraft instructor was ugly.
Their witchcraft instructor was staring at them from the front of the room.
5. Switching his tail, the instructor spoke in a voice.
The instructor was glowering.
His voice was deep.

His voice was menacing.

6. On their midterm exams, almost half of them had changed their frogs into real-estate brokers instead of into princes and princesses.

Their frogs were harmless.

Their frogs were little.

The real-estate brokers were aggressive.

The princes were handsome.

The princesses were beautiful.

The princesses were charming.

7. While going over these midterms, the instructor was talking into buying a condominium.

The midterms were wretched.

The instructor was furious.

The condominium was extremely expensive.

The condominium was located at the edge of a swamp in Florida.

Planning Your Essay

One of the most important aspects of a good essay is preplanning your ideas and their development. Through

preplanning, you decide your subject, your assertions about your subject, your main ideas supporting the assertion(s), and your method for organizing and developing your essay into a cohesive and convincing whole. Without preplanning, your essay will most likely be disorganized and fail to convincingly develop your thesis. Preplanning an essay does take time and effort, but the resulting benefit is a greatly improved essay that will be worth all your hard work and that will receive a higher grade. The more you practice this method, the more automatic it will become for you.

Here is a step-by-step list you may find useful in planning your essay.

Choosing your subject--Consider your interests, experiences, and areas of special knowledge.

2. Limit your subject--Move your ideas from the broad to the narrow, from the vague to the specific.
3. Brainstorm ideas--Make lists of ideas that relate to your subject.
4. Group ideas--Organize your ideas and details into related groups, and write an informal outline.
5. Brainstorm your groups--Make sure your ideas can be developed.
6. Develop your thesis and thesis sentence--Focus on the main idea, assert a specific viewpoint, and choose supporting points.
7. Consider ways to organize your ideas--Ideas can be organized in the following ways: spatially, chronologically, climactically, from general to specific, from specific to general, by comparison and contrast,...

Choosing Your Subject

This initial step can often be the most difficult part of writing an essay because if you choose a subject that you do not have much interest in, you will probably have more trouble generating ideas to develop it. If assigned to choose your own subject for an essay or term paper, turn to yourself first. Think about your interests, experiences, and areas of special knowledge. You might like to make a list of broad subjects that you can keep as a reference for a permanent source of ideas.

If you are assigned a subject, you may still be able to draw ideas from a previously made list of subjects. Also, the information you have acquired in other college courses can often be applied to an essay in another course of study.

<u>Field of Study</u>	<u>Course for Essay</u>	<u>Special Knowledge</u>
Your future career	vacations	hobbies
weekend activities	your job	sports
a personal goal	your family	your college major
a book	college	special skills
a poem	high school	--parenting
a movie	situation you have been in	--gourmet cooking
television programs	--embarrassing	a musical instrument
television commercials	--sad	art

--frightening
 --exciting
 places you have lived
 country life

If you are assigned a subject, you may still be able to draw ideas from a previously made list of subjects. Also, the information you have acquired in other college courses can often be applied to another course of study.

<u>Field of Study</u>	<u>Course for Essay</u>	<u>Possible Application to a Subject</u>
Psychology	English	--a psychological study of a character in a particular book --a psychological interpretation of a particular poem
	Sociology	--the psychological motivation behind a specific sociological trend --the psychology of jokes
	History	--the psychological motivation of members of a terrorist group
History	English	--a historical study of the theatrical methods used in plays during Shakespeare's time
Criminal Justice	History	--a study of the development of civil rights for prison inmates

By either considering the list you have made of your interests, experiences, and areas of special knowledge, or by specifically applying one of these ideas to another idea, you can have a variety of potential subjects. Once you have selected your broad subject, scale that subject down to a more limited subdivision to find a manageable topic for your essay. This step is referred to as "limiting."

Limit Your Subject

Thorough development of a narrowed, limited subject will result in a better essay than sparse development of a broad topic. How far you must narrow your subject depends largely on the length of your planned essay. Narrow your subject by working toward a more and more specific topic, but be careful not to narrow so far that you have little of significance left to write about. If you choose the broad subject "My Summer Vacation," an entire essay dealing with all the television programs you watched would probably be too broad and insignificant. Writing about a particular experience or activity, the job you held, or the indulgent way in which you usually spent your summer days would be more significant and interesting.

Exercise: Try to limit the following subjects to more narrow, specific topics.

Example: college--college center--social activities in college center--meeting new friends through the social activities in the college center

1. the average family: _____

2. family traditions: _____

3. parental responsibilities _____
-

After you have limited your broad subject to a more manageable topic, you are ready to begin finding and choosing the specific ideas you will use to develop your essay. This process is called “brainstorming.”

Brainstorm Ideas

Write down your now limited topic on a piece of paper, and then write down every thought that occurs to you that is in any way related to your topic. Do not worry about whether or not the ideas seem to be silly or irrelevant. Do not worry about creating polished sentences--just write down words or phrases as they pop into your mind. If you have planned your time well and have a day or two to make your list, you will probably find that new ideas can occur to you at any time. Keep this list in your binder, your wallet, on top of your dresser, or anywhere else that will make it handy for you to jot down these additional ideas.

To help you start the flow of ideas, ask yourself questions about your topic.

What is it? What does it encompass, and what does it exclude?

2. What are its parts or its characteristics: How do these parts or characteristics relate to one another?
3. How can it be illustrated or supported? (Specific examples)
4. How is it like or different from other things?
5. Is it comparable to something in a different class that is more familiar to us?
6. What are its causes or effects?
7. How does it work, or how do you do it?

Exercise: Choose one subject from the list below, limit it, and generate a series of ideas through “brainstorming.” Use the questions above to help you.

1. the average family
2. family traditions
3. parental responsibilities

Subject: _____

Limiting: _____

Ideas: _____

Once you have brainstormed your topic, you are ready to move on to the next step in planning your essay, “grouping.”

Group Ideas

Your next step involves organizing your ideas and details into related groups and then choosing a simple title for each of these groups so that you can see the pattern and focus of these ideas. An informal outline can be helpful at this time. As a start, list the titles according to your perception of importance, the most important being first. You may want to choose a different organizational pattern later, but this method of ordering will help you see your strengths and weaknesses. Studying the resulting pattern will assist you in discovering your central theme and a potential thesis for your essay.

Exercise: Using the limited subject you chose in the last exercise, look among your listed ideas for patterns and relationships that can be given a name or title, eliminate irrelevant ideas, and group related ideas under the appropriate group title.

Subject: _____

Group 1 _____

Group 2 _____

Group 3 _____

Group 4 _____

Brainstorm Your Groups

Now that you have grouped our initial brainstorming, brainstorm each group. By doing this, you will be able to see what areas need more development or if an area can be developed. Most importantly, you will discover whether your topic for the entire essay is too broad or too narrow. While this second brainstorming may seem time-consuming, it will eliminate major writing frustrations: too little space and too much unfocused information OR too much space and too little information.

Essay 1: Family Unit

Final Draft Due: Thursday, October 11

Advanced Draft Due: Tuesday, October 9

Requirements:

- 1 ½ pages
- Minimum of 5 verb forms and adjective forms as practiced in class (See exercises)
- 2 copies of the final draft and all brainstorming material to be turned in October 11

Essay Assignment:

“The Good Mother” and “The Train Cake” illustrate that many parents today are crucially concerned with the question, “Who is a good parent?” Write a **definition** essay in which you answer this question for yourself, bringing in examples of “good” parents from different kinds of cultural backgrounds.

Idea Draft Assignment (Thursday, October 4, Computer Lab)

Using your notes, write an idea draft of your essay. Remember: This draft is *only* for getting your ideas on paper and in the order you want them. Many people like to double-space this draft so that when it becomes a mess, they can still read it. Others feel that single spacing makes it easier for them to see the whole thing.

