

**ENG 110--Critical Reading and Writing**  
**Instructor: Dr. Charles Johnson**

**Introduction**

I currently have a bachelors, masters, and doctorate degree, plus about 50 additional post-graduate credits, the most recent earned in 2009. Although new here at the high school, actually, I have accumulated 31 years of high school teaching experience in Delaware and mostly in the Red Clay School District. The first 25 were at Dickinson High School, where I served as English Department Chair and President of the Delaware Association of Teachers of English. While there, I also worked as an adjunct professor at Goldey-Beacom College for 10 years, and I next went to the College full time as Chair of Arts and Sciences. During my tenure there, I published one book on business writing and over 100 articles in newspapers, magazines, and journals. Next, I began a "business" career as the general manager of a chemical company and later as the operations manager of a multi-state publishing company. I continued publishing articles in magazines and in refereed journals, training manuals, personnel policy manuals, public relations and marketing pieces, and a second book on managing diverse human resources.

**My Philosophy of Education**

My philosophy of education ranges from existentialism to idealism. So, I have a strangely "eclectic" philosophy. Emotionally, I am an idealist, believing that knowledge does exist and that one needs to add new attributes to existing concepts, hoping that increased clarity will result. However, whenever I take a global, or more specifically, a universal view of man and his surroundings--his past, present, and possible future--I am more of an existentialist. However, since "existentialism" denies all value of knowing and idealism states that knowledge is static and waiting to be found, I have had to find some middle ground.

Thus, I believe in a world of reason (metaphysics) and in truth as reason. Furthermore, ethics is the "rational act" and aesthetics is a matter of creative intuition. I tend to view the learner as a rational being, the teacher as a mental disciplinarian, the curriculum as the subject matter of the intellect and spirit (mathematics, languages, logic, Great Books, etc.)

**Contact Me**

You can check progress by going to [www.mygradebook.com](http://www.mygradebook.com) or on <https://sakai.udel.edu/portal>. To enter mygradebook, the class word is syntax12 and the password is your school ID number. For access to sakai, students will receive a password information directly from the University of Delaware. Once on mygradebook, you must add personal E-mail addresses so that I can update you whenever grades are posted. My school E-mail address is [charles.johnson@redclay.k12.de.us](mailto:charles.johnson@redclay.k12.de.us) or [charlesj@udel.edu](mailto:charlesj@udel.edu).

## English 110 Mission Statement

First-year writing (English 110) supports the academic mission of the University of Delaware by helping students to

- Read and write with a sensitivity to audience and purpose.
- Think critically in both independent and collaborative contexts.
- Participate as ethical members in a community of writers.
- Develop into critical producers and consumers of texts.

To these ends, English 110 emphasizes:

- Writing as a rhetorical process that includes prewriting, drafting, review, and revision.
- Writing in a variety of genres.
- Accessing, assessing, and integrating research in an increasingly global context.

## English 110 Student Learning Outcomes

By the end of English 110, students should achieve the following goals:

### Critical Reading

- Read source texts critically, revealing awareness of purpose, audience, tone, multiple voices, argumentative techniques, and rhetorical devices.
- Demonstrate understanding of a text's rhetorical contexts.
- Analyze and synthesize varied texts as a means to further their own writing skills.

### Writing Process

- Demonstrate the ability to write in a variety of genres such as summary, response, report, argument, and critical analysis.
- Find and assess sources, synthesizing research with their own ideas.
- Engage in writing as a recursive process that includes idea discovery, structural and developmental revision, and editing the final copy.

### Rhetorical Knowledge

- Write with a strong understanding of and focus on purpose.
- Write in ways that respond to the needs of different audiences.
- Adopt voice, tone, and level of formality appropriate to situation and purpose.
- Understand how genres shape reading and writing.

### Knowledge of Conventions

- Be aware of the rhetorical differences among and stylistic conventions of the MLA citation format

## Course Objectives

- To write academic papers with precision, clarity, and logic
- To identify and solve individual problems of grammar, punctuation, and phrasing
- To read critically in various disciplines
- To write with strong support from library and internet resources, and to practice good habits of citation and documentation

- To be responsible and effective team members and collaborative writers

**Course Description**

This course introduces students to the basic tools and strategies used to write through explication and interpretation of texts. In reading and in writing about a range of texts, students will learn to use the fundamental concepts of textual analysis. Featured works include the required texts, *The Allyn & Bacon Guide to Writing* and the *Arak Anthology*. Requirements include online quizzes, several in-class/home writing assignments, four major papers, and class participation by all students. Students will be assigned a minimum of 7500 words (about 30 pages), at least 5000 words of which is finished formal assignments, including a research-based essay of at least 2000 words. Four formal essays as well as a mix of informal writing such as brief response papers and in-class writing will be assigned. The instructor will assess student writing not only for its adherence to conventions of standard language and scholarly discourse, but also for its effectiveness in addressing the expectations of specific audiences and for its persuasive power in specific situations.

**Process Writing**

The course assumes a process approach to writing. Emphasis is on extensive revision in response to critical evaluations from the instructor and peers. Instructors incorporate process teaching methods such as multiple drafts, portfolios, writing groups, individual conferences, group conferences, and peer evaluation.

**MLA Research/Documentation**

Research skills will be integrated throughout the course, including on-line research strategies, navigation of the library, evaluation of sources, integration of sources into essays, and responsible scholarly citation and documentation use the MLA formatting as provided in *The Little Penguin Handbook*.

**Paper Format**

Students will follow the MLA format requirements and will use Times New Roman 12 pt. font. Papers are double spaced and the student's last name and the page number should appear in the header aligned to the right.

**Grammar and Usage**

Language concerns such as style, tone, diction, grammar, and mechanics will be addressed according to the needs of the students.

**Attendance**

To participate, you need to be in class, on time, having read the work and being prepared to work. We will follow the school's policies on excused absences (see the catalog).

If you miss a class, talk to someone first and then see me if necessary to be sure you don't miss important information about assignments.

### Late Work

Work turned in late will be penalized 10 points for each day it is late. After the third day, the paper will receive a zero. Papers being submitted in class are due at the beginning of the class. If they are turned in later than that, they will be considered late.

### Statement on Plagiarism

The University of Delaware and Alexis I DuPont High School protect the rights of all students by insisting that individual students act with integrity. Accordingly, the University and the high school severely penalize plagiarism and other forms of academic dishonesty. Please review the “Plagiarism and Academic Dishonesty” statement on pages 88 and 89 of your *Arak Anthology*.

If you have any questions about why and how to document sources, please see your text. Talk with me about any issue of concern before it potentially becomes an issue of plagiarism.

### English 110: Critical Reading and Writing

(Key: ✍ = writing assignment; 📖 = text assignment; 🗨 = forum discussion)

#### Marking Periods

##### 1<sup>st</sup> Marking Period: Composing and Revising

📖 Class will review the syllabus and pp. 79-94 of the *Arak Anthology*.

📖 Class review plagiarism statement on pages 88 and 89 of the *Arak Anthology*.

📖 Students read and class discuss “Chapter 6: Reading Rhetorically” in Allen & Bacon text.

Required Readings (summer):

- *No Exit*, by Sartre
- *The Bald Soprano*, by Ionesco
- *The Chairs*, by Ionesco
- *Rhinoceros*, by Ionesco's
- *Waiting for Godot*, by Samuel Beckett

✍ Write “Literary Analysis” essay on Sartre’s *No Exit*. **(10 %)** See Appendix A.

✍ Write “Literary Analysis” essay on Ionesco’s *Bald Soprano* and complete that part of the planning form and discuss. **(10 %)** See Appendix B.

✍ Write “Literary Analysis” essay on *The Chairs* by Ionesco and complete that part of the planning form and discuss. **(10 %)** See Appendix B.

✍ Write “Literary Analysis” essay on *The Rhinoceros* by Ionesco and complete that part of the planning form and discuss. **(10 %)** See appendix B.

✍ Write “Literary Analysis” essay on *Waiting for Godot* by Ionesco and complete that part of the planning form and discuss. **(10 %)** See appendix B.

📖 Students read and class discuss Chapter 12: “Composing and Revising Closed-Form Prose” in Allen & Bacon text and discuss.

📖 Students review and class discuss pp. 41-48 “A strong thesis statement” in Allen & Bacon text.

📖 Students read and class discuss pp. 3-15 in *The Little Penguin Handbook*.

✍️ Essay: Communication Failure. Think about an experience in your life in which the inability to communicate your idea to someone else caused you problems. In 4 to 5 pages or about 1000 words (Times New Roman, 12 pt. double spaced), re-tell your audience, me, that story in a clear, logically-ordered, concise manner.

✍️ Write first draft and proofread. **(10%)**

📖 Students read and class discuss pp. 281-287 “Strategies for Responding Helpfully to a Classmate’s Draft” in Allen & Bacon text.

✍️ Write second draft and proofread. **(10%)**

✍️ Write third draft and submit to teacher for comments. **(10%)**

📖 Read and discuss Chapter 11, “Writing as a Problem-Solving Process” in Allen & Bacon text

✍️ Write fourth and final draft of essay and submit for grading Take on-line quizzes on terms and text and forum participation. **(10%)**

Discussion. **(10%)**

### **Second Marking Period: Introduce the *Arak Anthology* and Writing a Rhetorical Analysis.**

In 4 to 5 pages or about 1000 words (Times New Roman, 12 pt. double spaced), students will analyze and interpret samples of award-winning essays found in the *Arak Anthology*, identifying and explaining an author’s use of rhetorical strategies and techniques. Next, each student will write a rhetorical analysis of one of the essays in the *Arak Anthology*. This analysis will be at least four to five pages, double spaced, using Times New Roman. The purpose of writing a rhetorical analysis is twofold: first, to practice analytical thinking as a cognitive activity, and second, to provide an opportunity to develop a knowledge of rhetoric as an analytical tool. A rhetorical analysis differs from a summary in that it assumes an understanding of the main points of the piece, but analyzes how the writer has constructed the piece to convince the audience that his or her points are valid and believable. Some rhetorical strategies that students might consider include:

- Writer's use of appeals.
  - Ethos. (How does the writer project an authoritative stance?)
  - Pathos. (What techniques does the writer use to appeal to the readers' emotions?)
  - Logos. (What techniques does the writer use to appeal to the readers' rationality?)
- Organization of the information.
- Selection and omission of information.
- Privileging and/or excluding various positions or voices.
- Kinds and use of evidence.
- Style.

You may find that you need several paragraphs to explain a single strategy, especially if you have several examples of the strategy. Just be sure that your transition at the beginning of a new paragraph makes it clear that you are still discussing the same strategy. (See Appendix C for possible strategy)

- 📖 Students will read and discuss pp.13-26 “Animal Issues” in the *Arak Anthology*. . (10%)
- 📖 Students will read and discuss pp.27-47 “College Issues” in the *Arak Anthology*. . (10%)
- 📖 Students will read and discuss pp.47-64 “Political Issues” in the *Arak Anthology*. . (10%)
- 📖 Students will read and discuss pp.65-78 “Scientific Issues” in the *Arak Anthology*. . (10%)
- ✍️ Write first draft and proofread. . (10%)
- ✍️ Write second draft and proofread (10%)
- ✍️ Write third draft and submit to teacher for comments. (20%)
- ✍️ Write fourth and final draft of essay and submit for grading. (20%)

### **Third Marking Period: Research/MLA Documentation**

Each student will select one topic related to writing--such as diction, audience, voice, style--to research and to use to complete a documented essay defining the term and providing evidence as to its significance to the writing process. In at least 2000 words or 8 to 10 pages, double spaced, Times New Roman, explain your topic to an academic audience; examine the topic and argue two or more perspectives and provide counter arguments to your particular stance to prove the validity of that stance. As much as possible, students need to rely on primary sources such as journal articles, studies, and books and adopt a voice, tone, and level of formality appropriate for an academic audience. However, secondary sources are appropriate as well. A minimum of 8 sources is required. Using *The Little Penguin Handbook*, students will use the MLA formatting for documentation.

- 📖 Students will read and discuss Chapter 7, “Writing an Exploratory Essay on Annotated Bibliography” in Allen & Bacon text
  - 📖 Students will read and discuss Chapter 13, Evaluating Sources” in Allen & Bacon text
  - ✍️ Students will write a first draft and proofread. (10 %)
- Class will review “MLA Formatting,” “MLA Parenthetical Documentation,” and “MLA Works Cited” in the *Little Penguin Handbook*.
- Students will check MLA format of paper (10 %)
- ✍️ Students will write a second draft and proofread. (10 %)
- Students will check MLA format of paper (10 %)
- ✍️ Students will write a third draft and submit to the teacher to proofread and assess. (20 %)
  - ✍️ Students will write a fourth draft and submit for a grade. (20 %)
- 📖 On-line quizzes on MLA and text (10 %)
  - Discussion (10 %)

### **Fourth Marking Period: Audience**

- 📖 Read and discuss Chapter 10 “Writing a Classical Argument” in Allen & Bacon text

📖 Read and discuss Chapter 3: “Thinking Rhetorically about How Messages Persuade” in Allen & Bacon text

✍️ **Planning:** Think about the importance of audience when one discusses a controversial topic such as the authenticity of the story of the Flood of Noah to (1) conservative Christians, (2) to liberal Christians, and (3) to some agnostics or atheists. Be sure to identify the various audiences appropriate to your topic. **(20 %)**

✍️ Write a 2000 word position paper (8 to 10 pages) that takes a position on your topic. Your introduction should present the issue and provide background and state the claim that you intend to support. In constructing your claim, **strive to develop audience-based reasons**. The body of your argument should summarize and respond to opposing views, as well as present reasons and evidence in support of your own position. You will need to choose whether to summarize and refute opposing views before or after you have made your own case. Try to end your essay with your strongest arguments. Try to include appeals to pathos and to create positive, credible ethos. Students need to adopt a voice, tone, and level of formality appropriate for an academic audience. Primary and secondary sources are appropriate. A minimum of 8 sources is required, including books, magazines, and websites. Using The Little Penguin Handbook, students will use the MLA formatting for documentation etc.

Be sure to review chapter 10 in your Allyn & Bacon text.

✍️ Students will write a first draft and proofread. **(10%)**

✍️ Students will write a second draft and proofread. **(10%)**

Students will check MLA format of paper **(10 %)**

✍️ Students will write a third draft and submit to the teacher for comments and assess. **(20%)**

✍️ Students will write a fourth draft and submit for a grade. **(20%)**

📖 Quizzes and focus discussions **(10%)**

📖 Read and discuss Chapters 1 and 2 in text

#### APPENDIX A

##### Literary Analysis Form for Sartre

Author's Last, First Name. Title of the Book. Place of Publication: Publisher, Date of Publication. Your title might look something like this:

Carr-Ruffino, Norma. Diversity Success Strategies. Boston: Butterworth Heinemann, 1999. Print.

If there are two authors, do this: Last Name, First Name and First Name Last Name.  
Place the names in the same order as they appear in the book. Note the punctuation.

If there are a number of places of publication, select the one closest to where you are.  
For example: Boston, Oxford, Auckland, New Delhi. Select "Boston."

Paragraph One: In the first sentence, identify the author and the title of the play by name. Don't just say "fiction play." Try to be specific in your classification. Where was the setting of the story and did the setting have any bearing on other elements of the story? For example, did the setting heighten the conflict or central problem in the story (explain how), or could the story have been set anywhere? Explain why. What point of view did the author use? Did the character (s) tell the story in the first person (I, me, my, mine, etc.), or was the story told in third person (They, them, their, his, her, etc.) Was information presented from primary sources or secondary sources. "Primary sources" are accounts from eyewitnesses usually at the time they occur. Does someone who did not witness the event tell descriptions or interpretation of an event? If so, that is an example of a "secondary source." Remember: do not just answer questions in sequence. The above questions are to help you to gather information. Once gathered, it needs to be organized into a solid paragraph. Also, different information can be blended into a

single sentence.

Paragraph Two: Discuss the plot of the story here. (Thus, you will need a topic sentence such as this one: "The author used a closed-ended plot structure when writing this play.") Do not just tell or summarize the story. The plot of the story is made up of a series or related events that include the exposition, initiating complication, conflict(s), the key moment, the climax, and the resolution. Use these terms in the paragraph. What conflict or conflicts were evident in the story? There are basically three conflicts: Man against man, man against nature, and man against his own weak self. "Man against man" is a conflict between or among people or groups of people. "Man against nature" is a conflict involving a person or people and natural elements, i.e., a storm at sea, freezing weather, etc. "Man against his own weak self" involves inter-struggles, fears, doubts, etc. If more than one conflict exists, usually one is more important than the other. Explain which was the most important and why. The "climax" is the turning point of the story - The point where the conflict comes to a head. The "resolution" shows how the situation turns out and ties up loose ends. At the beginning of the story, the author may provide background information, called "exposition," which sets the scene for the conflict. Again, gather your information using the above guides and write a well-organized paragraph.

Paragraph Three: In the very first sentence, identify the main characters in the story. Not all characters are main ones. Only identify the main ones and tell why they are important to the story. Characters can be classified as simple or complex, static or dynamic. (Use these terms in the paragraph.) Simple characters are all good or all bad. Complex characters are like you and me, both good and bad. Static characters do not change throughout the story. They are the same at the end of the story as they were in the beginning. Dynamic characters change. Something in the story causes them to change. Identify how they changed what causes the change.

Paragraph Four: Identify ten (10) new words you learned while reading this story. Format the paragraph this way: These are the new words I learned while reading this story: word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word. Follow the directions here.

Paragraph Five: Though brief and comedic, Jean-Paul Sartre's play "No Exit" offers great insight into the basic ideas of his existentialist philosophy. The commonplace setting of the work and the diversity of the basic character types allude to the applicability of the themes to reality. Explain the significance of the following: cowardice, hell, time, death, love, torture, the past. Discuss the theme of choices and consequences. Why is *No Exit* called an existentialist play and a philosophical drama. Discuss the existential philosophy in the play.

Paragraph six: This paragraph deals with your reaction to the play. What was the author's purpose or point of view and what rhetorical devices did he or she use to support that purpose or point of view. How would you describe the author's style of writing? What did you learn? What inferences or conclusions could you draw? Did you learn to understand people who are different than you? How? Why? Did it teach you anything about life? What? Could you relate to any of the characters? How? Do not just say that the story was boring. Try to find some saving grace to it.

## APPENDIX B

### \*Literary Analysis Essay Form

Author's Last, First Name. Title of the Book. Place of Publication: Publisher, Date of Publication. Your title might look something like this:

Carr-Ruffino, Norma. *Diversity Success Strategies*. Boston: Butterworth Heinemann, 1999. Print.

If there are two authors, do this: Last Name, First Name and First Name Last Name.  
Place the names in the same order as they appear in the book. Note the punctuation.

If there are a number of places of publication, select the one closest to where you are.  
For example: Boston, Oxford, Auckland, New Delhi. Select "Boston."

Paragraph One: In the first sentence, identify the author and the title of the play by name. Next classify the play. What was the significance of the setting, if any? Where was the setting of the story and did the setting have any bearing on other elements of the story? For example, did the setting heighten any conflict or central problem in the story (explain how) or did it reflect the author's theme, or could the story have been set anywhere? Explain why. What point of view did the author use? Did the character (s) tell the story in the first person (I, me, my, mine, etc.), or was the story told in third person (They, them, their, his, her, etc.) Was information presented from primary sources or secondary sources? "Primary sources" are accounts from eyewitnesses usually at the time they occur. Does someone who did not witness the event tell descriptions or interpretation of an event? If so, that is an example of a "secondary source." Describe the importance of the author's use of point of view to achieve his or her

purpose. Remember: do not just answer questions in sequence. The above questions are to help you to gather information. Once gathered, it needs to be organized into a solid paragraph. Also, different information can be blended into a single sentence.

Paragraph Two: Discuss the plot of the story here. (Thus, you will need a topic sentence such as this one: "The author used a (closed-ended or open-ended) plot structure when writing this play.") Do not just tell or summarize the story. The most commonly used closed-ended plot of the story is made up of a series or related events that include the exposition, initiating complication, conflict(s), the key moment, the climax, and the resolution. Use these terms in the paragraph. What conflict or conflicts were evident in the story? There are basically three conflicts: Man against man, man against nature, and man against his own weak self. "Man against man" is a conflict between or among people or groups of people. "Man against nature" is a conflict involving a person or people and natural elements, i.e., a storm at sea, freezing weather, etc. "Man against his own weak self" involves inter-struggles, fears, doubts, etc. If more than one conflict exists, usually one is more important than the other. Explain which was the most important and why. The "climax" is the turning point of the story - The point where the conflict comes to a head. The "resolution" shows how the situation turns out and ties up loose ends. At the beginning of the story, the author may provide background information, called "exposition," which sets the scene for the conflict. Again, gather your information using the above guides and write a well-organized paragraph. Often an open-ended plot has few if any of the components of the closed-ended plot. If this is the case, discuss why each of the elements was eliminated.

Paragraph Three: In the very first sentence, identify the main characters in the story. Not all characters are main ones. Only identify the main ones and tell why they are important to the story. Characters can be classified as simple or complex, static or dynamic. (Use these terms in the paragraph.) Simple characters are all good or all bad. Complex characters are like you and me, both good and bad. Static characters do not change throughout the story. They are the same at the end of the story as they were in the beginning. Dynamic characters change. Something in the story causes them to change. Identify how they changed what causes the change. How did the author's characterization help in communicating any message?

Paragraph Four: Identify ten (10) new words you learned while reading this story. Format the paragraph this way: These are the new words I learned while reading this story: *word*: definition of the word; *word*: definition of the word; *word*: definition of the word; *word*: definition of the word; *word*: definition of the word; *word*: definition of the word; *word*: definition of the word; *word*: definition of the word; *word*: definition of the word; *word*: definition of the word. Remember: Italicize the word. Follow the directions here.

Paragraph Five: (See Chapter 6 of text.) Write a brief rhetorical critique, analyzing the text's rhetorical strategies and evaluating how effective the author achieves his or her intended goals. What was the writer's purpose and how well does the text suit that purpose? Did the play reflect the author's purpose? How? Was the author successful in conveying that purpose? Explain why or why not. How has the genre affected the author's style, structure, and use of evidence? How does the genre shape the reading? How do the author's language choices and sentence length and complexity contribute to the impact of the text? Discuss the author's appeal to logos, ethos, and pathos. How much of the author's angle of vision or interpretive filter dominates the text, influencing what is emphasized or omitted? What rhetorical devices did he or she use to support that purpose or point of view.

Paragraph Six: (See Chapter 6 of text.) This paragraph deals with your reaction to the book. Where do you agree with this author? What did you learn or what new insights has the text given you? What inferences or conclusions could you draw? What was/were the author's message(s). Where do you disagree with this author? What points has the author overlooked or omitted? What new questions or problems has the text raised? What are the limitations or consequences of this text? Did you learn to understand people who are different than you? How? Why? Did it teach you anything about life? What? Could you relate to any of the characters? How?

## APPENDIX C

The following structural suggestions are not the only way to proceed.

### Introduction

Begin the paper with an introduction, probably one paragraph of several sentences that do the following:

- Place your writing in a larger conversation (in this case, about writers' use of rhetorical strategies to accomplish their *purposes*).
- Introduce the essay you plan to analyze. Name the writer, title of the piece, publication date, where the piece appeared (Arak Anthology).
- Identify the audience for whom the writing is intended.
- Describe the writer's purpose. To do this, you might answer the following

- questions for yourself before you write: What does the writer want to achieve with this writing? What does she or he want the audience to think and/or do?
- Identify the rhetorical strategies that you have decided to discuss and indicate, in general terms, how they function to promote the author's purpose in relation to the intended audience.

### **Body**

Each paragraph in the body of the paper generally consists of its own topic sentence and unified focus. For the purpose of this analysis, consider writing one paragraph on each of the rhetorical strategies you mentioned in the introduction. Useful strategies for developing these paragraphs include:

- Define the rhetorical strategy.
- Quote or paraphrase examples that illustrate the writer's use of the strategy (two or three examples are probably sufficient).
- Explain how or why the example illustrates the strategy and how the strategy contributes to the writer's purpose.

You may find that you need several paragraphs to explain a single strategy, especially if you have several examples of the strategy. Just be sure that your transition at the beginning of a new paragraph makes it clear that you are still discussing the same strategy.

### **Conclusion**

The purpose of the conclusion is to summarize briefly the main points of the analysis and to explain the significance of your analysis. Questions for considering the significance of this topic include:

- Do the rhetorical strategies that you discuss construct (or fail to construct) a persuasive argument for you? Do you think they were successful for the writer's intended audience?
- Can you generalize about the role of rhetorical strategies in producing persuasive writing?