



DEPARTMENT OF ENGLISH
THE UNIVERSITY OF TEXAS AT AUSTIN

PAR 108 · Austin, Texas 78712-1164

MEMORANDUM

To: Freshman English Policy Committee
From: John Ruskiewicz
Date: March 24, 1986

There will be a meeting of the Freshman English Policy Committee on Friday, April 4 at 2:00 p.m. in Parlin 8C.

Agenda items include:

- I. Call to order, attendance
- II. Variant course proposals
- III. Textbooks for 1986-87
 - A. Procedures for book representatives
 - B. Selection
- IV. Procedure for selection of Assistant Director
- V. Adjournment

Attached: Variant course proposals from Locke Carter, Jack Fracasso, Greg Lyons

JR/dw

• Summer
• Fall, 1 section

Locke Carter

Variant Course Proposal
E 306 -- Composition and the Short Story
Joyce's Dubliners and Hemingway's In Our Time

Dubliners and In Our Time both depict a society that has fallen into moral decay, denial, and confusion; the stories follow their characters from early youth, adolescence and into middle age, with plenty of crises and revelations to go with each age. I propose to replace the 306 course's standard anthology reader with these two books, using them in the same way one would use the reader. The class will draw on the stories, the authors' lives, and the current issues of the day as possible material for composition. In addition, Joyce and Hemingway provide excellent models for sentence structure, paragraph development, and overall unity.

These two books are well-suited for Freshmen Composition. Their stories are short enough so that they may be read in class. Although there are roughly thirty stories, I intend to use perhaps twenty of them, allowing plenty of time for emphasizing crucial stories like "The Dead" and "Big Two-Hearted River," developing a feel for the two writers' styles, and following the other elements of a writing course--prewriting, peer-editing, discussions about writing strategies, and so on. This course is not about literary appreciation--Joyce and Hemingway write about virtually every facet of life: birth, death, human relations, religion, sex, morality, war. Regardless of whether these elements appear in the texts or in the writers' contemporary society, they will function as springboards for generating discussion, focussing topics, and encouraging exploration.

Possible Syllabus and Assignments:

Self-Expression

1. A journal on the student's interaction with Hemingway and Joyce, collected every two weeks or so. Ungraded, but required.
2. After the first few stories about youth by both writers, a narrative essay concerning an important event from childhood.

Information

3. Research paper on anything within the books or related to them: The War, Catholic-protestant conflict, Irish Home Rule, Parnell, Joyce, Hemingway, the short story, modernism, Irish literature, etc.

4. A Summary of one critic's approach to one story or the collection.
5. A report on one story, analyzing its main elements. This report will be given orally on the day that story is to be discussed, and will provide a beginning to class discussion about that story.
6. A paper comparing (a) one story from each author that deals with a similar period of life ("The Sisters" and "Indian Camp", for instance); (b) two critics' approaches to the same story or the collection.

Persuasion

7. A paper arguing for or against an unresolved problem: (a) Does the ending of "The Deed" serve as a final condemnation of Ireland and Dubliners or does Joyce let up and show a little compassion and point towards hope? (b) What exactly happened to Nick so that he must escape in "Big Two Hearted River"?

8. Evaluation paper that judges either the quality of a story, the performance of a critic in analyzing the story, the interpretation of a classmate, or perhaps the class itself.

Texts:

- Rhetoric -- St. Martin's Guide to Writing
- Readings -- Dubliners
In Our Time
- Handbooks -- Corder and Ruskiewicz's Handbook
- Other materials (for topics that require comparing two readings of a story, research paper, etc.)
 - Biographies
 - Critical volumes on Joyce and Hemingway
 - James Joyce Quarterly
 - Hemingway Review & Fitzgerald/Hemingway Annual
 - Studies in Short Fiction

for students of Fair
and students each

Variant Course Proposal

E 306: Writing about Ourselves and Others Jack Fracasso

This version of the standard E 306 syllabus emphasizes writing used as a means of understanding ourselves and others. Specifically, two areas of rhetorical study inform this approach to writing:

- 1) rhetorical methods for using details of experience to portray the self; and
- 2) rhetorical theory of the composing process to provide a framework for understanding the various stages writers go through in writing about the self.

Three kinds of writing about ourselves will be studied and produced:

- a) autobiography - accounts of experiences which portray the writer in the past;
- b) memoir - accounts of experiences which portray another person whom the writer knew in the past;
- c) portrait - portrays a person whom the writer knows in the present.

Differences among these types of writing provide opportunities for studying differences in purpose, focus, and audience.

Course Requirements

- 1) Six essays of approximately five hundred words each.
- 2) A mid-term exam based on the handbooks and rhetoric texts.
- 3) A research paper of approximately 1250 words.
- 4) A final exam in the form of an in-class essay of approximately 500 words.

Methodology

- 1) Reading from examples of autobiographical, memoir, and portrait writing.
- 2) Free-writing exercises
- 3) Journal writing and letter writing
- 4) Interview and discussion
- 5) Oral reports
- 6) Peer evaluation of drafts

Proposed Texts

Strunk & White, Elements of Style
Bruffee, Short Course in Writing

Corder & Ruszkiewicz, Handbook of Current English, 7th ed.

Angelou, Maya. I Know Why the Caged Bird Sings
McCarthy, Mary. Memoirs of a Catholic Girlhood
Brown, Claude. Manchild in the Promised Land

Course Outline for

Proposed E306 Variant: Writing about American Language

Greg Lyons

Materials: Required texts--Hans Guth, New Concise Handbook
Stuart Flexner, I Hear America Talking:
An Illustrated History of American Words
and Phrases
On reserve--Clarence L. Barnhart, The Second Barnhart
Dictionary of New English
Edward De Bono, Word Power
J.L. Dillard, American Talk, Black English
Philip Howard New Words for Old
Mitford Mathews, American Words
H.L. Mencken, The American Language
Leonard Michaels, The State of the Language

The text readings relate American language to our culture and history, including considerations of slang, regional dialects, ethnic contributions, technological jargon, pop culture, folk idioms, cliches, bureaucratize, the misrepresentation of meaning, and language as power.

Writing

assignments: The journal is a place to practice for speed and fluency, to test out new rhetorical modes, to improve style by sentence-combining, to explore ideas for later formal compositions, and to express creativity. This is also the place to record individual observations of peculiar sayings, phrases, idiomatic expressions, and slang which students have used or heard. There is room here to record personal interviews.

Six major essays (500-750 words), which the instructor and student writers will review and comment on. After the drafts are written and critiqued, the writer will choose which essays to revise and polish for grading.

Research paper (1200-1500 words), including rough outline, bibliography cards, source material, article summaries, notecards, and rough drafts.

The writing assignments will find their content in the students' experiences with American language and in student responses to the perspectives and examples provided by the readings.

Approximate schedule:	Weeks 1&2	Narrative essay Background reading for research paper Library self-guided tour
	Weeks 3&4	Definition essay Interview and analysis of speaker's language Bibliography cards
	Weeks 5&6	Classification essay Notetaking, paraphrasing, quotation, documentation
	Weeks 7&8	Essay revisions due Research progress reports in class Process essay in class
	Weeks 9&10	Comparison/contrast essay Notecards and rough outline due Footnoting, synthesis of sources Essay on journal entries or interview
	Weeks 11&12	Essay revisions Research paper rough draft
	Weeks 13&14	Research paper revision Research oral reports in class
	Week 15	Persuasive or analytical essay on language issue Final exam