

E 307

Description (as in the College of Humanities catalog)

Only one of the following may be counted: English 307, 601b, 305, 308. A composition course at a level more advanced than that of English 306. Students will study rhetoric and logic and apply the principles to writing and analyzing exposition and argument, with materials drawn from literature, chiefly prose fiction. Prerequisite: English 306 or the equivalent.

Objectives

In E 307 the students read and analyze both non-fiction and fiction. In general, students are taught to become more discriminating readers of all kinds of texts. More specifically, they learn to compare and contrast different discursive aims and to recognize that different aims mandate different structures, voices, themes, styles and effects. Moreover, they are encouraged to draw connections between rhetoric and literature-- much in the way that Kenneth Burke does. To help them make the connection, the reading units address the following rhetorical and literary problems: unity-purpose, structure-organization, character-voice, theme-values, style, effect. In this way, we give the students one way of discoursing about literature.

But E 307 also tries to put some of the "literary" into a student's discursive writing in general. Consequently, our writing objectives are rather broad. Taken together, the suggested writing assignments include most of the aims and modes of discourse; but in all cases, the student is encouraged to try more "creative" ways of fulfilling each aim or mode. That, at least, is our ideal. However, in practice, E 307 stresses analytic argumentation or exposition over other forms of writing.

Texts

- I. Handbook/Workbook: My experience has shown that workbooks are more effective than handbooks in E 307. Mechanics are covered on an individualized basis although we presume that all students have on hand their 306 handbook. As for the workbook, it should:
 - a. include numerous exercises on the most common grammatical problems our students have: comma splices, fragments, fused sentences, unclear pronoun reference, shifts in tense or person, and dangling modifiers.
 - b. offer students examples of how to use semi-colons, colons, and dashes; and provide exercises that encourage them to use these more sophisticated marks of punctuation.
 - c. include a series of exercises on such concerns as thesis development, paragraph development, transitions, and voice.

- d. include a long and varied section on stylistic concerns: directness, sentence patterns, diction, rhythm, variety and emphasis.
- e. ideally, approach mechanics, structure, and style as rhetorical concerns rather than prescriptions. However, since the workbook contains little explanatory material, it may be up to the teacher to stress the rhetorical perspective.

II. Rhetorics: Although there is some question about the necessity for a 307 rhetoric, the P.E.C. feels that such a text is a good idea-- at least for the moment. A rhetoric text will encourage 307 teachers to make connections between rhetoric and literature and between the student's writing and his reading. In short, it will inhibit the tendency to turn 307 into a literature course. A 307 rhetoric should include:

- a. a long and respectable section on reading and writing about literature
- b. an approach to literature that stresses its relationship to and divergence from other discursive aims and modes.
- c. some discussion of Burke's pentad; or an analysis of unity, structure, character, theme, style, and effect in fiction.
- d. an equally comprehensive section on rhetorical modes and aims other than the literary. In this case, sections on purpose, organization, voice, subject matter, style, and shaping an audience are necessary. A book that covers these issues permits us to draw the connections between literature and rhetoric (i.e. when the class is discussing character in literature, the students can be working on voice in their own writing).

III. Readers: Two readers are necessary for 307: an anthology of fiction and an anthology of non-fiction. The fiction anthology should include:

- a. stories by a wide range of authors who have differing styles and concerns
- b. a few short novels in which character or universe of value are of primary interest.

The non-fiction anthology should include:

- a. numerous argumentative and expository essays
- b. some examples of other kinds of essays-- from persuasion to self-expression

- c. essays by poets and novelists; these essays help us navigate the passage from non-fiction to fiction.
- d. some essays that fulfill their aim by concentrating on character or style.

COURSE DESCRIPTION AND OBJECTIVES

DESCRIPTION

From catalogue: A composition course that provides basic instruction in the writing and analysis of expository prose; includes an introduction to logic and the principles of rhetoric.

OBJECTIVES

Mechanical Skills. In expository writing, a minimal skill in punctuation, spelling, and grammar is expected. For this reason, a Handbook is provided. The basic mechanical skills expected are outlined in the syllabus.

Rhetorical Skills. Beyond the mechanical skills of grammar and word choice, there are discourse skills which must be isolated for separate consideration. These rhetorical skills are isolated for separate consideration in each unit. The following are the basic skills emphasized in the various units:

1. Recognizing the different styles in writing for different purposes, different levels of formality, and different subject matters.
 2. Writing a classification/definition theme illustrating the use of the principle of classification and several different kinds of definition.
 3. Writing for self-expression, both as an aim in itself and as a means to scribal fluency.
 4. Writing an informative theme emphasizing surprise value to audience, comprehensiveness of coverage, and factual responsibility.
 5. Analyzing a persuasive piece for ethical, pathetic, and logical arguments and for style (or for only one or several of these techniques).
 6. Write an inductive theme proving a generalization; data should be random, stratified, and numerous.
 7. Writing (or analyzing) a deductive theme, showing an intelligent choice of axioms for the intended audience, valid inferences, and careful uses of meanings of terms.
 8. Writing an exploratory theme, going through one or more of the following stages: background of dogma, dissatisfaction, crisis, search for a new model, hypothesis, testing of the hypothesis.
 9. Writing an explanatory theme, using one of the four explanatory modes (description, classification, narration, evaluation). Several may be combined.
 10. Writing a final examination on some aspects of the rhetorical material of the course.
- Reading Skills. Coordinate with the writing skills, the readings attempt to exemplify and model the basic skills outlined above.

TEXTS

Handbook for Mechanical Skills. The text should meet the following requirements:

1. Contain enough material on ordinary problems for basic writers and for intermediate writers, accompanied with whatever grammatical or semantic apparatus is necessary for background.
2. Distinguish grammatical and semantic choices differing at various levels of formality, audience, dialect, and purpose.
3. Include adequate exercises for class and homework use.
4. Include exercises for personal reference.
5. Be thoroughly indexed and cross-indexed.
6. Be relatively inexpensive.
7. If possible, have a workbook for followup use in 307-8.

Rhetoric. There should be a rhetoric. To date, a satisfactory rhetoric/handbook has not yet appeared. The rhetoric should meet the following requirements:

1. Include material on as many of the units as possible.
2. Have an intelligent rhetorical foundation.

Reader. The reader should meet the purpose of the reader outlined in the objectives above. For this purpose, it should meet the following requirements:

1. Include reading selections on as many of the modules as possible, with as close an approximation as possible to the writing skills (and reading skills) outlined in the objectives.
2. If possible include editorial apparatus analyzing the skills we are interested in.
3. Include reading selections of different levels of difficulty in order to accommodate to both our provisional classes and our regular classes.

E 308

COURSE DESCRIPTION AND OBJECTIVES

Description

The concentration in E 308 is on reading persuasive and argumentative essays, studying means of analyzing such essays, and writing with the use of the aims and modes of discourse.

Objectives

The readings in E 308 are almost exclusively persuasive and argumentative because one of the skills we wish our students to acquire is the ability to recognize and evaluate the mass of political, commercial, legal, religious, and social propaganda and argumentation which confronts them. To facilitate this recognition and evaluation we include a study of logic per se as well as the study of the essays as examples.

The writing objectives for the course are broader: we wish to familiarize our students with all the aims and modes of discourse and to make it possible for them to use these aims and modes effectively in communicating. The course is organized around the writing objectives: each unit concentrates on one aim and one mode of discourse. At the same time we have tried to make the writing assignments relate directly to reading units. Such an arrangement allows an in-depth study of both a reading and writing skill in each unit. The writing skills should reinforce those acquired in E 306, but E 308 should provide the student with a more detailed understanding of the persuasive and argumentative aims than they received in their E 306 courses.

TEXTS

1. A handbook for E 308 should
 - a. include a substantial statement on the language to be used in student papers (historical, social considerations, etc.);
 - b. present grammatical and stylistic concerns as choices which the writer makes rather than merely as rules which must be followed;
 - c. give some consideration to rhetorical matters (persona, audience, style, purpose; aim, mode; etc.);
 - d. include adequate exercises for use in the course;
 - e. be easy to use as a reference;
 - f. be accompanied by a workbook which we can consider for E 307-8;
 - g. be relatively inexpensive.

2. A rhetoric for 308 should include

- a. strong sections on argumentation and persuasion
- b. a clear distinction between argumentation and persuasion
- c. an approach to persuasion consistent with Aristotle's theory of persuasive appeals
- d. explanations of ways to develop papers using description, narration, classification, analysis and evaluation.
- e. a strong emphasis on making writing suitable to different purposes (i.e., self-expressive, literary, persuasive, explanatory, exploratory and argumentative).

3. A reader for 308 should include

- a. a strong emphasis on persuasive and argumentative essays
- b. some clear examples of the modes of discourse.

4. A supplemental text for 308 should include

- a. some formal, logical considerations for reasoning and writing
- b. some discussion of common problems in writing persuasion and argumentation.

Freshman English Policy Committee Meeting

March 13, 1978

Parlin 6B, 11:00-12:00

Members present: Kinneavy, Trimble, Cameron, Haney, Saldivar,
Ruszkiewica, Creel, Henry

Guests present: Susan Burton, Susan Wittig

Agenda: (starred items deferred)

- Approval of minutes
- Report of the Writing Resource Collection
- FERA Project
- * Reports of standing committees
 - Course evaluation
 - Textbook
 - Variant courses
- * Special committee reports

1. The minutes were approved as distributed.
2. Susan Burton filed a written report on the Writing Resources Collection. Discussion of the WRC included the following information:
 - a. The rhetorics were transferred to the AC in 1975.
 - b. Maxine Hairston is working to establish a Writing Resource Lab; the books should be there.
 - c. Kinneavy had hoped for a computerized rhetorical index for instructors and students. Presently, however, the books are arranged alphabetically instead of categorically and are thus physically but not intellectually accessible.
 - d. Books are on third floor of the AC.
 - e. Rhetorics and readers should be included in the collection; in addition, old editions should be kept so that historical differences in emphasis might be traced.
 - f. Literature anthologies and novels should be catalogued into the library proper or sold in a department book sale.
 - g. Maxine Hairston should be contacted about the possible writing resource lab project to see if shelf space may be available there.
 - h. Ms. Burton's recommendation that the collection be catalogued was not acted upon pending further information about the development of Ms. Hairston's project.
3. The following comments were made on participation in the FERA project:
 - a. Cameron explained that he had not written a letter to Meeker because he had gotten additional information about the proposal and about FERA from Susan Wittig.
 - b. Kinneavy commented on design and content of FERA report on women's studies. Haney agreed that the study seemed descriptive rather than evaluative.
 - c. Wittig told of her personal background with FIPSE. She stated that, having served on two committees to investigate student responses to programs, she has been impressed with the quality work FIPSE demands of those it funds. She

pointed out that FEPA, now in its second round of funding from FIPSE, having made the cut of 400 out of 1800 applicants, stands a good chance of getting the grant. That money, coupled with the EXXON grant they have already, should give them sufficient funds to enlarge the sample to provide a truly comprehensive study.

- d. Saldivar asked if Wittig would want the lab course to participate even if the regular program did not. Wittig said she would not, because the FEPC should establish policy for the entire program. She said she thought both programs should be involved.
- e. The committee asked Cameron to go ahead and write the letter to Meeker. Some discussion followed on the points to be addressed in the letter. Trimble especially pointed out some problems in the proposal.