



THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712-1164

Office of the Chairman
Department of English
(512) 471-4991

19 April 1982

Dear F.E.P.C.:

In the event that I am re-hired as a lecturer for academic year 1982-1983, I would like your permission to use Ebbitt & Ebbitt, Writer's Guide as my E 306 rhetoric text and Decker, Patterns of Exposition I as my reader. These books are generally very well received by my students, and I feel that they help me to teach the class effectively.

I will be asking for 2 sections of E 306 in the fall.

Thank you,

A handwritten signature in cursive script that reads "Alice Korach".

Alice Korach, Lecturer

*I would prefer 6th ed. of Ebbitt & Ebbitt, if possible.
Please let me know.*

Yes.



THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712

Department of English
PAR 110
(512) 471-4991

4-19-82

To the F.E.P.C.:

In the event that I'm hired next fall,
I will be teaching four sections of E306.

I would like to continue to use Decker's
Patterns of Exposition for these sections.

TD Kelly

Ys.

TO: Freshman English Policy Committee

FROM: Kirk Hampton

DATE: April 1, 1982

RE: Variant Text for E308PC

I'd like approval to continue my use of Patterns in Popular Culture, edited by Jonna Gormely Semeiks and Harold Schechter, in E308PC. The book is organized by archetypes--an approach which intrigues most students and provides the sort of wide yet clear focus needed to help make sense out of various pop culture trends. My use of the variant text would be for Fall 1982.

Thanks for your consideration.

-Kirk Hampton

yes.



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Department of English
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March 31, 1982

To the Freshman English Policy Committee:

Analyzing the grammatical system of English would be the emphasis of the E306 variant I am proposing for Fall, 1982. I would attempt to enable students to understand the language as a logically patterned whole, substituting a "how-to" approach for a "then shalt not" approach in order to improve student composition skills.

The texts I want to use are as follows: Daiker, Kerek, and Morenberg, The Writer's Options; Ruszkiewicz, Wall-Bound Words; and Fowler, The Little Brown Handbook. Instead of depending on a reader, I am planning on using dittoed handouts for literary assignments.

Every Monday we would cover one of the following topics: sentence order and structure; concatenation; person, number, and voice in English nominals; verb voice; tense, person, and number in verbs; the copula; sentences embedded as noun phrases; sentences embedded as adjective phrases; relative clauses; absolutes; and subordination. We would use my own material (my doctorate is in linguistics) plus exercises from appropriate chapters in Options for hands-on experience.

Every Wednesday we would cover such topics as rhetorical stance, personal experience narration, description, persuasion, research and organization, logic (induction and deduction), and stylistics.

Friday would be for quizzes, reading assignments, in-class exercises, etc.

Required work for the semester would include a written final examination, a fairly long research paper, a minimum of three out-of-class essays, a minimum of three in-class essays, three oral themes (which I have found especially effective with persuasion and rhetorical stance), and a daily journal.

I am currently experimenting with various aspects of this regimen in my three 306 classes and have received fairly enthusiastic student response, especially in regard to my grammar presentations--some of it actually seems to be taking!

I would appreciate the opportunity to develop this course further as an officially recognized variant. If you have any questions in regard to the matter or need any more information, please contact me at school, Calhoun 201, or at home, 836-5405.

Yours truly,


Jeanell Buida Bolton, Ph.D.
Calhoun 201, PAX 2368

yes

PROPOSAL FOR VARIANT OF ENGLISH 307 : WRITING AS PROBLEM-SOLVING

by Gloria Gannaway

This course would combine the practical aspects of technical writing with a general study of aims and modes, rhetoric, and situational context theoretically based on Kinneavy, Harris, and Gannaway. Writing assignments would emphasize clear, creative thinking and writing; students would construct their own problems to define, explore, solve, and write up. There would be several short papers using description, process, classification, and interpretation; and a short research paper in which students would interpret data or support an hypothesis. Exerpts from the following scientific texts would provide a wide range of brilliant, provocative, well-written models:

Philosophy of Science

The Structure of Scientific Revolution - Kuhn
Against Method - Feyerabend

Contemporary Popular Science

The Enchanted Loom: Mind in the Universe - Jastrow
The Dancing Wu-Li Masters - Zukov
Life on Earth - Attenborough
Cosmos - Sagan
The First Three Minutes - Weinberg
Mankind in Amnesia - Velikovsky

Cognitive Science

Maps of the Mind - Hampden-Turner
Brainstorms - Dennett
Human Inference - Nisbett and Ross
Rules and Representations - Chomsky
Conceptual Blockbusting - Adams

306 or
308 pc.
o.k.



THE UNIVERSITY OF TEXAS AT AUSTIN
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Department of English
PAR 110
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March 25, 1982

To: Freshman English Policy Committee
From: Ambrose Gordon
Subject: Supplementary Texts

I would like once again ^{to} supplement the ~~course~~ ^{back} list for any
freshman course I may teach with Strunk & White, Elements
of Style.

It is a fine book. I've learned a lot from it. It should
be required for both students and professors--and for all
authors of so-called rhetorics.

*Nonsense,
but ok.*

Calhoun 213
March 23, 1982

Freshman English Policy Committee
Department of English
The University of Texas

Dear Sirs:

I understand that I am tentatively assigned to E. 306 for the first summer semester. If that assignment holds, I would like to use a supplementary text: Benjamin Franklin, Autobiography and Other Writings, Riverside paperback.

I attach a copy of the similar request that I made for the fall of 1981. In that semester, I found the book useful and successful.

Please note that this time I have chosen the collection published by Riverside rather than the one published by Rinehart. The price of the Rinehart collection has been raised beyond all reason.

Sincerely,

Edwin Bowden
Edwin T. Bowden



THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712

Department of English
PAR 110
(512) 471-4991

October 1, 1981

Freshman English Policy Committee
Department of English
The University of Texas

Dear Sirs:

I request permission to use a supplementary text in my current section of E. 306 (# 30625). As a conclusion to the course, I would like to use a more sustained piece of writing, and also would like to read several pieces by one author:

Benjamin Franklin, Autobiography and Selected Writings.
Rinehart edition. Paperback.

My sense of the need for a longer text arises both from theory and from experience. I believe that there is a correlation between reading and writing. The more the student reads, the more likely he is to become a competent writer. Many of our students habitually read very little. Therefore, let's give them more reading than we do. (Our reading assignments seem to me pitifully short for a college course.) I know that the students are not being trained to write books, but that is a different argument. Then too, experience suggests that by the end of the semester the students -- and I too, for that matter -- are going to grow weary of snippets of readings. A longer, unified work can provide not just a change of pace but a satisfying climax and conclusion to the reading.

Why Franklin? It is true that he does not write a twentieth-century style, but he is not there to be imitated in style. (It should be pointed out, however, that his style does have many of the virtues that we want: clear, easy, logical, organized, sensitive to the implications of the word, etc., etc.) He is "non-literary," but he does carry a personal interest that is sometimes lacking in the more pedantic pieces in the anthology. He has an added value to us too in his emphasis on the importance and the value of writing well.

There is no problem in integrating him into the theoretical scheme of the course. He could be used in almost any of the categories, but I am thinking of "persuasion" in particular. And what better rhetorician have we had?

Sincerely,

Edwin Bowden
Edwin T. Bowden

To: Freshman English Policy Committee
From: Gary Underwood, Director of English for Foreign Students
Subject: Textbooks for 306Q and 308Q
Date: April 19, 1982

The English for Foreign Students Committee has adopted the following books for use in E306Q and 308Q:

E306Q

A. Required

Ebbitt, Wilma R. and David R. Ebbitt. Writer's Guide, 7th ed. Glenview: Scott, Foresman, 1982.

Muller, Gilbert H., and Harvey S. Wiener, eds. The Short Prose Reader, 2nd ed. New York: McGraw-Hill, 1982.

Webster's New Collegiate Dictionary. Springfield: Merriam, 1981.

B. Optional (the instructor must choose one but may adopt both)

Daiker, Donald A., et al. The Writer's Options, 2nd ed. New York: Harper and Row, 1982.

Davis, Polly. English Structure in Focus. Rowley: Newbury House, 1977.

E308Q (all required)

Casty, Alan H., and Richard H. Dodge, eds. The Writing Project. Belmont: Wadsworth, 1982.

Goldberg, Enid A. How to Write an Essay. Glenview: Scott, Foresman, 1981.

Webster's New Collegiate Dictionary. Springfield: Merriam, 1981.

o.k.