SPRING 2012 – UNDERGRADUATE ENGLISH 225

Eng 225 - Section 7(12751), MWF 12-12:50pm/ Section 21(12761), TR 7-8:15pm/ Section 22(16480), TR 5:30-6:45pm
Instructor: Andres Rodriguez

In this course we will focus on a spectrum of issues surrounding a young person’s transition from childhood to adulthood. We will read a coming of age memoir--Stop-Time by Frank Conroy--as well as articles that will serve as a platform to help you develop academic literacy and critical thinking skills. Two important, closely related goals are to read texts closely and to write texts confidently and comfortably using secondary source material. English 225 will explore themes of self-discovery, a sense of the past, and all this scratching and erasing known as the writing life, and finally help you to prepare for the Written English Proficiency Test, a requirement for graduation.

Eng 225 - Sections 25 & 27(12765/13921) (Times: TBA; both internet classes)
Instructor: Lorna Condit

“My ideas usually come not at my desk writing, but in the midst of living” writes diarist and author Anais Nin. Her words are a reminder that writing is not simply an academic task, separate from "real life," but an expression of life in action. This online section of English 225 is designed around the assumption that good writing involves an engagement with the world. Taking an approach that blends environmental humanities and medical humanities, reading and writing assignments are focused around the theme of health and the environment. Likely texts include Dr. Paul Farmer’s Haiti after the Earthquake, Richard Louv’s Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder, and Terry Tempest Williams’s Finding Beauty in a Broken World.

Eng 225 - Sections 30, 31 (16108/16327) (Times: TBA; both internet classes)
Instructor: Crystal Gorham Doss

This course explores belonging and exclusion in American culture, paying special attention to the concept of the outsider. Students write three shorter essays, a research proposal, an annotated bibliography and a longer research essay.

Eng 225 - Section 32(17151), MW 5:30-6:45pm
Instructor: Jamie Lewis

Dangerous Ideas: Censorship on Social, Political, and Sexual Grounds
In this class, we will explore, discuss, research, and respond to the issues of censorship contained in two iconic censored texts: Ray Bradbury’s Fahrenheit 451 and Toni Morrison’s The Bluest Eye. Our exploration will extend into other areas of popular media as well, including film, music, and the internet.
In addition, we will read essays from authors whose works have been censored, works that illuminate the social contexts for and implications of censorship, and excerpts that make cases for and against censorship. In this class, you can expect to be reading, thinking, discussing, debating, and writing regularly—all of which are vital to the craft of writing. You will be encouraged to develop your own identity and style as a writer while learning how to locate and make use of various academic sources as foundations for your own academic work.

Eng 225 - Section 28(15348), TR 2-3:15pm
Instructor: Nick Sawin

This course will explore writers as social catalysts, using a variety of genres (creative nonfiction, short stories, and reporting) to emphasize the massive power that literature wields in the course that we take as a society. To that end, you will analyze creative nonfiction with the ultimate goal of emulating these texts through the production of your own memoir. A series of three short, exploratory papers will allow you to consider pathos, logos, and ethos in relation to the arguments of two social advocates; to examine claims, warrants, and evidence through a comparison of two short stories; and to analyze a variety of genres as they relate to three pieces of reporting concerning the bombing of Japan in World War II. The final research essay will allow you to develop a social argument about a writer included in our primary anthology, *Fields of Writing: Motives for Reading*, 8th Edition, or other course readings from Martin Luther King, Jr., Rachel Carson, Annie Dillard, and Joan Didion (among others), with the goal of examining how the microcosm of one writer’s text can affect the macrocosm of society, how one writer’s words can function as a catalyst for social change.

English 225
Intermediate Academic Prose (Comp II)
Lindsey Martin-Bowen, J.D.

Along with developing critical thinking skills, students will learn various rhetorical and research skills in this Composition II class. The readings comprise primarily essays and a novel that addresses the theme: reality versus illusion. (Last spring, I used *The Particular Sadness of Lemon Cake* by Amy Bender, and I have previously used *Eleanor Rigby* by Douglas Coupland, which also includes a disabled main character.) Further, one unit will focus upon literature (short stories), again, revealing the reality vs. illusion theme.

Students will complete a reading journal in which they reflect upon readings in depth. They will also participate in group work and will write four research essays, including an annotated bibliography for their final essay. We will also view two films.

Students will also prepare for and take a practice WEPT (Written English Proficiency Test) to help them hone their skills for taking the actual exam.

Prerequisites: Completion of English 110, the ability to read closely, pay attention in class, and discuss writings enthusiastically. Regular attendance is mandatory.