

ENGL1030A: The Thoughtful Generalist ONLINE

Spring 2020

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Conferences by GChat or FaceTime; by email appointment

In this section of “ENGL1030A: The Thoughtful Generalist” you will gain confidence in writing essays analyzing subjects you care passionately about for a general audience. You will study essays by well-regarded writers as examples of deep research distilled into engaging intellectual journey. In practice you will generate, research, plan, draft, and revise four essays, moving from explanatory to analytical to persuasive essays, and culminating in a final research project grappling with varied sources to explore a subject, issue, or person of your choice. You will work with peers critiquing readings and drafts, developing a writers’ community of “first readers,” offering editorial support and inspiration.

Course Learning Objectives:

Students will:

- 1) Learn the key Elements of an Essay: Motive, Driving Question, Evidence, Explanation, Analysis of an Idea, Structure, Persuading of Implications, Presence
- 2) Learn how to do deep research through varied internet portals to scholarship and intellectual journalism
- 3) Learn how to select effective evidence to develop and complicate an exploration of a driving question
- 4) Learn how to attribute and cite sources accurately
- 5) Learn how to: explain jargon and complex concepts; analyze sources and develop a complex idea; persuade a skeptic of a controversial point of view
- 6) Learn how to write as one speaks, in clear, concise language
- 7) Produce 4 essays that explain, analyze, and argue an idea developed from an intriguing question about a current issue or interest for a general audience.

Required Texts & Materials:

PDFS, Links: On Canvas

Research Notebook/Online File

Course Requirements:

Keep careful notes as you read and in your research notebook/file—responses to readings and class discussions, brainstorm for essays, observations overheard, reflections in passing.... Ie. Practice using your research and analytical tools daily.

There will be four essays, required drafts, peer revision workshops, and conferences. All writing assignments, including warm-up exercises and first drafts, must be completed on time. **Note: All drafts must be size 12 point font, double-spaced, and paginated!**

For library help with research or research consultation appointments, use the “Ask a Librarian” link: <http://dl.lib.brown.edu/libweb/askalib.php>. Also use this DIY link: [DIY Research LibGuide](#)

Regular attendance and active contribution to discussions and revision workshops are required, and will count significantly toward a satisfactory final grade.

Please note: This is a collaborative workshop. **If you miss 3 discussions/assignments/deadlines without medical or serious reason, you will earn no credit for the course.**

Expectations of Class Hours:

Over 14 weeks, students will spend 3 hours per week in class discussions and revision workshops online (42 hours for the semester). Required reading for online discussions is expected to take up approximately 20 hours total over the course of the term. In addition, researching and writing drafts/revisions of four essays is estimated at approximately 9 hours per week (126 hours for the semester).

Accessibility

Brown University is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact me. Students may also contact **Student and Employee Accessibility Services** at 401-863-9588 or SEAS@brown.edu to discuss the process for requesting accommodations. Further information about ensuring accessibility and supporting students with disabilities may be found on the [SEAS website](#).

Expenses and Financial Concerns. Undergraduates with concerns about the non-tuition cost(s) of a course at Brown may apply to the Dean of the College’s Academic Emergency Fund to determine options for financing these costs, while ensuring their privacy. The Fund can be found in the Emergency, Curricular & Co-curricular Gap (E-Gap) Funds in UFunds. More information is available at: <http://brown.edu/go/egap>. Students may also submit inquiries to egap-funds@brown.edu.

Academic Integrity

“Academic achievement is evaluated on the basis of work that a student produces independently. A student who obtains credit for work, words, or ideas that are not the produces of his or her own effort is dishonest and in violation of Brown’s Academic Code. Such dishonesty undermines the integrity of academic standards of the University. Infringement of the Academic Code entails penalties ranging from reprimand to suspension, dismissal, or expulsion from the University.” (The Academic Code 5).

Any violation of the above statement will be understood as an act of academic dishonesty and will be handled according to the policies detailed in [Brown University’s Academic Code](#). Plagiarism and other forms of academic dishonesty may result in a grade of N/C for this course as well as other penalties. Questions or concerns about academic integrity should be raised with the instructor prior to submitting an assignment.

Resources:

[University Libraries](#)

[The Science Library](#)

[The Writing Center](#)

[Tutoring Services](#)

SCHEDULE: ENGL1030A: The Thoughtful Generalist (Online)**Course Orientation & Fun with Research:**

Wed. Jan. 22: Introduction: To each other: What's a favorite article you read recently?
Why was it engaging?
Letter to ProfT: What writing courses have you taken?
Why do you want to take this course?

Fri. Jan. 24: Treasure Hunt: Find 3 Fun Facts about a subject of your choice using
Brown's Library Online E-Sources

Mon. Jan. 27: Read: "Elements of an Essay" PDF
Read: Nicholas Carr, "Is Google Making Us Stupid?" PDF
Discuss: Where are the "Elements" of an Essay in Carr's essay?
Where does he "explain"?

ESSAY 1: THE (PREDOMINANTLY) EXPLANATORY ESSAY
(4-6 PAGES)

Wed. Jan. 29: Read: Rana Foroohar, "What Ever Happened To Upward Mobility?"
Discuss: Where are the "Elements" of an Essay in Foroohar's essay?

Where does she explain?

Fri. Jan. 31: Discuss: PROPOSAL: Explanatory Research Essay;
Peer Review: Suggest potential Elements of an Essay

Mon. Feb. 3: Read: Online Handbook: Research/Citation (link):
<https://owl.english.purdue.edu/owl/section/2/>

Post Response/Corrections for:
Plagiarism Exercise

Wed. Feb. 5: Due: MEDITATION on chosen subject using at least 3
sources: Motive? Driving Question? Initial Complexities?
Peer review: Suggest Elements of an Essay

- Fri. Feb. 7: Due: Draft 1 of EXPLANATORY ESSAY;
Peer Review for Elements of an Essay
- Mon. Feb. 10: Discuss: “Writing Wrongs” PDF
(Please schedule a conference by GChat or FaceTime.)
- Wed. Feb. 12: Revise: Pulled Pages
VIRTUAL CONFERENCES
- Fri. Feb. 14: DUE: Draft 2, Explanatory Essay;
IN-CANVAS Peer Review for Elements of an Essay
- Mon. Feb. 17: NO CLASS: Long Weekend
- Wed. Feb. 19: VIRTUAL CONFERENCES
- Fri. Feb. 21: Due: FINAL DRAFT: EXPLANATORY ESSAY (4-6 pages)
Peer Appreciations

ESSAY 2: THE (PREDOMINANTLY) ANALYTICAL ESSAY
(5-7 PAGES)

- Mon. Feb. 24: Discuss: Elements of an Essay in:
George Orwell, “Politics and the English Language” PDF
- Wed. Feb. 26: Discuss: Elements of an Essay in:
Dayna Tortorici, “Sex Class Action” PDF
- Fri. Feb. 28: DUE: PROPOSAL for Essay 2: Analytical Research Essay;
Peer Review for potential Elements of an Essay
- Mon. Mar. 2: DUE: Meditation: Research Summary & Questions Raised;
Peer Review for Elements of an Essay
(Please sign up for a conference after Draft 1 or Draft 2)
- Wed. Mar. 4: DUE: Draft 1 of Essay 2;
Peer Review for Elements of an Essay
- Fri. Mar. 6: Revise: Pulled Pages
VIRTUAL CONFERENCES
- Mon. Mar. 9: Due: Draft 2 (radically revised), Essay 2;
IN-CANVAS Peer Review for Elements of an Essay
- Wed. Mar. 11: VIRTUAL CONFERENCES

REVISED SYLLABUS:

M, W, F: Mar. 16, 18, 20: NO CLASS: COVID-19 Break

M, W, F, Mar. 23, 25, 27: NO CLASS: Spring Break

Mon. Mar. 30: DUE: Final ESSAY 2: ANALYTICAL ESSAY (5-7 pages)
Peer Appreciations (EXTENDED DEADLINE)

ESSAY 3: THE (PREDOMINANTLY) PERSUASIVE ESSAY
(6-8 PAGES)

Mon. Mar. 30: Discuss: Elements of an Essay in:
Martin Luther King, Jr. "Letter from Birmingham Jail" PDF

Wed. Apr. 1: Discuss: Elements of an Essay in:
Jonathan Rauch, "In Defense of Prejudice" PDF

Fri. Apr. 3: DUE: Proposal for Persuasive Research Essay;
Peer Review for potential Elements of an Essay
(Please schedule a conference after Draft 1 or 2)

Mon. Apr. 6: DUE: POSITION PAPER based on initial research;
Peer Review for Elements of an Essay

Wed. Apr. 8: Due: Draft 1 of Essay 3
Peer Review for Elements of an Essay

Fri. Apr. 10: VIRTUAL CONFERENCES
Revise Pulled Pages

Mon. Apr. 13: Due: Draft 2 (radically revised), Essay 3
Peer Review for Elements of an Essay

Wed. Apr. 15: VIRTUAL CONFERENCES

Fri. Apr. 17: ESSAY 3: PERSUASIVE ESSAY DUE (6-8 pages)
Student Appreciations

FINAL ESSAY:
THE EXPLANATORY, ANALYTICAL, PERSUASIVE RESEARCH ESSAY
(7-9 PAGES)

Mon. Apr. 20: Discuss: Identify Elements of an Essay in:
Lauren Slater, "Love" PDF

- Wed. Apr. 22: Due: PROPOSAL, Final Essay;
Peer Review for potential Elements of an Essay
- Fri. Apr. 24: Due: Meditation on Research, Essay 4
Peer Review for Elements of an Essay
(Please schedule a conference after Draft 1 or 2)
- Mon. Apr. 27 Due: Draft 1, Essay 4
Peer Review for Elements of an Essay
- Wed. Apr. 29: VIRTUAL CONFERENCES
Pulled Pages
- Fri. May 1: Due: Draft 2 (radically revised), Essay 4
Peer Review for Elements of an Essay
- Mon. May 4: VIRTUAL CONFERENCES
- Tues. May 5: Due: ESSAY 4: EXPLANATORY, ANALYTICAL, PERSUASIVE
RESEARCH ESSAY DUE (7-9 pages)
Peer Appreciations
- Wed. May 6: Debrief/Evaluations