

SYLLABUS FOR FRESHMAN COMPOSITION

(English 01, 1, 2)

Second Semester, 1946-47

The present amplification of the sketchy outline in the memorandum of January 6 should not be regarded as finally setting policies in Freshman English. The committee has tried to profit by the written and spoken advice of many members of the staff, but has necessarily worked in some haste. The syllabi for all three courses will be reconsidered and may be partly or wholly rewritten during the second semester, especially if a change of handbooks seems wise. Should the quarter system be adopted in 1948, as now seems likely, still another revision will be necessary. In all of these revisions an effort will be made to keep in touch with the wishes of the staff. Suggestions and advice will be welcome at all times.

Student Motivation: The composition teacher should strive always to appeal to the student's normal pride in his own mind, to make him conscious that every page of his writing is a revelation of himself: his intelligence, reasonableness, logic; his alertness, perception, sympathy; his ability to reach effectively the minds of others. Only by such an appeal can composition be made a really stimulating college subject. To this appeal the indispensable matter of elementary correctness must be subordinated as much as the abilities of a given section will permit. It should reach its culmination in English 2, but should be no means be overlooked in English 1. Even in 01, where it may seem an impossible ideal, it should be of some value for the more promising individual students. In 1 and 2 it will work best with "Adv." sections; in "Reg." sections it may severely tax the instructor's ingenuity and patience. But the effort should be made.

This belief underlies many of the recommendations in the following pages. It implies, for instance, that grammar, punctuation, and spelling are of little

use except as practiced in original expression. It implies that themes and not exercises are the proper tests of the student's achievement. It implies that a superficially faultless but empty or silly paper may be as discreditable to its author as a vigorous and sensible but ungrammatical one. A student should no more expect a high grade because he has made no mechanical errors than he would expect great social success because he had washed his face.

Grading Policy: Some students and some members of the non-English faculty and the counseling and administrative staffs have gained the unfortunate impression that a student's grade in English is predetermined by his score of the placement test. For the sake of student morale it is most important that this impression be overcome. Students assigned to "regular" sections will perhaps understand that as a group that are likely to average "C" or below, and even that in a general or statistical sense such grades are predicted by the placement test. But these students should not be permitted to feel that grades above "C" are automatically denied them. They should receive the grades they earn, and should be aware that this is the policy of the department. The teacher of a "regular" section should no more hesitate to give a theme grade or a course grade of "B" or even "A", if earned, than the teacher of an "advanced" section would hesitate to use a grade of "K" or even "F". This is not to recommend that grades on any level should show a wide spread, but only to recognize that exceptions may arise.

Even with such ability-grouping as we practice at WSC, sections will differ in talent and spirit. The teacher whose grades run much above or below the normal expectation should scrutinize his own grading standards and should be prepared to defend apparent deviations. He should by no means feel, or allow his students to feel, that his grading policies are inflexibly predetermined.

Shifts of Level: Under present overcrowded conditions, shifts between "Reg." and "Adv." sections of 1 and 2 will not be made. The possible disadvantage to a few individual students is no greater than in any non-sectioned course, and is felt to be less objectionable than the injustice to instructors of sending extra students into sections that are already too large. Promotions from 01

will of course be made if significant errors are again discovered in the scoring of the placement tests. Other promotions from 01 to 1 should be made only on the basis of the two things written in the first few days (see uniform assignments), and then only in cases where the original placement in 01 is clearly a serious error. It is suggested that before recommending such a promotion the 01 instructor examine the student's placement score and ask at least one colleague's opinion of his themes. If the recommendation is made, the themes should be submitted to the committee.

Mechanical Handling of Themes: A few simple rules for manuscript form should be clearly announced and strictly enforced, including most or all of the following:

Use approved paper (Heath's College Tablet, wide-ruled notebook paper, or standard typewriter bond).

Write on one side only; outside themes in ink or typewritten (double spaced); class themes preferably in ink.

Leave adequate margins.

Hand in clean copy; proof-read both rough draft and final copy; rewrite any page that is not reasonably neat. (Not applicable to class themes)

Sign your name and identify the assignment uniformly according to the instructor's directions.

For ease in handling, the instructor may wish to direct his students to hand in all papers flat, not folded. Such handling saves considerable time in grading. A heavy file-pocket with bellow edges is a convenient carrier for one or two batches of themes. Or, if the instructor chooses, each student may be directed to buy a manila cover and to bind in it all his themes for the term, handing in the entire booklet each time with the new theme on top; this has the advantage of keeping his previous work recurrently before him and before the instructor.

Partly because storage space is no longer available and partly because the labor of permanent filing seems unprofitable, the department will no longer store themes. Students should understand that if they wish to preserve their compositions they must keep extra copies. At the end of each term the instructor should be sure that all themes written are in his possession and, after

final grading, should destroy them (except such as he may wish to keep for his own use).

Class Themes: The committee recommends the following procedure for the handling of class themes: The instructor should ordinarily announce in advance that a class theme is to be written on a given day. (Calling it a "test theme" has motivation value.) A selection from the anthology should be assigned for the meeting immediately preceding that at which the theme is to be written; the selection should be fully discussed in class. At the beginning of the following meeting, when the paper is to be written, subjects based on the selection and the discussion should be announced. This method has the advantage of ensuring that the themes are actually written in class and yet does not leave the students wholly in the dark as to what the subjects are to be. An instructor may prefer occasionally to call for a strictly impromptu paper, with no advance announcement. In either case it is recommended that a minimum of four topics be offered, with a reasonable deviation from any topic being allowed so as not to restrict the students unfairly.

The instructor should require the use of standard theme paper and should encourage the use of ink. He should permit and encourage the use of dictionaries and handbooks. He should make plain that a good paper cannot be written twice in fifty minutes, and for the reason he should accept crossouts and alterations that would not be permissible in outside themes. He should give occasional time warnings, and should require that the last five or ten minutes be devoted to rereading and correcting.

Correction of Themes: After the student has had a theme returned to him, he should of course correct all errors and improve all weaknesses the instructor has marked. It is suggested that these corrections be made on the original paper, either in the margin opposite the error or between the lines above the error. (If the instructor marks with lead pencil and requires corrections in red ink, the three kinds of writing will be readily distinguishable.) If a passage needs to be rewritten, the revision may be placed on the back of the sheet. Only in unusual cases should the student be required to rewrite the entire theme. The

instructor should check the accuracy of the student's corrections, returning the paper for further revision if it is not satisfactory.

Quantity of Writing; Planning of Assignments: The committee suggests that a minimum of twelve themes (eight in 01) be written in each semester. It is felt that this amount of writing will be sufficient to give the student the necessary practice without over-burdening the instructor. About three class papers should be included, one of which may serve as a mid-term test. In general the compositions should come at weekly intervals, with pauses at vacation times, at the middle and end of the semester, or at times that aid the instructor in meeting other responsibilities. In a typical week, one class hour should be devoted to work in rhetoric, one to the anthology of readings, and one to assigning and discussing the themes. In some weeks, of course, there will be no themes, and the program should be kept flexible and varied when desired; but an established routine will be helpful to the student.

Instructional Use of Themes. To develop student interest in the theme program and to secure adequate parallel attention to subject matter and technique, much more is necessary than grading the papers and requiring corrections. A few minutes of carefully planned explanation and stimulation will usually be desirable when making the assignment. At least equally important is the use made of the papers when they are returned (as promptly as possible). Successful papers may be recognized by being read aloud, sometimes by the authors, sometimes by the instructor without naming the authors. Unsuccessful work, its authorship unidentified, may occasionally be read by the instructor if its weaknesses are fairly typical and clear, so that positive benefit will result. Over-frequent use of the same student's work should be avoided, and if possible every student's work should be brought before the class at some time during the term. When a less brilliant student turns in fairly good work, the chance to encourage him should be seized even if better papers must go unrecognized. Student criticism, favorable and unfavorable, should be encouraged.

Although some instructors like occasionally to call for the reading of new

themes that have not yet been graded, it is suggested that this "shotgun" method be used rarely and with caution. Class time is valuable; one should guard against the random reading of papers that may not be the most serviceable for instructional purposes.

In the elimination of errors, it is sometimes helpful to mark on each of several papers one typically faulty sentence, have the authors copy them on the board exactly as written, and then subject them to criticism by the class.

Conferences: Present teaching loads and lack of office space make impracticable the scheduling of required conferences with all students. Conferences ought to be held before mid-term with students whose work is unsatisfactory or raises special problems. Early in the term the instructor should announce his office hours and should keep the class aware that he is available for conferences on student initiative. In general the committee suggests that instead of a rigid program of scheduled conferences, the instructor invite his students to bring their problems for consultations, and call in only those who are in special need of personal attention. Many students' problems can be settled in the classroom in a few minutes before and after the period.

Uniform Assignments: To reduce the confusion resulting from schedule changes for students and instructors during the early days of the term, it is requested that the uniform assignments for the first few meetings be strictly followed in ALL sections. Beyond this time the committee would prefer not to prescribe the assignments in detail, believing that a teacher can usually devise his own most effective ways of following the general outline of the course. The defined objectives should be kept in mind and aimed at; prescribed textbook sections or topics of instruction should be dealt with at about the time suggested. In the details of day-to-day planning the committee's intention is to allow as much freedom as possible.

Book Reports and General Reading: Because English 8 affords many freshmen an opportunity to extend their acquaintance with literature, because it is desirable to avoid the common mistake of overloading freshman composition with too

many laudable but more or less irrelevant aims, and because of complications at the library, the committee refrains from recommending "outside reading" or "book report" assignments.

Anything we can do incidentally to encourage voluntary reading of significant books will of course be a cultural and educational service to our students. Passing reference to books the instructor has enjoyed will be helpful. For the guidance of those students who wish to take the hint, a few minutes' class time can well be spent in describing the National Council publication, Good Reading, a useful descriptive list of 1500 worth-while books, which is or soon will be available at the Bookstore for thirty cents. Any instructor not familiar with this pamphlet may see a copy on request to any member of the committee.

Sharing of Experience: Teachers of all ranks in all three courses are invited and urged to report to the committee, for sharing with the staff, any classroom procedures, special assignments, or instructional techniques of any kind which they have found effective. No device is too old for mention; it may be new to someone else. None is too small; it may be the very detail some colleague needs. By memoranda or staff meetings or both, these suggestions will be made available.

ENGLISH 01

Objectives: A two-hour non-credit course for students whose preparation is decidedly inadequate, English 01 is meant to enable them to enter English 1 with some prospect of success. This involves the ability to write short papers without too frequent errors, and as a means to that end some elementary grammatical knowledge, including recognition of the sentence, the parts of speech, and the simpler and more common syntactical relationships; reasonably accurate punctuation; and reasonably accurate spelling.

Methods: Necessarily involving a fairly complete review of simple grammar, English 01 should nevertheless not be a course in grammatical theory and rules. Compositions, shorter and less frequent than in English 1, should receive enough attention in class to keep the student effectively aware that the critical test of his knowledge of grammar is his ability to apply it in his own writing. Readings should be employed not only to exemplify grammatical points but also to stimulate ideas which may serve as topics for composition.

Though the achievement of excellence is generally a more stimulating goal than the mere avoidance of error, a somewhat negative approach may be inevitable in this course. In the marking and the class discussion of themes, the emphasis should be upon those few principles most frequently and glaringly violated--those whose violations are the familiar hallmarks of illiteracy. The following list may be regarded as a minimum, but probably should not be much extended:

- Correct use of principal parts of verbs
- Agreement of verb with subject
- Agreement of pronoun with antecedent)
- Correct case of pronoun) Avoid subtle points;
- Correct choice between adjective and adverb) tolerate anything
-) defensible.
- Avoidance of sentence fragments
- Reasonably correct spelling
- Correct end-punctuation

Correct main-clause punctuation:

Run-together sentences should not be tolerated.

The comma splice should be carefully dealt with; but the wisdom of making its avoidance a critical point in English 01 is open to question.

Standards for Marking: Grammatical exercises can often be graded on a percentage basis. Since they will not be of equal difficulty, the passing percentage should be somewhat flexible. It is not laborious to "curve" the class roughly on each mechanical exercise or test, assigning letter grades according to the performance of the group.

In marking themes the standard (except for bare passing) must be lower than in English 1. Presumably "A" themes will be rare; yet the top grade should be used on occasion to recognize good work, even though an "A" in 01 will not mean the same thing as in 1.

The purpose of 01 being to qualify the student for admission to 1, a passing grade should ordinarily not be given to a composition which would not be passable in 1. Against the possible inclination to leniency in the first weeks of the term, it is important to remember that in mid-term and final grading a teacher may be somewhat embarrassed if a student who clearly ought to fail has a passing average on his compositions. A student in danger of failure should be aware of his status; it is less unkind to report a mid-term grade too low than too high. For these reasons the "F" grade should be used on individual themes, not with reckless severity, but certainly without hesitation or apology. On any one assignment in 01, as well as on the work of the whole term, a fairly large ratio of failures is to be expected.

Grammatical exercises should count not more than half in determining the student's grade, and compositions not less than half, with class or "test" themes bearing more, and outside themes less, than proportional weight. If a full hour is needed for a grammar test at mid-term, a class theme should be required about the same time and should be regarded as part of the mid-term test. The two-hour final examination period should be equally divided between a formal test and an impromptu composition.

OUTLINE OF ENGLISH 01

STAGE I: 3 weeks

Texts: See page 12

Parts of speech (brief introductory treatment)

Some essays from McCrimmon

2 themes, 1 of them in class (both prescribed in the uniform assignments for the first few days)

Spelling: No formal instruction; but from the first require each student to keep a list of the words he has misspelled and to work on them; mark spelling errors in themes and require their correction. No objection to an occasional short spelling drill in class if time can be found.

Punctuation: Formal instruction deferred to Stage III, but important errors should be marked and correction required from the first.

STAGE II: 6 weeks The SentenceRecognition: sentence vs. fragment

Basic structure: subject and predicate, subject, verb, (complement)

Simple modifiers: adjective, adverb

Phrasal modifiers: prepositional, verbal

Clausal modifiers

Phrasal and clausal substantives

Types of sentences: simple, compound, complex

Some essays from McCrimmon

2 to 4 themes, including mid-term test theme

STAGE III: 4 weeks Punctuation

(Main emphasis on principal uses of most important marks. Constant review of grammar and syntax as related to punctuation.)

End marks, especially period and question mark

Comma: principal uses: main clauses with conjunction, series (do not insist on last comma before conjunction), addresses, dates, interrupters (leave restrictive and non-restrictive for English 1), for clearness.

Semicolon: main clauses without conjunction, main clauses with conjunctive adverb (leave complex series for English 1)

Quotation marks if time permits; omit if additional drill needed on more fundamental problems

(Leave colon for English 1.)

(Where actual student use touches any of the deferred items, brief attention to it in class may be justifiable.)

Some essays from McCrimmon

2 to 4 themes, at least 1 in class

STAGE IV: Remainder of term Review

Include a theme or two if needed to bring total for term to about 8, or if further composition practice seems more desirable than mechanical drill and exercises.

UNIFORM ASSIGNMENTS FOR FIRST FEW MEETINGS

Th. Feb 13 Assign for Tues., Feb. 18: Write a paper of about two pages on one of the following topics:

From High School to College) (your personal
From Army (Navy) to College) experiences)
Finding a Place to Live
My First Day on Campus
A Skiing Experience (or fishing, hunting, football, camping,
etc.)

In class: Introduce yourself (name on board). After roll-call, announcements, and assignment, give brief instructions on manuscript form for themes. Then try to stimulate interest in theme topics; try to encourage students to feel that they can improve. It is not advisable to confuse students and distract attention from theme assignment by hurried fragmentary discussion of grammar.

Th. Feb 18 Assign for Th., Feb. 20: Study Kies, pp. 2-3, sec. C, D, E. On pp. 78-79 in McCrimmon's Essays for Freshmen, underline every noun and pronoun and circle every verb.

In class Tu.: Collect themes. Proceed at once to a preliminary discussion of the parts of speech

Th. Feb. 20 Assign for Tu., Feb. 25: Read in McCrimmon: Trumbull, "Thirty-Four Days on a Raft", pp. 85-92, and be ready for a five-minute quiz on content. Correct and return theme 1.

In class Th.: (a) Make the most necessary and helpful comments on first themes, and return them. (b) Discuss nouns and verbs pointed out by students on pp. 78-79.

Tu. Feb. 25 Assign for Th. Feb. 27: Study Kies, p. 6, sec. A. B. On pp. 86-87 in McCrimmon, underline every adjective and circle every adverb.

In class Tu.: (A) Collect corrected themes. (b) Give a simple quiz on the content of Trumbull's article. (c) Explain the grammatical meaning of modifier; distinguish between adjectives and adverbs; drill class in finding examples on some other page than 86 or 87. (Grammar assignment will get better attention if class is not told that a theme will be written Th.)

Th. Feb 27 Assign for Tu. Mar. 4: (Your own assignment designed to follow syllabus.)

In class Th.: Have students write a theme based upon the reading; give a choice of four or five simple and somewhat varied topics; for instance: The Smartest Thing (or Things) That Dixon Did; The Romantic South Seas as Our Fighters Saw Them; What a Hungry Man Can Eat; When I Was Lost; An Example of Courage That I Have Seen. (See "Class Themes" in introductory matter.)

TEXTBOOKS (01): Kies. A Writer's Manual and Workbook
McCrimmon. Essays for Freshmen.

OBJECTIVES OF FRESHMAN COMPOSITION

(Collegiate or Credit Courses)

English 1 and 2 have in common the aim of developing in the student habits of clear and reasonably correct written expression. This involves the elimination of common errors--a necessary but secondary objective--a goal which ought to be attained in English 1 and established by practice throughout English 2. In English 1, at least in "regular" sections, this demands a good deal of review, class discussion, and more or less mechanical practice in matters which, by fairly general consent, are not properly of collegiate level, and which ought always to be kept subordinate to the kind of work they are meant to support: the student's own writing of acceptable English.

This last is the primary objective of Freshman Composition: not the mere avoidance of error (which can be practiced after a fashion in a sort of intellectual vacuum) but the achievement of excellence (which demands of the student some active interest both in the subject he discusses and in the quality of his expression). The distinction between the two semesters' work lies in the types of writing practiced, and is implied in the differences between the two reading anthologies in current use. An attempt is made in English 1 to confine the writing to statements of fact, preferably concrete and objective fact. English 2, building upon this foundation, attempts to teach the use of facts in explaining, arguing, and drawing generalizations.

In English 1 most of all of the themes should be directly from personal experience and observation. The readings in Hanawalt and Newcomb lend themselves readily to use in motivating composition assignments of this kind. The most useful material is autobiographical (though "My Autobiography" is too broad an assignment to be very successful): from the past, in detailed memories of childhood incidents, schooldays, discipline, hopes and fears, work and play, town and country, travel, moving, learning, reading; from the present, in detailed observation of the college

environment or of home an vacation activities. (Just at present many GI freshmen find rich material in their service experience.) The papers should be mostly narrative and descriptive, but little need be said of these types as rhetorical forms. Especially should any consideration of plotting and short-story technique be excluded, for this with freshmen easily leads to imitative sophistication and superficial smartness, qualities which seriously impede any real progress toward sincere and genuine expression. The student should be led to discover the interest and vitality of his own experience and to enjoy finding the words to make it live for others. One effective means toward this end is a continued insistence upon concreteness--first upon remembering the experience in clear sensory detail (the feel and sound of snow underfoot, a limp handclasp, the hot smell of a locomotive) rather than in non-pictorial generalities (one evening last winter, disliked our preacher, the train came in), and second upon expressing the remembered details in vivid words that sharpen the writer's own recollection and communicate it with a sense of genuineness.

In English 2 most or all of the themes should be expository. The material should still be personal, partly from direct observation and partly from the reading and discussion of selections in the anthology, and the language should still be as concrete as possible; but the emphasis should be upon explaining ideas rather than upon communicating experiences. Style, in the sense not of decoration but of expression appropriate to writer, subject, audience, and purpose, should be stressed throughout the course. Theme topics should grow out of readings and classroom discussions and should as far as possible deal with matters the students really wish to present. Therefore the assignments should emphasize ideas rather than techniques. To present certain facts about the meal-ticket dispute, to answer an argument about slot machines, or to apply ideas about freedom of the press to the college or hometown newspaper, is a more challenging sort of problem than to write a definition or a comparison or an enumeration. Expository techniques may and should be pointed out, discussed, and recommended, but incidentally.

It is important that students in English 2 begin to grasp the distinction between fact and opinion, and the related if not identical distinction between informative and persuasive exposition. Readings of both kinds should be studied and

writings of both kinds should be required, as indicated in the course outline which follows.

OUTLINE OF ENGLISH 1

Textbooks: A standard college-level desk-size dictionary.
(preferably Webster; as this syllabus is written the only one available is Funk and Wagnalls)

Hanawalt and Newcomb, Writing from Observation

Marks and Bryan, The College Writer. (EXCEPTION: For reasons which need not be detailed here but can easily be explained orally, a few teachers will be asked to use one of two other books; they should of course make necessary adaptations as indicated below.)

(To have "corrected" the shift of person in the next few pages would have taken the life out of a passage written by one of the collaborators.)

Use of Texts:

Dictionary: Near the beginning of the course, make about two assignments intended to make the student aware of the resources of his dictionary, and of how to use it. Thereafter, frequent incidental quizzing--mostly oral, occasionally written--on the vocabulary of Hanawalt, plus a gentle but firm insistence on orthodox spelling and good diction in the student's writing, will insure that the dictionary is actually used. If you can arrange to have one or two dictionaries in class and have them consulted occasionally, that will help.

Anthology: During the semester most or all of the selections in this book should be assigned for reading, and a generous portion of class time--perhaps a full hour per week--should be used for discussing them. To insure that they are read, an occasional short quiz of the objective type may be used, supplemented by oral questions every week. But do not let this quizzing take too much time, and do not let the results carry much (if any) weight in grading. The students should enjoy this reading, and especially they should enjoy the discussions. Let them do the talking; you act as moderator, prod the diffident, and throw in the necessary occasional stimulus and change of subject. Near the end of the hour, take a few minutes to point up what seems to you of most value for them as writers in the passage under discussion.

Rhetoric-Handbook: Give about one class hour a week to the sections to be covered: I, II (excluding "Outlines", pp. 23-38), III, V, VI, VIII, and XIII. Supplement this material freely, in class discussion, from your own knowledge and experience. To the student this is the least interesting part of the work; hold his attention

to it by a program of frequent small quizzes, some, at least, of which should be returned to him, graded. (These grades should not weigh heavily.) Written exercises--there is a fair amount of such material in Marks--may be assigned to be done at home and handed in, but they are even duller for the instructor to read than for the student to write. Sometimes oral revision of a few sentences in class will suffice.

Theme Program: The themes should be organically connected with everything else that is done in the course. This is the pay-off. This is what the course is about. Your work in the other divisions will be wasted unless it can be brought to fruition here. Make your theme assignments with the following ideas in mind:

To put it bluntly, you want theme-subjects that cannot be cribbed, that will demand fresh, immediate expression on the part of the student. If possible they should be topics on which he would rather compose than crib. To this end, it is not desirable that there be a departmental theme program, with standard assignments. Each instructor should invent his own subjects, integrating them closely with the current--or recent--readings in Hanawalt. Take advantage of stimulating hints that arise in discussion. Avoid the stereotyped sort of subject; a mediocre new subject is better than a good old one. If you can remember the themes you were assigned as freshmen, don't use them.

Be systematic about the mechanics of the theme program, and require the student to be systematic. Expect him to hand papers in promptly; reduce grades for lateness ("B/Late/C" is a self-explanatory marking), and except for illness refuse to accept papers extremely late. Enter a zero for such a delinquency and value it lower than an "F". Demand that the student correct his themes promptly. In addition to marking errors and giving the paper a grade, try to make some general comment about each paper; it need not be lengthy, and if thoughtful it will be appreciated. Try to say something encouraging, along with your criticism, no matter how bad the paper may be. Early in the term keep a rough list of the more significant errors you find in the papers, and discuss them in class when you return the papers. Always give the students a chance to react in class to the return of the papers.

After the semester is well under way, you might occasionally let the students read each other's themes in class, mark them, and suggest grades for them. This works particularly well with advanced sections.

About three times in the semester (including the mid-semester examination) let the themes be written in class. Announce no subjects in advance; give the students some other work to do. Plan several subjects from which they may choose one; you will need all your ingenuity here, but remember that Hanawalt is a good source of theme ideas. Be sure a dictionary is present while they write, and encourage them to use it. Be sure they take time to revise, BUT NOT TO RECOPY. These class themes you should compare carefully with the student's other papers. If there is a wide difference of quality and/or style, perhaps the matter should be made the subject of a conference between you and the student.

Stages: Since the writing in English 1 will be substantially all of one kind, the course is less easily divisible into stages than are 01 and 2. Hanawalt and Newcomb may be used in the order given or rearranged at the instructor's discretion. The following suggestion may be helpful in arranging the use from Marks and Bryan.

Before mid-term: Parallel the reading and writing with a review of grammar (M. & B., Chapter XIII). Chapters I and II are included in the uniform assignments; Chapter III, also clearly preliminary, should be assigned early. Chapter VIII may be used throughout the term for reference and for theme correction, but with discretion; it is somewhat unsatisfactory.

After mid-term: Parallel the reading and writing with a study of punctuation and sentence form (M. & B., Chapters VI and V, in that order).
English 1 -- Uniform Assignments

Wed.-Th. Feb. 12-13 Assign for Fri.-Sat., Feb. 14-15:
 Marks & Bryan, pp. 3-13, 16-23
 [Perrin, pp. 288-305]
 [Wooley & Scott, pp. 128-131, 150-152]

In class Wed.-Th.: Call roll (see instructions for first meetings). Organize. Announce textbooks. Make assignment. Discuss purposes and methods of the course. Be sure to introduce yourself (name on board).

- Fri.-Sat. Feb. 14-15 Assign for Mon.-Tu., Feb. 17-18:
Hanawalt & Newcomb, pp. 3-4, 19-24, 31-37.
- In class Fri.-Sat.: Discuss handbook assignment, supplementing the text from you own knowledge and experience.
- Mon.-Tu. Feb. 17-18 Assign for Wed.-Th., Feb. 19-20: Announce that a test theme will be written in class; (see class theme procedure suggested above). Use your own initiative in devising homework that may point toward the theme without revealing the topics.
- In class Mon.-Tu.: Discuss readings in H. & N. At the end of each passage there are suggestions for classroom treatment, but you may prefer your own methods. Remember the theme that is coming, but do not reveal the subjects you will use.
- Wed.-Th., Feb. 19-20 Assign for Fri-Sat., Feb. 21-22: A written exercise that will make your students familiarize themselves with the dictionary, and cause them to become aware of the broad scope of the information it offers. Aside from the main word-list (where attention may be called to word-origins, variant spellings and pronunciations, variant and developing meanings, among other things), send them to the geographical gazetteer, the biographical dictionary, the foreign words and phrases, and other special departments. The assignment may be based in part upon the vocabulary of the readings in H. & N. Students unable to buy dictionaries will have to borrow.
- In class Wed.-Th. Test theme. Offer a choice of about four subjects. Samples: Breakfast in the Army, Sunday Breakfast at Home, When the Mail Man Comes, Father (Mother) Takes a Firm Stand. See "Class Themes" in introductory matter.
- Fri.-Sat., Feb. 21-22 Assign for Mon.-Tues., Feb. 24-25: [Your own assignment designed to follow syllabus]
- In class Fri.-Sat.: Return graded test themes. (Special effort desirable to have the first theme ready for prompt return.) Make and illustrate any especially needed comments upon these papers before proceeding to discuss the dictionary assignment.

ENGLISH 2

Textbooks: Marks & Bryan, The College Writer
Lorch, Jones, & Huntress, Of Time and Truth
Webster's Collegiate Dictionary, 5th ed. (Students not already provided with this dictionary can at present obtain at the Bookstore only the Funk and Wagnalls desk dictionary.)

Objectives and Methods: The main objective of English 2, as of English 1, is clear and effective writing. More specifically, English 2 concentrates on expository writing, involving the following skills:

1. presenting ideas with the purpose of informing
2. presenting ideas with the purpose of persuading
3. logical ordering of ideas
4. distinguishing between statements of fact and statements of opinion, both in the student's own compositions and in the material read in the text
5. using adequate and specific details in support of a topic sentence
6. efficient reading, specifically the comprehension of purposes, techniques, and content of expository writing.

The methods to be used in the achievement of these objectives include the following:

1. the requiring of at least one (and preferably more than one) theme which shall have as its purpose informing the reader on a given topic; that is, requiring the student to present his material objectively
2. the requiring of at least one (and preferably more than one) theme which shall have as its object the persuading of the reader on a given proposition
3. study of the technique of outlining; requiring the student to submit a brief outline with each of two of his regularly assigned themes (see Stage III), and a more detailed outline with his long theme
4. analysis of readings in the text to give the student a sense of structure and of the difference between fact and opinion; close observation of the student's compositions to determine whether in expressing his own ideas he has profited by this analysis
5. study of paragraphing; analysis of selected paragraphs in the text; practice in developing a major idea through several paragraphs; close scrutiny of the student's own paragraphs in his composition
6. study of expository techniques; analysis of selected reading in the text.

Stages of the Course
Stage I (Weeks 1-3)

Marks & Bryan: Chapter VII (Diction)

Lorch, Jones, & Huntress: Sufficient reading to motivate themes

1. General aims of the course should be discussed at the outset so that students will understand the purpose of English 2 as well as the chief means through which this purpose is to be accomplished.
2. The discussion of diction in Marks and Bryan should be supplemented by the instructor with a treatment of the denotative and connotative meanings of words. Inasmuch as the student will be asked later in the course to write papers with a persuasive or an informative purpose, it is imperative that he appreciate the fact that certain words, because of their connotative meanings, might be appropriate in one type of writing but decidedly out of place in the other. He should be asked to point out such differences in selections in L. J. & H.
3. The themes to be written during this stage (and all succeeding stages) should be based on the student's own ideas, specifically those which he has received through reacting to either class discussions or the readings in L. J. & H.
4. Readings should be discussed freely in class; during this stage it will be well to emphasize the ideas found in the readings, with little emphasis upon the form or techniques of the selections until a later stage.
5. One class theme should be written in this stage. (This paper is scheduled in the uniform assignments for the first few meetings of the semester.)
6. The standard for mechanical sentence correctness of themes in English 2 should be the same as that applied at the end of English 1. Although it will generally not be desirable to use class time for review of mechanics in English 2, the critical markings on themes and the attitudes expressed in class should make it plain that the instructor demands reasonable correctness as a matter of course.

Stage II (Weeks 4-7)

Marks and Bryan: Chapter IV (The Paragraph)

Chapter X (Exposition), pp. 275-285; omit section on logic

Lorch, Jones, and Huntress: As above

1. Following up the discussion of diction in Stage I, the student should be asked early in Stage II to write a theme which is strictly informative (that is,

objective, with the purpose of informing the reader). It is believed

that this practice will be of value to him not only in furthering his ability to communicate effectively but also in enabling him to distinguish more clearly between fact and opinion, both in his writing and in his reading.

2. Paralleling the study of paragraphing should be an increasing emphasis on the form of the student's own paragraphs in his papers. Analysis of selected paragraphs from essays in Lorch, Jones, and Huntress should prove useful at this stage.
3. Examples from Lorch, Jones, and Huntress might also be used to illustrate the discussion of expository techniques from Marks and Bryan.
4. One class theme should be written during this stage, preferably as a mid-semester examination

Stage III (Weeks 8-11)

Marks and Bryan: Chapter II ("Outlines"), pp. 23-38

Lorch, Jones, and Huntress: As above

1. Early in this stage the student should be requested to write one paper which is persuasive in purpose. This will enable him to use such rhetorical devices (studied in Stage II) as he may find useful in furthering his argument.
2. Following the study of outlining in Marks and Bryan, the student should be asked to submit brief outlines with two of his themes during this stage. The committee does not wish to suggest that the outlining of essays in the book of readings would be without value; instructors may find this a useful method for teaching the principles of outlining. It is felt, however, that the actual organizing of material the student is embodying in compositions of his own will afford a more realistic training. These outlines will be desirable also to give the student some practice before preparing the outline for his long paper in Stage IV.

Stage IV (Weeks 12-15)

Marks and Bryan: Chapter XIV ("Use of the Library," "The Card Catalog," "Indexes," "General Reference Books,") pp. 421-435

Lorch, Jones, and Huntress: As above

1. One longer theme (1000-1200 words) should be submitted by the student during this stage. This will not be a "library" or research theme, but will, like all previous papers in English 2, be based on the student's own ideas. If the student has had ample opportunity during the course to discuss the readings in class, to compare his ideas both with those found in the selections and with those offered by other students in the class, he should have no difficulty in settling upon an idea or group of related ideas deserving of fuller treatment in a composition. It may be well to suggest fairly early in the course that the student keep a page in his notebook for jotting down ideas that he would like to use as theme subjects.
2. A written outline should accompany the long theme. The instructor may find it desirable to have the outline submitted perhaps a week before the theme is due in order to discourage the practice of making an outline from the completed theme, merely because one is required. The committee would have no objection to this outline's being graded and reckoned as a regularly assigned theme.
3. The material on the use of the library may be taught in whatever manner the instructor feels most effective. He should try to acquaint the student with the use of the library for his own future convenience, and at the same time should avoid assignments which will overburden the present inadequate library facilities and staff with large numbers of students all seeking the same reference works or the same kind of assistance. The committee will be interested in learning of any devices worked out to solve this dilemma.

Mid-Semester Grades. Mid-semester grades will be due a week before the end of Stage II. The student will have written, up to this time, two class themes plus several themes prepared outside. It is recommended that the instructor give considerable weight to the second class theme as an evidence of the student's level of achievement at that stage of the course. It should also prove in many cases to be a truer representation of the student's own ability, inasmuch as he will be entirely on his own resources when writing it.

Final Grades. The committee recommends that the student's final grade be based almost entirely upon the quality of his composition. It is suggested that the final examination consist either of a longer impromptu theme (perhaps 500-700 words) requiring the entire two-hour period to write, or a regular one-hour impromptu theme together with a reading test of the instructor's own devising which tests the student's ability to comprehend expository writing. The committee believes that the themes written during the final examination period, together with the last class theme (written in Stage IV) should provide a fairly accurate indication of the student's work. These papers should, therefore, be weighted more heavily than others.

Levels. It is believed that the core of work required above for English 2 will prove adequate for both advanced and regular sections. The instructor of an advanced section will of course be entitled to expect a generally higher level of accomplishment from his class than will the instructor of a regular section.

English 2. -- Uniform Assignments

Wed.-Th., Feb. 12-13 Assign for Fri.-Sat., Feb. 14-15: Read Leacock, "Teaching the Unteachable," in L. J. & H., pp. 249-256. Mark in the book or copy in your notebook two statements with which you agree and two with which you disagree.

In class Wed.-Th.: See general instructions for first meetings. Call roll; announce texts; make assignment; then present in as interesting a way as possible the aims and methods of the course.

Fri.-Sat., Feb. 14-15 Assign for Mon.-Tu., Feb. 17-18: (a) You will be asked to write in class an impromptu theme, on your choice of several topics based upon Leacock's essay and the class discussion of it. Bring dictionary, pen, and theme paper.

(B) Select a number of words in Leacock's essay that indicate his personal attitudes; use your dictionary as needed. Decide whether his treatment of his topic is impartial. [The instructor may be able to improve on this; it is meant to give the student something further to work on which may contribute toward the writing of a good impromptu theme.]

In class Fri.-Sat.: Discuss the essay, or rather, allow the students to discuss it, you acting as moderator drawing them out, occasionally calling on the less vocal, and

keeping the talk from getting too far afield. The statements picked out by the students should serve to start the argument; once it is begun, very little encouragement should be needed to keep it going. Near the end of the hour, try to sum up briefly both the main ideas of the essay and the chief arguments that have been raised in the discussion.

Mon.-Tu., Feb. 17-18 Assign for Wed.-Th., Feb. 19-20: Marks and Bryan, from Chapter VII ("Diction"), pp. 184-201.

In class Mon.-Tu.: Place on the blackboard a list of at least four topics for themes. These topics should be fairly specific so as to forestall, if possible, the writing of short themes on broad subjects. Half a dozen specific topics are preferable to two or three broad ones. The following are suggested as samples; but some ought to be offered which the advantage of the discussion in your own class:

A College Degree for Learning to Cook?
The Need for Physical Education
Business Administration Can be Taught
To Be a Reporter, Report!
"Marriage Problems 121"

All of these titles are "slanted" one way or the other, but a student should be allowed to defend the home economics curriculum if he wishes, or attack the teaching of business administration.

See "Class Themes" in introductory matter.

Wed.Th., Feb. 19-20 Assign for Fri.-Sat., Feb. 21-22: 1. Copy out of the essay which you have read:

- (a) ten concrete words
- (b) ten abstract words
- (c) ten words of unfavorable connotations for you
- (d) ten words of favorable connotations for you

Be prepared to explain why you classify as you do the words under (a) and (b), and to discuss the connotations which you associate with those under (c) and (d).

2. CORRECT AND RETURN THE TEST THEME.

In class Wed.-Th.: (a) Return the class themes, graded, giving a few minutes to comments and perhaps to the reading of a few.

(b) Discuss the assignment from Marks and Bryan. Because the discussion here is incomplete for the purposes of English 2, it will be necessary to supplement it with a careful definition of the four key terms on which the next assignment is based. The distinction between abstract and concrete words is obviously important for any writing the student may have to do; that between denotation and connotation has a special pertinence for the sort of writing to be done in English 2 (see outline of stages.)

Fri.-Sat., Feb. 21-22 Assign for Mon.-Tu., Feb. 24-25: Your own assignment, designed to follow the syllabus.

In class Fri.-Sat.: Discuss the word lists the students have brought with them. Try to impress on the students the importance for English 2 of the distinctions involved. It may be well to locate some of the connotative words in their contexts and to compare the meanings the author has attached to them with those which the students have offered. The author's purpose in using such a word in a given context should also be examined.