

## **English 2010 : Intermediate Writing: Shakespeare & the Renaissance**

Fall 2009

Instructor: Satyam S. Moorty      Office Hrs: Tuesday & Thursday: 10:00-10:50; 2:30-3:30  
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**Prerequisite:** English 1010 (Please consult the general catalogue)

**Course Description:** This course emphasizes the development of an effective academic style in argumentative essays that make use of traditional patterns such as comparison & contract, cause & effect, extended definition; inductive and deductive logic is also explored. This writing-intensive course is an introduction to a study of the historical, political, scientific, and aesthetic background and ramifications of the Renaissance and Reformation, focusing on their effects upon Shakespeare and his drama.

By the end of English 2010, students should

- Design and construct arguments for specific audiences with an emphasis on organizing, sustaining, and maintaining consistency.
- Invest an issue while exhibiting an awareness of multiple viewpoints.
- Engage in rhetorical and critical analysis of challenging texts
- Evaluate evidence and sources.
- Display sophistication when integrating a variety of print and non-print sources into research-based writing.
- Use various rhetorical modes to analyze, generate, and organize writing while articulating complexities in thought and argument beyond pro/con.
- Employ rhetorical appeals and recognize the principles of academic argument.
- Be able to identify and avoid logical and emotional fallacies.
- Conduct research involving both primary and secondary sources.
- Grasp and employ the finer points of current MLA style.
- Understand the definition of 'plagiarism' and follow the principles of academic integrity, as explained in Chapter 2 of the SUU General Catalog.
- Develop a sophisticated academic writing style employing standard usage.

### **Textbooks:**

- 1) Fiero, Gloria. The Humanistic Tradition (Vol.3 – The Renaissance and the Reformation, Brown & Benchmark, Fifth edition, 2006)
- 2) Shakespeare. As You Like It (Signet Classic edn. paperback, 1998)
- 3) Shakespeare. Othello (Signet Classic edn. paperback, 1998)
- 4) Kirszner & Mandall. The Concise Wadsworth Handbook (second edn., 2008)

As explained in a separate handout, initially class work will focus on Shakespeare's two plays, As You Like It and Othello. After lectures on Shakespeare and quizzes, class readings will be drawn from The Humanistic Tradition. Specific readings from The Tradition, though identified tentatively in the 'class schedule, will be announced in advance in the class along with readings from The Handbook; quizzes are also given based on material covered from the Handbook.

Being a writing-intensive course, lectures on major compositions (each four pages long, double spaced) will be covered before the written work is scheduled to be turned into the instructor. Please remember that 'peer review' is a part of the writing process.

Themes/compositions/essays, abstracts/summaries, and other written work (in class themes and paragraph-writing as well) constitute a major part of the course work. The themes may be related to general subject matter except the final research paper, about 10-12 pages, which ought to be specifically aligned to Shakespeare—either to a single play or a group of plays. Details about the research paper will be clarified in class. Apart from the research paper, students are expected to write compositions/themes on comparison/contrast, cause & effect, extended definition, and argumentation/persuasion.

The research paper, equivalent to two compositions, carries two grades, one on subject matter, organization, clarity, correctness of usage, etc; the second grade is on citations, cueing of quotes, works consulted and cited, et cetera.

Journal Writing: The thrust of the journal which should contain entries pertaining to class lectures, reading of the text books, related materials, etc. is to allow students to articulate their thoughts on the subject matter in standard English. Moreover, this assignment is designed to advance habit-forming written work.

By the end of the semester the journal should have been loaded with 25 entries (fully developed and each entry about two pages); fewer than 25 would adversely affect students' final grade. Also **5 (five) revised entries** of the original ones are required. Details would be explained in class. Each journal entry carries **3 (three points)**; each **revised entry** carries **10 (ten points)**, resulting in a total of 125 points.

Students are also expected to do such other written work as I may require, such as exercises and quizzes related to usage, grammar, etc.

Students are encouraged to participate in class discussions which will carry a certain weight toward the final grade. They are also expected to bring textbooks and journals regularly to class. Periodically journal entries will be read aloud in class to stimulate discussions and to examine any writing problems.

Needless to add that class attendance is vital. Any foreseen absence should be reported either to me or to the department's secretary (865-8088).

More than **FOUR (4) absences** will adversely affect the final grade.

Themes/compositions are graded on content, organization, clarity, focus, style, correctness and effectiveness of expression.

Being a writing-intensive course, typically some class settings will be devoted to in-class writing, revision of compositions (peer review), grammar & usage, quizzes on grammar, etc.

**Students are encouraged to meet me during my office hours.**

**The diagnostic theme to demonstrate the present writing health of students is scheduled for in class writing during the second week.**

**The topic is “Why study Shakespeare in an age of technology” or “The significance of having another ‘writing course’ in university curriculum.**

**The diagnostic theme will not be letter/point graded and may be returned in installments some time during the semester.**

**Students are expected to turn in their ‘writing weaknesses’ (one page) by August 27, 2009.**

**RESEARCH PAPER is due: DECEMBER 7, 2009, 5 p.m.**

Academic Integrity: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. Students are expected to have read and understood the current issue of the Student Handbook (published by Student Services) regarding students’ responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA Statement: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in room 206F of the Sharwan Smith Center or phone 435-865-8022. SSD determines eligibility for and authorizes the provision of services.

Especially at the beginning, students may feel that some of my written comments as also those of their peers are blunt and harsh. “Critical appreciation is better than blind worship.” We all find it difficult to digest criticism. But students need to remember that the first step to improvement is to lose their sense of complacency and to aspire to a higher standard. They need to remember that writing is a process. They ought to be conscious of dismissing as ‘picky’ those who are encouraging their peers to reach that standard.

**Grade Distribution:**

Class attendance	...	100 points
Journal entries	...	125 points
Quizzes (expected to be five)		125 points
Four regular compositions	...	400 points
Research paper	...	200 points
Oral presentation of research paper	... ..	50 points