English Composition Theme Courses  
Fall 2013

Students must complete ENGL 110 or 111 and 112 in sequence. In order to proceed to ENGL 112, students must complete ENGL 110 or 111 with a grade of C or higher.

100.008 Writing What You Know  
TR 9:30-10:45  
CRN 40756  
Heidi Huse

Everybody has a story…everybody sees the world through the lens of their own backgrounds and experiences. This class will interact with the stories and reflections of those who’ve written from what they know, what they believe, what they’ve learned. We’ll begin with the bestseller, The Help, about Southern life in the 1960s, from the perspectives of both the Southern writer and those with whom she interacts. We’ll also explore a variety of viewpoints from This I Believe: The Personal Philosophies of Remarkable Men and Women. And then students will have the opportunity to produce written texts of their own that derive from what they know, and from what they learn as we begin to enhance researching skills in addition to writing skills, using A Writer’s Resource and The Craft of Revision as our writing guides.

110-003 Critical Thinking and Writing  
TR 11-12:15  
CRN 40762  
Tiffany Emerson

Their Perspective, Your and My Perspective: Race, Culture, and Gender

This composition course is designed to continue to develop fundamentals of written discourse by looking at rhetoric, grammar, and style in creating effective prose. By examining readings and composing related essays that use the common modes of writing, such as narrative, description, and analysis, students will look at topics concerning culture, ethnicity, gender, community, and identity. The various types and models of writing (interview narratives, poetry, prose—essays, fiction, and nonfiction) can engage students’ thought processes as well as broaden their perspectives to help them to become more critical thinkers and reflective writers. To accomplish these goals in this course, we will read, discuss, and write in response to various writings by and about African Americans, as well as about women in different parts of the world and their interactions to others and the relevant issues in their lives.

110-004 Critical Thinking and Writing  
TR 2:30-3:45  
CRN 40763  
Tiffany Emerson

We’ll work with two texts: Lyndon and Moore’s Chambers for a Memory Palace and Alexandra Lange’s Writing About Architecture. We’ll apply what we learn from them to six writing assignments. The first three will be about the memorials of Maya Lin: the great Vietnam Veterans Memorial on the Mall in Washington, DC; the Yale Women’s Table; the Civil Rights Memorial in Montgomery, AL; the Confluence Project; and What’s Missing? Then we’ll look at memorials, both in this country and in Europe, to the Holocaust, and the new National 9/11 Memorial. In a final writing project, each of us will learn about a memorial we haven’t studied as a class…or design our own memorial for a person or event that has yet not been commemorated. We’ll choose three papers to revise and collect in an end-of-the-semester portfolio.

This section will be joined, via interactive television, by dual-enrollment students from Camden Central H.S.

111.DM1 To Be Written in Stone: Memorials as Metaphors  
MWF 8-8:50  
CRN 41311  
Tim Hacker

In the words of architecture critic Robert Campbell, “the purpose of a memorial isn’t really memory; memory we can get from books. It’s catharsis.” Catharsis—the emotional jolt we feel from art—does not come about by accident. Architects intentionally design memorials to achieve that result in us, the visitors. The nature of this three-way relationship, between architect, memorial, and visitors, is the topic of our class.

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111.DM2 Is Chivalry Dead: Love and Romance Through the Ages  
MWF 8-8:50  
CRN 40807  
Daniel Pigg

In this 111 section, we will look at a variety of texts that in some way touch on the issue of chivalric behavior, beginning with Malory’s Le Morte D’Arthur and including several plays, poems, and films up to the present day. The world of chivalry is often defined by the representation of Arthur’s world of knighthood, hence the reason for our beginning with the Middle Ages. We will look at how the concept has changed in the next five hundred years by examining Shakespeare’s Twelfth Night and The Tempest, Goldsmith’s She Stoops to Conquer, and a couple of twentieth-century films such as Ever After. We will find that chivalry isn’t dead; it has merely taken on a different form. Students in this course will also be joined by students from Lake County High School via distance learning.

111H.001 Honors English Composition  
MWF 10-10:50  
CRN 40803  
Anna Clark

Welcome to the community of writers in English 111H at UT Martin! Students in this section of Honors English Composition (“Sharing Our Stories: Family, Community, and Creativity”) will embark on a reading and writing adventure to remember. With a primary focus on creative non-fiction (Eudora Welty’s One Writer’s Beginnings) and fiction from the South (William Faulkner’s novel The Sound and the Fury), Fred Chappell’s masterpiece of magic realism I Am One of You Forever, and James Agee’s unforgettable work A Death in the Family), this section of English 111H offers students a rich weave of writing, discussion, film, and independent research. Students will read stories, hear stories, and share their own stories through both personal and analytical essays. They will experience the poetry, power, and passion of the Italian film Il Postino, and they will also have opportunities to collaborate with other honors students.
111H.002  Lincoln in Speech and in Writing  MWF 1-1:50  CRN 40804  Tim Hacker
All of us are familiar with Abraham Lincoln, the 16th president of the United States, as a historical figure. This class will go beyond the history and consider Lincoln as a rhetorical figure: the man who crafted such memorable, even immortal, speeches and pieces of writing as the first and second inaugural, the Emancipation Proclamation, and the Gettysburg Address. For background, we’ll read Thomas Keneally’s biography, Abraham Lincoln. Then we’ll delve into the Library of America volume of Lincoln’s Selected Speeches and Writings, Fred Kaplan’s Lincoln: The Biography of a Writer, and Lincoln’s Sword, by Douglas Wilson. We’ll consider these works by posting questions about them online, discussing them during class time, and responding to them with six different paper assignments, three of which we’ll revise multiple times. Our goal will be not only to learn about Lincoln but to learn from him. What can Lincoln teach us about becoming more effective writers and public speakers?

This section will be joined, via interactive television, by dual-credit students from Lake County H.S.

111.006  Composition: Appropriation  MWF 10-10:50  CRN 40769  JeFF Stumpo
111.016  Composition: Appropriation  MWF 1-1:50  CRN 40779  JeFF Stumpo

In these sections of ENGL111: Composition, we’ll be taking an extended look at appropriation - linguistic, legal, and cultural. The initial questions framing the courses will be “What is plagiarism, and is it bad?” You’ll notice that the question is not automatically “Why is it bad?” Our primary text for the course, The Handbook of Plagiarism, arrives at some surprising answers about the boundaries between collaboration and stealing, between recognizing/utilizing history and appropriating another culture unethically. This is a course primarily constructed of fine lines rather than broad strokes, full of contrasting possibilities at the beginning and ordering its own moral compass by the end. And, as you’re probably wondering this right now, yes, we will plagiarize one of our papers, but only one.

111.026  Narrative Knowledge  TR 9:30-10:45  CRN 40789  LesLye LaChance
111.035  Narrative Knowledge  TR 1-2:15  CRN 40798  LesLye LaChance

One of the most common ways of sharing knowledge and experience is through storytelling. In this class we will study how narratives help us understand the world and our place in it. Our analytical writing assignments will be drawn from our studies of various narratives: myths, short-stories, graphic novels, films and even games, as we consider how digital media is reshaping the way we tell stories and learn from them. We’ll also create some new narratives of our own.

112.001  Designing the Document with Media in Mind  MWF 8-8:50  CRN 40809  Trish Capansky
112.003  Designing the Document with Media in Mind  MWF 9-9:50  CRN 40810  Trish Capansky

The first decision people make about a written communication is whether to read it. To this understanding I would add that the reader is, to an even greater extent, influenced by the medium in which the text is presented. With the introduction of new media, reader options create a situation where the reader has more authority than in the past over how a text is interpreted because, in many cases, genre precedents have yet to be established. In this class we will focus on how the scope of fusing content with media extends beyond aesthetics and usability to understanding the rhetorical authority a medium contributes, based on its contemporary use. Students taking this class will explore using new media in technology-enriched activities and assignments, and experiment with developing a multi-modal project which aims to develop critical reading and writing skills within new media communication.

112.005  Living with Conviction in Your Community...in Your World  TR 11-12:15  CRN 40813  Heidi Huse
112.008  Living with Conviction in Your Community...in Your World  TR 1-2:15  CRN 40816  Heidi Huse

What does it mean to be a member of a community? What does it require of us? What keeps people from active involvement w/ their communities? How can we use both our words and actions to make positive contributions to our communities and to the world? This class will examine the lives of those who’ve lived large in their communities through Paul Loeb’s book Soul of a Citizen. Students will have the opportunity to engage in research and writing directly related to community membership in research papers, discussion boards, and even blogs! The class may include a service learning component and will culminate in collaborative essay anthologies that reflect the students’ experiences.