



DEPARTMENT OF ENGLISH
THE UNIVERSITY OF TEXAS AT AUSTIN

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September 7, 1990

TO: Department of English Faculty Members.

FROM: Linda Brodkey^{LB}, Chair
Lower Division English Policy Committee

SUBJECT: English 306: Rhetoric and Composition

The attached material includes the Tentative Syllabus for English 306 and Table of Contents for the English 306 Course Pack prepared by the Ad Hoc Syllabus Writing Group this summer. The plan is for all students to work with three essays (Minow, McIntosh, and Kluger) and the Supreme Court Opinion in "Sweatt v Painter." In addition, each student will work with the court opinion and essay assigned to his or her Writing Group. In all, then, students will be provided with two cases and four essays, and they will write 10 scripts, 2 in-class essays, and 6 long essays (drafts for three). We also planned to have each of the five Writing Groups present their case to the rest of class, but have not formalized the group writing assignment. The four Peer Critique Assignments, which appear on the syllabus, have not yet been worked out in detail.

At the suggestion of James Kinneavy, we plan to include material on inductive and deductive reasoning in the Course Packet, along with the material on claims, grounds, and warrants that we were in the process of adapting from Stephen Toulmin's The Uses of Argument (Cambridge 1958) and the second edition of An Introduction to Reasoning (Norton 1984).

**Tentative Table of Contents
for
English 306 Course Packet**

1. Writing Arguments: Claims, Grounds, and Warrants
2. Inductive and Deductive Reasoning
3. Martha Minow, "Making a Difference" and "Sources of Difference" from *Making All the Difference: Inclusion, Exclusion, and American Law* (Cornell UP, 1990)
4. Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies" (Wellesley College Center for Research on Women)
5. *Sweatt v. Painter* (citation: 339 U.S. 629)
6. Richard Kluger, "The Spurs of Texas Are Upon You," from *Simple Justice: The History of "Brown v. Board of Education" and Black America's Struggle For Equality* (New York: Vintage Books, 1975)
7. *Chambers v. Omaha Girls' Club, Inc.* (citation: 838 F.2d 1031)
8. *Gutierrez v. Municipal Court of S.E. Judicial District* (citation: 838 F.2d 1031)
9. Bill Piatt, "Toward Domestic Recognition of a Human Right to Language," *Houston Law Review* 23 (1986): 885
10. *Nelson v. Thornburgh* (citation: 567 F.Supp. 369)
11. Richard Scotch, "Disability as the Basis for a Social Movement: Advocacy and the Politics of Definition," *Journal of Social Issues* 44.1 (1988).
12. *University of Pennsylvania v. EEOC* (citation: 58 LW 4096)
13. *Fricke v. Lynch* (citation: 491 F.Supp. 381)
14. Donna I. Dennis and Ruth E. Harlow, "Gay Yourth and the Right to Education," *Yale Law & Policy Review* 4 (1986)
15. *Lantz by Lantz v. Ambach* (citation: 620 F.Supp. 663)

16. Deborah Rhode, "Association and Assimilation," from *Justice and Gender: Sex Discrimination and the Law* (Harvard UP, 1989)

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**Tentative Syllabus
Fall Semester 1990
Linda Brodkey**

**E 306: Rhetoric and Composition
"Writing About Difference"**

Required Texts:

The Scott, Foresman Handbook for Writers (HB)

**English 306: Rhetoric and Composition Course Packet (available at
Alphagraphics)**

**NOTE: Syllabus indicates the number of copies of each assignment needed in
addition to the original**

Week 1

Wed. 8/29

Class activity:

Course Overview

Syllabus

Policy Statement

Scholastic Honesty Statement

Fri. 8/31

Reading Assignment:

Martha Minow, "Introduction," Making All the Difference (due 9/5)

HB, Planning, 34-44; Summarizing, 602-605; Sexist Language, 402-409;

Denotation/Connotation, 158-162 (due Fri 9/7)

Script Assignment 1

issue raised in Minow (50 words, 1 cc due Wed 9/5)

Library Assignment:

UGL Tour (due Wed 9/5)

Class Activity:

In-class Writing Assignment 1 (35-40 minutes)

Week 2

Mon. 9/3 Labor Day (no class)

Wed. 9/5

Class Activity:

Turn in 1 copy of Script 1

Summarizing re: claims and grounds

Demonstrate using Minow essay assigned on 8/31
Assign Students to Writing Groups

Writing Assignment 1:
Summary of assumption in Minow essay (1 copy to Instructor, 4 copies
for Writing Group, due Mon 9/10)

Fri. 9/7

Writing groups
Plan summaries of Minow section

Week 3

Mon. 9/10

Class Activity
Turn in 5 copies of Writing Assignment 1
Discussion: sorting & ranking summaries of Minow
Writing Group
sorting and ranking summaries of Minow
Writing Assignment 2 (Group Assignment)
Group Summary of Assumption in Minow essay (1 copy, due Fri 9/14)

Wed. 9/12

Reading Assignment
McIntosh, "White Privilege and Male Privilege" (due Mon 9/17)
Script Assignment 2
Working definition of difference re Minow (@100 words, 1cc due Wed
9/14)
Writing Group
Sorting and Ranking summaries of Minow

Fri. 9/14

Class Activity
Turn in 1 copy of Writing Assignment 2
Turn in 1 copy of Script 2
Discussion of Minow essay:
 Part I (group summaries);
 Part II (defining difference)

Script Assignment 3
Working definition of privilege re McIntosh (@100 words, 1 cc due Mon
9/17)
Reading Assignment:
HB Bibliography, 593-601; 602-605 (due Wed 9/19)
Writing Assignment 3

Documented essay analyzing a stereotype(2 cc due Mon 9/24)

Week 4

Mon. 9/17

Class Activity

Turn in 1 copy of Script 3

Discussion of "White Privilege and Male Privilege" (re: claims and grounds for definitions)

Reading Assignment

HB: MLA Documentation (23 C) 638--671 (due Wed 9/19)

Wed. 9/19

Class Activity

Discussion: Documenting sources

Writing Groups:

explore arguments for Writing Assignment 3

Script Assignment 4

Compiling a documented lexicon of legal terms (1 cc due Mon 10/1)

Fri. 9/21

Class Activity

Discussion: exploring arguments for Writing Assignment 3

Writing Group

exploring arguments for Writing Assignment 3

Reading Assignment

"The Spurs of Texas Are upon You" (due Wed 9/26)

Fourteenth Amendment (due Wed 9/26)

"Sweatt v Painter" (due Fri 9/28)

Script Assignment 5

claim and ground from "The Spurs" (50 words, 1 cc due Wed 9/26)

WEEK 5

Mon. 9/24

Class Activity

Turn in 2 copies of Writing Assignment 3 (complete draft; revision due Mon 10/8)

Discussion: Critiques

Critique Assignment 1

Critique of Writing Assignment 3 (2 cc, due Fri./ 9/28)

Writing Groups

Exchange copies of Writing Assignment 3 (draft essays)

Begin critiques of Writing Assignment 3 (draft essays) (2 cc of critiques due Fri 9/28)

Wed. 9/26

Class Activity

Turn in 1 copy of Script 5

Discussion: Claims & Grounds in "The Spurs of Texas"

Fri. 9/28

Class Activity

Turn in 2 copies of critique of Writing Assignment 3

Discussion: "Sweatt v Painter"

Reading Assignment

Group case (due Wed 10/10)

essay related to the case (due Wed 10/10)

First Amendment, Title VII, Title IX, Rehabilitation Act, Pregnancy

Discrimination Act (due Mon 10/8)

Script Assignment 6

Summary of claims and grounds of plaintiff's argument in "Sweatt" (1 cc due Mon 10/1)

WEEK 6

Mon. 10/1

Class Activity

Turn in 1 copy of Script 6

Turn in 1 copy of Script 4 (legal lexicon)

Discussion: The plaintiff's argument in "Sweatt"

Reading Assignment

HB: "How to Write a Review," 762-767 (due Wed 10/3)

Script Assignment 7

Summarize the claims and grounds of the defendant's argument in "Sweatt" (1 cc due Wed 10/3)

Wed. 10/3

Class Activity

Turn in 1 copy of Script 7

Questions: Reviewing

Discussion: The defendant's argument in "Sweatt"

Writing Assignment 4

Review the essay assigned to the Group (2 cc of draft due Mon 10/15)

Script Assignment 8

Summarize the claims and grounds of the Court's opinion in "Sweatt" (1 cc due Fri 10/5)

Fri. 10/5

Class Activity

Turn in 1 copy of Script 8

Discussion: The Court's opinion in "Sweatt"

WEEK 7

Mon. 10/8

Class Activity

Turn in 2 copies of revised Writing Assignment 3

Discussion: Anti-discrimination law

Wed. 10/10

Class Activity

Questions: Anti-discrimination law

Exploring Arguments for review essay

Fri 10/12

Class Activity

Questions: review essay

Writing Group

Exploring arguments for review essay

WEEK 8

Mon. 10/15

Class Activity

Turn in 2 draft copies of Writing Assignment 4

Critique Assignment 2

Critique of Writing Assignment 4 (2 cc due Fri 10/19)

Writing Group

Work on critiques

Wed. 10/17

Writing Group

Continue working on critiques

Fri. 10/19

Class Activity

Turn in 2 copies of critique 2

Writing Assignment 5

Summarize & assess the arguments of the Plaintiff, the Defendant, and the Court in the case assigned to your group (1 cc due Mon 10/29)

Writing Group

Work on Writing Assignment 5

WEEK 9

Mon. 10/22

Class Activity

Analyzing arguments

Script Assignment 9

Summary and assessment of plaintiff's or defendant's argument in the Group Case (@100 words, 1 cc due Wed 10/24)

Wed. 10/24

Class Activity

Turn in 1 copy of Script 9

Discussion: Plaintiff's or defendant's argument

Script Assignment 10

Brief summary and assessment of argument in the court opinion or dissenting opinion (@100 words, 1 cc, due Fri 10/26)

Writing Group

Discussion: summarizing and assessing the court opinion(s)

Fri. 10/26

Class Activity

Turn in 1 copy of Script 10

Discussion: arguments in the court opinion(s)

Group Presentation Assignment:

Presentations are to include

Summaries of arguments

Assessments of arguments

Relevant essays

Positions of all group members

Arguments not considered by the court

(1 cc due 11/12-21).

WEEK 10

Mon. 10/29

Class Activity

Turn in 1 copy of Writing Assignment 5

Writing Assignment 6

Write an opinion based on the transcript (1 draft cc due Mon 11/9)

Writing Group

Plans for Writing Assignment 6

Wed. 10/31

Class Activity

Discussion: Formulating an opinion

Writing Group

Discussion of opinions

Fri. 11/2

Class Activity

Discussion: Formulating an opinion

WEEK 11

Mon. 11/5

Class Activity

Library/Group Conferences with Instructor

Wed. 11/7

Class Activity

Library/Group Conferences with Instructor

Fri. 11/9

Class Activity

Turn in 1 copy of Writing Assignment 6 to Writing Group

Critique Assignment 3 (2 cc due Wed 11/14)

Writing Group

Exchange drafts

Begin Critiques

WEEK 12

Mon. 11.12

Writing Group 1

Present Case

Wed. 11/14

Class Activity

Turn in 2 copies of Critique

Writing Group 2

Present Case

Fri. 11/16

Writing Group 3

Present Case

WEEK 13

Mon. 11/19

Writing Group 4

Present Case

Wed. 11/21

Writing Group 5

Present Case

Fri 11/23

THANKSGIVING!!

WEEK 14

Mon. 11/26

Class Activity:

Turn in 2 copies of Writing Assignment 6 (Groups exchange)

Critique Assignment 4 (2 cc due Fri 11/30)

Wed. 11/28

Writing Group:

Work on Critique 4

Fri 11/30

Class Activity

Turn in 2 copies of Critique 4

WEEK 15

Mon. 12/3

Class Activity

Discussion: opinions

Wed. 12/5

Class Activity

Course Evaluation

Fri. 12/7

Class Activity:

In-class Writing Assignment 2

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Tentative Script Assignments for E306

Script Assignment 1

Cite a passage from Martha Minow's essay (give the page number) and explain (@ 50 words) why you think it's worth thinking about.

Script Assignment 2

Explain (@ 50 words) which of Minow's arguments against the five assumptions about difference you find the most or least convincing.

Script Assignment 3

Make a list of 5 privileges (similar to the ones generated by Peggy McIntosh) that people who either see or hear do not have to think about or explain.

Script Assignment 4

Define (@25 words) the legal terms assigned to you by checking the recommended sources in the Undergraduate Library. Since your definition is part of the lexicon for the class (which your instructor will duplicate), you need to define each term on a separate page and cite the sources used to compose the definition.

Script Assignment 5

Summarize (@ 50 words) one claim and its grounds from Richard Kluger's "The Spurs of Texas Are upon You" and explain (@ 50 words) why you think it is worth thinking about.

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Script Assignment 6

Summarize (@ 50 words) a principal claim and its grounds in the plaintiff's argument in "Sweatt v Painter."

Script Assignment 7

Summarize (@ 50 words) a principal claim and its grounds in the defendant's argument in "Sweatt v Painter."

Script Assignment 8

Summarize (@ 50 words) a principal claim and its grounds in the argument made by the Supreme Court reversing the decision made by the Lower Court in "Sweatt v Painter."

Script Assignment 9

Summarize and assess (@ 100 words) one of the primary claims and its grounds in either the plaintiff's or the defendant's argument in the case assigned to your group.

Script Assignment 10

Summarize and assess (@ 100 words) one of the primary claims and its grounds in the deciding opinion, minority opinion, or dissenting opinion in the case assigned to your group.

Tentative E306 Writing Assignments

Writing Assignment 1

Martha Minow challenges what she identifies as "five, closely related assumptions that underlie difference dilemmas" (p. 106). Summarize the argument that Minow makes against the assumption assigned to your group.

This assignment requires you to

- 1) identify the claim Minow makes concerning the (un)stated assumption underlying "difference," and
- 2) identify the grounds (or evidence) she uses to support her claim that the assumption is problematic, that is, open to doubt.

Once you have identified the claim Minow asserts and the grounds she uses in support of her assertion, you will be able to write a 200-300 word summary of her argument against the assumption.

- Group 1--Assumption #1: Difference Is-Intrinsic
- Group 2--Assumption #2: The Unstated Norm
- Group 3--Assumption #3: The Observer Can See without a Perspective
- Group 4--Assumption #4: The Irrelevance of Other Perspectives
- Group 5--Assumption #5: The Status Quo Is Natural, Uncoerced, and Good

Writing Assignment 2 (Group Assignment)

Working with the summaries each of you has already written, your writing group will develop a collective summary that best represents Minnow's argument against the assumption assigned to your group. The group summary you turn in will be distributed to the other members of the class.

This assignment requires each of you to:

- 1) Read the five summaries written by the group members.
- 2) Rank the summaries.
Assign each summary a score. Give a 1 to the summary you think is best, a 2 to the second best, and so on. Assign each summary a different score even if you feel that two or more are comparable.
- 3) Name the criterion or criteria that you think is governing your ranking.

Once the summaries have been individually ranked, members of the group need to compare their rankings and discuss the criteria governing their selections. At least one member of the group needs to take notes. As a group you will then need to decide which criterion or criteria to use in constructing the group summary.

The summary you turn in as a group may well include passages from one or all of your individual summaries, or you may decide to write a new summary based on your rankings and discussions. The final version should be @ 200-300 words. Append a brief statement (@50 words) explaining the criterion or criteria used to create the group summary along with the notes taken during your group discussions.

Writing Assignment 3

Write a documented essay of @ 700 words defining, examining, analyzing, and critiquing one of the stereotypes (an oversimplified belief or opinion about a person or group of people) assigned to your group. Apply what you've learned concerning unexamined assumptions about difference to explore problems raised by the stereotype.

This assignment requires each of the you to:

- 1) choose one of the stereotypes assigned to your group (see below)
- 2) generate a list of characteristics associated with the stereotype
- 3) research the stereotype by
 - a. locating books and periodicals that complicate the "stereotype"
 - b. keeping a bibliographic record of your sources (see HE, 593-601, if you need help)
 - c. copying materials from sources you think you might want to cite in your essay (see HE, 602-605, if you need help).
- 4) discuss your list and research with the other members of your group

The draft of this essay needs to include:

- 1) a definition of the stereotype,
- 2) an analysis of insights and limitations of that commonly accepted definition, incorporating information from your library sources, and
- 3) a critique of unstated assumption(s) not dealt with by the stereotype, incorporating information from Minow's essay.

Group 1: Unwed mother/Philanthropist/Pregnant Teen/Role Models

Group 2: Blind man/Blind woman/Handicapped Individual/Activist

Group 3: Homosexual/Heterosexual/The Perfect Date/Good Student

Female Athletes/Male Athletes/Good Sport/Jock

Group 4: Asian Woman/Professor/MBA/Bureaucrat

Group 5: Foreigner/ English speaker/ Hispanic/Employee

Writing Assignment 4

Reviews of academic books and essays are a specialized genre. For this assignment, each of you will write a 500-700 word review essay of the article assigned to your group. Because scholarly writing concentrates on convincing readers that the evidence used to ground claims is warranted, the purpose of a review is to evaluate how well a particular book or essay has accomplished this goal.

This assignment requires you to:

- 1) reread the article
- 2) select what you think are the principal claims
- 3) identify the grounds used to support the principal claims
- 4) assess how well the grounds warrant the claims made.

Write a title for your review and begin your essay with a full citation of the article. See HB (647-668): citing articles and chapters from books. In the review itself, construct an argument evaluating the effectiveness of the entire article. Support your position by assessing how well the grounds supporting the principal claims are warranted.

Writing Assignment 5

A court opinion summarizes and evaluates the arguments made by the plaintiff and defendant and provides a rationale for affirming or denying the case made by the plaintiff. An opinion may consist of one or more of the following:

- 1) the argument that supports the court's decision (majority opinion);
- 2) an argument that dissents from the argument in the majority opinion but supports the court's decision (minority opinion); and
- 3) an argument that dissents from both the opinion and the decision of the court (dissenting opinion).

If your group has been assigned a case in which there is a majority opinion, a minority opinion, and a dissenting opinion, focus on one in your essay.

Building from the work you've already done in Scripts 9 and 10, this assignment requires you to:

- 1) reread the case assigned to your group
- 2) choose an opinion (if there is more than one)
- 3) reread the relevant law(s)
- 4) identify the principal claims and grounds in the opinion
- 5) assess how well the grounds warrant the principal claims in the opinion.

Write an essay of @ 700 words summarizing and evaluating an opinion in the case assigned to your group. Summarize the opinion before assessing the grounds used to warrant the argument.

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Writing Assignments 3

A legal opinion is an argument explaining the court's reasons for finding in favor of the the plaintiff or defendant. In its argument the court applies principles of law to specific cases. Forming an opinion is first a matter of deciding to what extent the complaint against the defendant is justified by law(s) and then deciding to what extent the circumstances of a particular case mitigate law(s). Arguments for both the relevance of legal principles and mitigating circumstances concern warranting the grounds used to support the claim(s) made to justify the decision.

This assignment requires you to:

- 1) read the materials (the brief and possible laws)
- 2) summarize the plaintiff's case
- 3) summarize the defendant's case
- 4) evaluate the plaintiff's case with respect to law
- 5) evaluate the defendant's case with respect to law
- 6) evaluate the plaintiff's case with respect to circumstances
- 7) evaluate the defendant's case with respect to circumstances
- 8) decide in favor of the plaintiff or defendant
- 9) formulate an argument supporting your opinion

Write an opinion' (@ 500-700 words) in which you give your reasons for finding in favor of the plaintiff or defendant. Your opinion needs to take into account both a legal principle and the circumstances of the case. You may, if you wish, use additional materials for establishing circumstances. You are, however, restricted to either the laws provided for the case or the others in your Course Packet, since undergraduates are not allowed to use the Law Library.