

## **Critical Reading and Writing in the Humanities**

7 pages | 1539 words

### **1. Reflective Essay (Diagnostic)**

Describe briefly your experiences with writing at the pre-university level. Discuss how any factor or an individual has influenced your approach and/or attitude to writing. Explain your expectations of this course. (300 words)

### **2. Essay Outline and Annotated Bibliography-20%**

#### **Annotated Bibliography**

Compiling a list of annotated references will help you to become familiar with a variety of perspectives on your chosen topic so that you can begin to formulate or strengthen your view about it. Based on information gathered from the library session as well as from class readings and discussions on critical thinking, you will summarise each source's content and critically evaluate its relevance to your documented essay in no more than 150 words per source. NB. Only four sources are required for this activity.

Each of the entries in this single-spaced document will consist of the following three sections: The publication details of the source in M.L.A or A.P.A. format.

Paragraph 1 - a succinct summary of the main ideas and supporting points of the source, an explanation of the author's purpose and a description of the intended audience

Paragraph 2 – short discussion of the author's credibility of the relevance of the source to your topic.

### **3. The Response Paper -20%**

The response paper requires students to summarise, explore and critically analyse a written text. This allows for the communication of the students' perspective on the author's ideas.

### **4. The Documented Essay-30%**

The research and writing processes in which you will engage as you prepare this assignment are outlined on the seminar schedule. Before writing your first draft, you will select a theme/topic that is relevant to your discipline; generate ideas on it; narrow it to a researchable theme/topic that can be reasonably explored in a 1000-word essay for a general academic audience; prepare a short proposal; research the topic and make relevant notes; write an annotated bibliography which evaluates your source materials and prepare your essay outline (with sources included). You are required to show evidence of at least four (4) scholarly/reputable/credible sources which must include at least one journal article and a book. Only one newspaper article (not news item) is allowed.

5. Collaborative Project/Group Presentation- 10% Students will work in groups to present research or analysis of a theme from their discipline. Works of art, songs, poetry, films and written text may be used.

6. Final Reflective Essay -20% Instructions will be given in seminar.

#### **FOUN 1012 SEMINAR SCHEDULE for SEMESTER I (2013-2014)**

LECTURES are given weekly on Wednesdays 12:00-1:00 and 5:00-6:00pm in N1.

SEMINAR NUMBER LECTURE TOPICS CURRENT WEEK'S SEMINAR ACTIVITIES PREPARATION and ASSIGNMENTS for NEXT SEMINAR

Sept..2 – 6 Critical Reading and Writing in the Humanities and You

1. Enrolment confirmation. 2. Discuss course aims and objectives, teaching structure, assignment and grading schedule, and special requirements for academic reading and writing. 3. Students and tutors share on literacy 4. Discussion of...

# Custompublished Reading Writing And The Humanities

**Georgetown University-District of  
Columbia Schools Articulation  
Program,National Endowment for the  
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## **Custompublished Reading Writing And The Humanities:**

*Integrating Literature and Writing Instruction* Judith H. Anderson, Christine R. Farris, 2007-01-01 Judith H Anderson and Christine R Farris colleagues at Indiana University and prominent scholars in literary studies and composition respectively aim here to bridge the perceived division between the two disciplines In a spirit of curricular collaboration *Integrating Literature and Writing Instruction* presents an array of courses mainly for non English majors that use literature in teaching first year college students how to read write and think critically Contributors teach at a range of institutions from Research I and large state universities to small selective colleges and use different classroom approaches some highly participatory and others combining lectures with small group work Divided into three groups representing humanities core courses courses that focus on literature and courses that focus on cultural issues in relation to literature the essays explore the use of a variety of literary texts from Shakespeare s sonnets to historical novels to detective fiction Contributors offer imaginative assignments and innovative pedagogical techniques that can be adapted profitably in multiple courses and institutional contexts The concluding section narrates the collaborative development of a course on language metaphor and textuality which the editors offer as a successful model of what literature and writing instruction can accomplish together

*Sustaining and Improving Learning Communities* Jodi Levine Laufgraben, Nancy S. Shapiro, 2004-06-28 *Sustaining and Improving Learning Communities* is the long awaited follow up to the groundbreaking book *Creating Learning Communities* The authors continue their exploration of the concept of learning communities as an innovation in undergraduate curricular instruction that allow students to actively participate in their own education and deepen and diversify their college experience Jodi Levine Laufgraben and Nancy S Shapiro address a wide range of topics such as campus culture for sustaining learning communities learning communities and the curriculum pedagogies and faculty development **Awards, Honors, and Prizes**, 1969 Listing and description of 2228 awards honors and prizes given for outstanding achievement in the United States and Canada Science technology and medicine are among the 28 broad fields covered Main listing by organization with address and annotation Alphabetical index of awards subject index of awards *Forthcoming Books* Rose Army, 1993-12 *Writing as Material Practice* Kathryn E. Piquette, Ruth D Whitehouse, 2013 *Writing as Material Practice* grapples with the issue of writing as a form of material culture in its ancient and more recent manifestations and in the contexts of production and consumption Fifteen case studies explore the artefactual nature of writing the ways in which materials techniques colour scale orientation and visibility inform the creation of inscribed objects spaces and landscapes as well as structure subsequent engagement perception and meaning making Covering a temporal span of some 5000 years from c 3200 BCE to the present day and ranging in spatial context from the Americas to the Near East the chapters in this volume bring a variety of perspectives which contribute to both specific and broader questions of writing materialities Authors also aim to place past graphical systems in their social contexts so they can be understood in relation to the people

who created and attributed meaning to writing and associated symbolic modes through a diverse array of individual and wider social practices      **Teaching with Digital Humanities** Jennifer Travis, Jessica DeSpain, 2018-11-15 Jennifer Travis and Jessica DeSpain present a long overdue collection of theoretical perspectives and case studies aimed at teaching nineteenth century American literature using digital humanities tools and methods Scholars foundational to the development of digital humanities join educators who have made digital methods central to their practices Together they discuss and illustrate how digital pedagogies deepen student learning The collection s innovative approach allows the works to be read in any order Travis and DeSpain curate conversations on the value of project based collaborative learning examples of real world assignments where students combine close collaborative and computational reading how digital humanities aids in the consideration of marginal texts the ways in which an ethics of care can help students organize artifacts and how an activist approach affects debates central to the study of difference in the nineteenth century A supplemental companion website with substantial appendixes of syllabi and assignments is now available for readers of Teaching with Digital Humanities

*Writing in the Humanities* Georgetown University-District of Columbia Schools Articulation Program, National Endowment for the Humanities, 1982

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### **Custompublished Reading Writing And The Humanities Introduction**

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