Writing the Revolution

This class will examine texts where revolutions take place as well as texts that revolutionaries have written. We will examine, investigate, and explore these texts using class discussion and writing. Four shorter essays, as well as a longer research paper will be required. As a class designed to strengthen your writing skills we will use writing as a means to discover some meanings of the texts read. We will analyze these texts and decide how successful revolutionaries persuade their followers to gather together in protest. We will be asking questions such as: What is a revolution? What is a revolutionary? What makes a successful revolution? How do revolutionaries persuade their followers? Does writing play a role in furthering a revolution? What role does violence play in a revolution? Can a revolution be non-violent? Do revolutions have to be successful in order for change to take place? Many of these questions do not have right or wrong answers. Instead, we will work as a class to find some of the answers to the questions. Over the course of the semester we will be exploring the lives and revolutions of Che Guevara, Adolf Hitler, Joan of Arc, and Amiri Baraka.

This course will develop students' writing skills. Over the duration of the semester, students will produce one short paper (3-4 pages), two papers of moderate length (4-6 pages) and one 8-10 page final research paper. For some of the papers, the writing process will require an outline, a draft, research and/or an annotated bibliography. Major topics include argument, audience, tone, structure and the modes. The class will also have at least one research session to acclimate new students to research at Case. Students will be required to visit the writing center one time before mid-semester. Necessary purchases include a writing handbook and materials related to the secondary theme of the course, humor. Regular attendance expected.

HIV/AIDS: Culture, Kitsch, and Myth

In its own devastating way, the HIV/AIDS epidemic has produced a global awareness as has no other disease, but, too, as no other disease before, it has separated persons, neighborhoods, and even countries and brought to (at times, not so flattering) light the activities in which people of various backgrounds engage. In this class we will examine, question, and seek to understand the numerous personal and global reactions to the HIV/AIDS epidemic and its victims, which are separated by some into two troublesome camps: “guilty” and “innocent.” Through our examinations of the course materials and through classroom discussions we will learn to construct well-reasoned, informed arguments about potentially explosive topics while avoiding ideologically based arguments and circular logic. Course materials will consist of several short, critical articles; a few poems; a few nonfiction essays; an excerpt from Mark Doty’s memoir Heaven’s Coast; and the movie Philadelphia with Tom Hanks. Students will write several critical one-paragraph exercises (to prepare for writing longer assignments), two 2-3 page papers, and one 7-10 page research-based paper; students will also be expected to attend one student-instructor conference, lead a class discussion on an instructor-chosen text, and provide one to two peer critiques of some substance.

My goal in English 150 is to help you become a comfortable and proficient writer in a wide variety of situations, both academic and non-academic. To become a stronger writer, you must write, so we will spend much of our time in this class writing. This writing will be both formal and informal, and you will have the chance to give each other feedback in peer response groups. Our 15 weeks together will be broken down into three units, each focusing on a different kind of
literary text: poetry, short story, and drama. We will divide our time between analyzing the texts and learning to write effectively about them. This is not a creative writing course; you will not be writing fiction. Rather you will write four 3-5 page papers and one 7-10 page research-based paper. You will have the opportunity to revise each paper as we go along, and we will focus on writing problems and concerns specifically relevant to those students in the class.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>17212</td>
<td>Takagi, Naomi Igarashi</td>
<td>TR 2:45-4:00</td>
</tr>
</tbody>
</table>

This section of ENGL 150 is for ESL students. Registration is by permit only. Please contact the Director of Composition at writing@case.edu for more information.

This section of ENGL 150 will focus on argument. Over the course of the semester, you will study principles and techniques of four types of argument—definition, cause-effect, evaluation, and proposal—and read model essays to learn from their rhetorical expertise. Also, as an ESL section, there will be regular workshops which will help you improve your general composing skills (e.g. paragraph development, transitions, grammar, and punctuation). Some of you may find argument papers difficult to write, especially if you come from a culture which does not emphasize the importance of argument. Yet being able to convey your thoughts clearly and develop your argument in a constructive manner will be an important asset in your academic and professional life. This course aims to improve your rhetorical skills and help you build a foundation of persuasive writing. Assignments for this class will include four essays of varying length, regular reaction papers, and presentations.

Required Texts: