The Essay Connection, 8th Edition
Syllabus 2
10-week course

Week 1: The Essay Connection
Reading: Scott Russell Sanders, Under the Influence.
Reading: Anne Fadiman, Fadiman, Under Water.
Reading: Tim O’Brien, How to Tell a True War Story.
Reading: B.K. Loren, Living Without/With Words.
***Reading: Selections from Student Writers’ Notebooks.

Paper 1 assigned: Connecting with Essays.
(Sanders question 7 or 8; or Fadiman question 7)

Week 2—Inspiration, Drafting, and Revision
Reading: Anne Lamott, Polaroids.
Reading: Amy Tan, Mother Tongue.
Reading: Stephen King, A Door . . . You Are Writing to Shut.
Reading: Donald M. Murray, The Maker’s Eye: Revising Your Own Manuscripts.
Reading: John Trimbur, Guidelines for Collaborating in Groups.
***Reading: Mary Ruffin, Writer’s Notebook Entries: The Evolution of “Mama’s Smoke.”

Paper 1 due; in-class revision workshop.

Week 3—Narrating
Poetry: V. Penelope Pelizzon, Clever and Poor.
Reading: Sherman Alexie, What Sacagawea Means to Me.
Reading: Frederick Douglas, Resurrection.
Reading: E. B. White, Once More to the Lake.
Reading and Visuals: Art, Mein Kampf (My Struggle).
***Reading: Jason Verge, The Habs.

Paper 1 revised version due.

Paper 2 assigned: Narrating.
(Alexie question 6; Douglas question 8; White question 7; or Spiegelman 7)

Week 4—Analyzing Process, Cause, and Effect
Reading: Scott Russell Sanders, The Inheritance of Tools.
Reading: Ntozake Shange, What Is It We Really Harvestin’ Here?
Reading: Amanda Cagle, *On the Banks of the Bogue Chitto*.
Reading: Jonathan Kozol, *The Human Cost of an Illiterate Society*.
Reading: Zitkala-Sa, *from The School Days of an Indian Girl*.
***Reading: Megan McGuire, *Wake Up Call*.

**Paper 2 due; In-class revision workshop.**

**Paper 3 assigned: Analyzing Process, Cause, and Effect.**

(Sanders question 8; Shange question 8; Kozol question 6; or Zitkala-Sa question 7)

### Week 5—Describing

Reading: Meredith Hall, *Killing Chickens*.
Reading: Mark Twain, *Uncle John’s Farm*.
Reading and Visuals: Linda Villarosa, *How Much of the Body Is Replaceable*?
Reading: Suzanne Britt, *That Lean and Hungry Look*.
***Reading: Asiya S. Tschannerl, *One Remembers Most What One Loves*.

**Paper 3 due; In-class revision workshop.**

### Week 6—Dividing, Classifying, and Defining

Reading: Richard Rodriguez, *Family Values*.
Reading and Visuals: Lynda Barry, *Common Scents*.
Reading: Howard Gardner, *Who Owns Intelligence*?
***Reading: Sumbul Khan, *Mirror, Mirror on the Wall, Who’s the Fairest of Them All?*

**Papers 2 and 3 revised versions due.**

**Paper 4 assigned: Describing, Dividing, and Classifying.**

(Angier question 8; Rodriguez question 7; Barry question 7; or Gardner question 8 )

### Week 7—Comparing and Contrasting

Reading: Elizabeth Tallent, *No One’s A Mystery*.
Reading: Sherry Turkle, *How Computers Change the Way We Think*.
Reading: Bill McKibben, *Designer Genes*.
***Reading: Katie Loomis, *Spiderwebs*.

**Paper 4 due; In-class revision workshop.**

**Paper 5 assigned: Comparing and Contrasting.**

(Turkle question 7; Gould question 8; or McKibben question 8)

### Week 8—Appealing to Reason, Emotion, and Ethics

Reading and Visuals: Evan Eisenberg, *Dialogue Boxes You Should Have Read More Carefully.*
Reading: Stephanie Coontz, *Blaming the Family for Economic Decline.*
Reading: Anna Quindlen, *Uncle Sam and Aunt Samantha.*
Reading: Peter Singer, *The Singer Solution to World Poverty.*
***Reading: Matt Nocton, Harvest of Gold, Harvest of Shame.***

**Paper 5 due; In-class revision workshop.**

**Paper 6 assigned: Appealing to Reason, Emotion, and Ethics.**
(Coontz/ Swift question 8; Quindlen question 8; Singer question 6; or Swift question 11)

**Week 9—Case Study: World Terrorism and World Peace**

Reading: Bernard Lewis, *What Went Wrong?*
Reading: National Commission on Terrorist Attacks Upon the United States, *Institutionalizing Imagination.*
Reading: Kandi Tayebi, *Warring Memories.*
Reading: Betty Williams, *The Movement of the Peace People.*

Two revised papers due. *(Two of the last three papers—4, 5, and 6—will be revised and handed in at this date.)*

**Paper 7 assigned: World Peace, Terrorism and Human Rights.**

(Based on questions 1-12 at the end of chapter 12. This paper uses the essays in chapters 12 through 14 as a research database. Students are encouraged to pick an issue to discuss or a problem to solve and then read widely in all three chapters to support this project. Library or authoritative Internet materials also may be incorporated into this project.)

**Week 10—Case Study: World Peace and Human Rights**

Poetry: Walt Whitman, “A Noiseless Patient Spider”
Reading: The 14th Dalai Lama (Tenzin Gyatso), *Inner Peace and Human Rights.*
Reading: Martin Luther King, Jr., *Letter from Birmingham Jail.*
Reading: Elie Wiesel, *Why I Write: Making No Become Yes.*
Reading: Rigoberta Menchu, *Five Hundred years of Mayan Oppression.*

**Paper 7 due.**