Open Educational Resources Guide for English

OPEN EDUCATIONAL RESOURCES GUIDE FOR ENGLISH

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Houston

Contents

Open Educational Resources (OERs) Guide:

Recommendations from the Lower Division Committee's Subcommittee on Open Educational Resources, June – December 2019

Intended for experienced instructors, this document lists openly accessible readings endorsed by one or more instructors affiliated with the Open Educational Resources Subcommittee, an offshoot of the UH English Department's Lower Division Committee. The resources appear by course: those for ENGL 1303, those for ENGL 1304, and those for some 2000-level English courses. Within each course, subsections further divide the resources. Please note that although some resources may appear in sections about open educational *textbooks*, the resources' accompanying summaries may include activities or assignments tied to the textbooks. Also, some resources may be listed for one class (e.g., ENGL 1303) but have relevance for other classes, too (e.g., ENGL 1304). Overall, each resource is explained based on how it was used, where it was found, and who recommended it. More details may be added periodically; the guide is a living document.

Most of the resources listed are *open educational resources* (OERs), meaning they are freely available and provide permission for a wide variety of uses. A small handful of these resources are not "open," but are freely available online, meaning that they have copyright restrictions. The "How to Use this Resource" sections, added by MD Anderson Library staff,

explain whether there are copyright restrictions and provide recommendations for use.

For resources requiring subscription access through library databases, it is highly recommended to use <u>UH Libraries Course Reserves</u>. Course Reserves ensures compliance with copyright law and allows copyrighted course materials to be delivered through Blackboard.

ENGL 1303: First Year Writing I

[1]

Useful Sections from OE Textbooks

TOPIC: ANALYSIS

"The Nature of Analysis" from Ch. 1 of the textbook *Exploring Perspectives: A Concise Guide to Analysis*, by Randall Fallows. Accessible at https://open.umn.edu/opentextbooks. This was one of the first textbook selections that I used in unit one, in which I prepared my students to analyze a place that they knew well. The selection defines *analysis* and shares how analyses may build from summaries and specific details about the subject at hand. As an example, it includes a brief analysis of a speech from William Shakespeare's *The Tempest*. Note: although we at UH English do not assign analyses of literary works in ENGL 1303 (instead leaving that to our literature classes), instructors could use this selection's *Tempest*-focused analysis to springboard to analyses of other subjects, perhaps observable events in addition to published texts. – Nathan Shepley

TOPICS: CLAIMS AND THESIS STATEMENTS

"From Interpretations to Assertions" from Ch. 3 *Exploring Perspectives: A Concise Guide to Analysis*, by Randall Fallows. Accessible at https://open.umn.edu/opentextbooks. This section addresses statements of fact, statements of classification, statements of taste, and statements of intention. Also, in the part of it called "Worthwhile Assertions," it explains kinds of assertions that work for academic thesis statements. Just notice that this section discusses thesis statements in relation to persuasive writing, which is not the focus of ENGL 1303. So if you use this section in ENGL 1303, please stress that for the kind of essays students will be producing, the students should prioritize informing, explaining, or analyzing. (Of course, by taking a position or adopting a clearly stated perspective, students are always on some level arguing for the validity of their position or perspective. Above, I'm referring to a matter of emphasis, to our top priorities in ENGL 1303 versus in ENGL 1304.) I assigned the reading selection above right before having my students respond to several thesis statements that I provided, thesis statements of a kind that suited my Paper #1 assignment. – Nathan Shepley

How to Use this Resource: Exploring Perspectives: A Concise Guide to Analysis is made freely available using a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported license

TOPIC: THESIS STATEMENTS

"'The Working Thesis" from *The Process of Research Writing* by Steven Krause. Accessible at https://open.umn.edu/opentextbooks/textbooks/the-process-of-research-writing. Krause starts by explaining how to find a topic for an essay and then how to narrow it down to an arguable point. From here, he walks through how to create a thesis that will both encompass and guide an essay. He gives specific examples of bad theses (general, unarguable fact, etc.) and ways to make them better. — Wendy Wood

TOPIC: RHETORICAL ANALYSIS

"'What is Academic Writing" from *Writing Spaces: Readings on Writing, Vol 2*, by Lennie Irvin. Accessible at http://writingspaces.org/essays. This is the first reading we do in

my Composition I class. It gives the foundation of how college writing is different from high school writing and ways to join the academic conversation. It outlines writing myths students have heard and why the myths are problematic. It introduces the idea of argument as a conversation or trial, where one has to outline his/her point of view in light of outside sources. It covers the rhetorical situation and what one needs to consider before beginning to write. It breaks down the overall goals of a writing class and lays out why they are important for any college student. — Wendy Wood

TOPIC: RHETORICAL ANALYSIS

"'Backpack vs Briefcase: Steps toward Rhetorical Analysis" from *Writing Spaces: Readings on Writing, Vol 2*, by Laura Bolin Carroll. Accessible at http://writingspaces.org/essays. Carroll does a good job of showing how rhetorical analysis happens in a student's everyday life and how that translates to a writing assignment. She outlines specific information that we process and form opinions on. Then she shows how one does this in writing. She outlines how rhetorical analysis will change the ways we organize an argument or the content we use. She shows how the argument remains the same but the packaging changes based on the rhetorical situation. — Wendy Wood

TOPIC: WRITING ASSIGNMENTS

"'So You've Got a Writing Assignment. Now What?" from *Writing Spaces: Readings on Writing, Vol 2*, by Corrine Corrine. Accessible at http://writingspaces.org/essays. I assign this reading at the same time I assign the first paper, and then I refer back to it with each new assignment. This reading gives practical advice about what to look for and focus on when receiving a writing assignment. It helps to clarify common terms, such as *analyze* or *describe*, in relation to what an instructor is actually asking for. When I introduce this reading in conjunction with the writing assignment, I find the students are more proactive in clarifying expectations and asking questions. — Wendy Wood

TOPICS: ESSAY FOCUS AND ORGANIZATION

"Focusing, Developing, and Synthesizing," from Ch. 5 of *Exploring Perspectives: A Concise Guide to Analysis*, by Randall Fallows. Accessible at https://open.umn.edu/opentextbooks. The selection covers issues of scope (don't try to write an encyclopedia about your topic), of expanding on one's most relevant points, and of organizing ideas into an essay form. We read and discussed this, in relation to essay examples, after we read the selection from Fallows' Ch. 3 (see above). I required the Ch. 5 reading for the class meeting before students were to bring a partial rough draft of their Paper #1. – Nathan Shepley

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TOPIC: IDEAS FOR REVISING A FIRST DRAFT

"A Strategy for Analyzing and Revising a First Draft" in the textbook *About Writing: A Guide*, by Robin Jeffrey. Accessible at https://open.umn.edu/opentextbooks. This selection is about identifying and promoting one's strongest point(s), improving an essay's overall coherence, linking evidence to claims, and avoiding oversimplifications. I had my students read this selection for the same class meeting in which they did a peer review of their first full draft of Paper #1. – Nathan Shepley

How to Use this Resource: "A Strategy for Analyzing and Revising a First Draft" in *About Writing: A Guide* is made freely available using a Attribution-NonCommercial-NoDerivs 3.0 Unported license (CC BY-NC-ND 3.0). You are free to copy and redistribute the material in any medium or format. You must give appropriate credit. If you remix, transform, or build upon the material, you may not distribute the modified material. **View the license terms here**.

TOPIC: SUMMARY WRITING

"How to: Write a Summary," p. 30 from *About Writing: A Guide*, by Robin Jeffrey. Accessible at https://open.umn.edu/opentextbooks. This minimalist, one-paragraph summary *about* how to write a summary bottom-lines the importance of trying to use a neutral tone, sticking to the subject of your summary, using your own words, and aiming for conciseness. However, it is up to each instructor to make these abstract principles real for students, to discuss what *neutral*, *concise*, *main points*, and the like mean for the assignment at hand. If the instructor has a couple of examples handy of written summaries (even if the summaries are excerpted from longer pieces of writing), then p. 30 from this textbook can set some *basic* conceptual parameters that each class fleshes out through structured activities. Note: another summary criterion that I would add to what p. 30 mentions is *accuracy*. Also missing in the information on p. 30 is any sense of *why* people might write summaries, of what summaries give people that is so badly needed in some communication situations more than others. **–** Nathan Shepley

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TOPICS: SUMMARIZING AND RESPONDING TO A TEXT

"Analyzing Content and Rhetoric," p. 28 from *The Word on College Reading and Writing*, by Monique Babin. Accessible at https://open.umn.edu/opentextbooks. This page lists several questions that readers might ask to begin making sense of how an essay or other short text functions, questions about kinds of evidence used and about the information given to support main points. Some of its questions, like those about tone and audience awareness, inch toward what we usually call a rhetorical analysis (an analysis of the *how* and *so-what* of a writer's rhetorical choices). But I think most of the questions stay too general to prompt a good analysis. Instead, I would use some of the questions to help students begin writing a summary of and response to a text. – Nathan Shepley

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TOPIC: USING SOURCES AND DOCUMENTATION

"A Guide to Reference and Documentation" from chapter 11 of *The Informed Writer: Using Sources in the Discipline*, by Charles Bazerman. Accessible at https://writing.colostate.edu/textbooks/informedwriter/. Bazerman does a good job of giving an overview of all aspects of using sources within an essay. This includes how to do both in-text citations and the works cited page, as well as choosing sources and incorporating them into your own argument. I used this as the first step in a unit on incorporating sources in one's writing. After the overview, I taught individual lessons on specific aspects of using and documenting sources. While other sources do a good job explaining how to incorporate sources, this is the best resource I've found on how to document sources correctly. Note, this is an older textbook so some formatting items have changed, but I had to point out very few changes. — Wendy Wood

> *How to Use this Resource: The Informed Writer: Using Sources in the Discipline* is an open-access edition, meaning it is made freely-available. The copyright statement for this book on the WAC Clearinghouse website (https://wac.colostate.edu/books/practice/informedwriter/) states "You may view this book. You may print personal copies of this book. You may link to this page. You may not reproduce this book on another website." If you want to do more than link to or print personal copies of the book, you can evaluate whether your use of the content is protected by the face-to-face teaching, online teaching, or fair use provisions of the Copyright Act.

TOPIC: USING SOURCES

"Annoying Ways People Use Sources" from *Writing Spaces: Readings on Writing, Vol 2*, by Kyle Stedman. Accessible at http://writingspaces.org/essays. This is the cornerstone article I use to teach how to use sources within an essay. In very clear

language, it outlines common mistakes students make, then gives solutions to solve the problem. What I appreciate most is the author gives memorable titles to each mistake, such as Armadillo Road kill or Dating Spiderman, so the students can remember them easily. After reading and discussing the article in class, I have the students find a quote from their own source and create a "sandwich" for it. — Wendy Wood

TOPIC: USING SOURCES

"Walk, Talk, Cook, Eat: A Guide to Using Sources" from *Writing Spaces: Readings on Writing, Vol 2*, by Cynthia Haller. Accessible at http://writingspaces.org/essays. This article is written like a conversation between a professor and a student who has just been given a research assignment. It starts at the beginning and how to choose a topic, walks through how to choose sources and types of sources, then explains how to incorporate sources into your writing. I assign this article at the beginning of the research paper as a way to walk the students through the process. It does a good job of breaking down the paper into manageable pieces, gives the student an order of attack, and makes the overall assignment less intimidating. — Wendy Wood

TOPIC: ANNOTATING

"'Reading Games: Strategies for Reading a Scholarly Article" from *Writing Spaces: Readings on Writing, Vol 2*, by Karen Rosenberg. Accessible at http://writingspaces.org/essays. This article is especially helpful because it gives practical, hands-on advice. Rosenberg explains all the reasons academic articles can be difficult for new scholars, then gives tricks she has learned to make these articles more accessible. After we read this article, I assign the class an academic article and have them practice the skills Rosenberg lays out. — Wendy Wood

TOPIC: DICTION

"Word Choice," p. 34 from *The Word on College Reading and Writing*, by Monique Babin. Accessible at https://open.umn.edu/opentextbooks. This is another minimalist treatment of a topic, in this case diction. But it offers a *starter* explanation of some effects of using words that an audience will find simple compared to some effects of using words that an audience will find complex or regionally specific. This might work better as a handout than as assigned reading done out of class. – Nathan Shepley

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TOPICS: SUMMARIZING, PARAPHRASING, AND QUOTING

Ch. 3, "Quoting, Paraphrasing, and Avoiding Plagiarism," from *The Process of Research Writing*, by Steven Krause. Accessible at https://open.umn.edu/opentextbooks. This ten-page chapter runs through the topics identified in its title, addresses some in-text citation conventions for MLA vs. APA, and includes brief examples. However, some of its writing samples that it calls good are, in my perspective, not yet A material. Feel free to push harder than this book chapter does. Note: the chapter could be used in ENGL 1303 and/or in ENGL 1304. – Nathan Shepley

TOPICS: GRAMMAR, PUNCTUATION, AND PROOFREADING

"Grammar and Style," pp. 165-169 in the textbook *The Word on College Reading and Writing*, by Monique Babin et al. Accessible at https://open.umn.edu/opentextbooks. This section offers a top-ten error list, a detailed checklist for proofreading a paper, one way to keep an error log, special attention to independent clauses and dependent clauses, and a brief review of common punctuation conventions. Finally, it includes links to some popular grammar and punctuation websites. I found that this section helped me explain dependent and independent clauses and how assembling clauses in certain ways can generate more complex sentences. Also, I used the punctuation section to support my explanation of the FANBOYS convention for compound sentences containing particular coordinating conjunctions. I tell students that I expect them to master these conventions even though they will find journalists and other writers (maybe even some teachers) who never learned them. Note: this reading could apply to both ENGL 1303 and ENGL 1304. – Nathan Shepley

Essay Examples

TOPIC: USES OF OBSERVATION-BASED SUPPORT IN WRITING

"Southern Comfort," by Mark Doty, published in the *Smithsonian Magazine* (https://www.smithsonianmag.com/travel/southern-comfort-11008230/). I used this Houston-focused essay in unit one and paired it with an essay about a different place. (The theme for my class was in fact place—analyzing how meanings are made about places, near and far.) For homework or an in-class activity, students wrote about a detail from each essay that they found particularly memorable or complex. We used this as a starting point for discussing (1) the importance of using unique wording and/or unexpected examples and (2) the need, *especially in academic writing*, to connect one's details to upfront and explicit claims. Note: the Doty essay is not an academic essay, so I had to foreground the fact that I was expecting my students to produce far less open-ended essays. Still, though, Doty's essay has instructional potential for ENGL 1303 due to Doty's use of observation-based support. – Nathan Shepley

(Also, see below for activities using two or more short online articles. – Nathan Shepley)

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Assignments and Activities

TOPIC: STUDYING TEXTS

After my students read pp. 1-54 of the textbook *The Word on College Reading and Writing*, by Monique Babin et al. and accessible through https://open.umn.edu/opentextbooks, students had a Blackboard discussion. These pages focused on topics such as reading strategies, note-taking, and basic analysis. Students each wrote a 700+ word response to the readings, with a focus on 1) restating the important information in their own words, 2) explaining why said information is important, and 3) discussing how it applies to college writing. Students then made four substantial replies to classmates' posts. The overall goal of this activity was to introduce skills vital for college writing and give students an immediate opportunity to discuss this information in a low-stakes forum. Students were then expected to apply this information to short writing assignments and the three major essays. – Andrew Joseph Pegoda

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TOPICS: SOME PURPOSES BEHIND AND STRATEGIES FOR COMPOSING TEXTS

After my students read pp. 56-102 of the textbook *The Word on College Reading and Writing*, by Monique Babin et al. and accessible through https://open.umn.edu/opentextbooks, students had a Blackboard discussion. These pages focused on why people write, audience and purpose, and developing and polishing ideas. Students each wrote a 700+ word response to the readings, with a focus on 1) restating the important information in their own words, 2) explaining why said information is important, and 3) discussing how it applies to college writing. Students then made four substantial replies to classmates' posts. In addition, as an added challenge, students were asked to discuss themes in this module (especially audience and point-of-view) in terms of the movie *Orlando* (dir., Sally Potter – not available through Kanopy but available on reserve at M.D. Anderson Library). The overall goal of this activity was to introduce skills vital for college writing and give students an immediate opportunity to discuss and apply this information in a low-stakes forum. Students were then expected to apply this information to short writing assignments and the three major essays. – Andrew Joseph Pegoda

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TOPICS: DEVELOPING IDEAS ACROSS DRAFTS AND POLISHING WRITING

After my students read pp. 103-181 of the textbook *The Word on College Reading and Writing*, by Monique Babin et al. and accessible through https://open.umn.edu/opentextbooks, students had a Blackboard discussion. These pages focused on what I call "writing is rewriting" – basically the idea that writing is never finished and always has room for continued revision. Specifically, pages include information about introductions, conclusions, organization, and sources and citing, for example. Students each wrote a 700+ word response to the readings, with a focus on 1) restating the important information in their own words, 2) explaining why said information is important, and 3) discussing how it applies to college writing. Students then made four substantial replies to classmates' posts. The overall goal of this activity was to introduce skills vital for college writing and give students an immediate opportunity to discuss this information in a low-stakes forum. Students were then expected to apply this information to short writing assignments and the three major essays. – Andrew Joseph Pegoda

TOPIC: RHETORICAL ANALYSES

Sometimes, students don't understand how rhetorical appeals (e.g., logos, pathos, ethos, and kairos) and specific stylistic choices (formality and connotations of words, complexity of syntax) influence a writer's message until the students compare two articles on the same topic. When I used *place* as my ENGL 1303 class's theme, I had my students consider two brief portrayals of London or Great Britain from popular travel websites: https://www.travelodge.co.uk/blog/destination-guides/london/why-everyone-should-visit-london-at-least-once-in-their-lifetime/ and https://www.independent.co.uk/travel/uk/overcrowded-overpriced-and-overrated-welcome-to-britain-2282110.html. But those articles are short and simple. So I also had my students consider more complex articles about Appalachia, articles whose context (e.g., publication venue and apparent audience) we discussed, too. Those articles are accessible at http://libraryguides.berea.edu/essayappalachia and http://www.nationalreview.com/article/367903/white-ghetto-kevin-d-williamson. Whatever your class or unit theme (if any), consider using two differently written informative articles about a topic. – Nathan Shepley

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Content on the Berea College website (i.e., the "Appalachia: Who Cares, and So What?" essay) is "protected by copyright and owned by or licensed to the College or their respective authors." It is generally agreed upon that linking to a website does not infringe on copyrights of the site. If you want to do more than link to it, you can evaluate whether your use of the content is protected by the face-to-face teaching, online teaching, or fair use provisions of the Copyright Act. View the full Terms of Use.

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ENGL 1304: First Year Writing II

[4]

Useful Sections from OE Textbooks

TOPIC: ARGUMENTATION

Ch. 9, "Making an Argument," from *Choosing & Using Sources: A Guide to Academic Research*, by Cheryl Lowry. Accessible at https://open.umn.edu/opentextbooks. This chapter, whose content is briefer than it first appears, breaks down argumentation into claims, reasons, evidence, and counterarguments. Its coverage of counterarguments is particularly helpful for any discussion of the kind of moves that distinguish *academic* arguments from arguments in general. Also, it situates these components of arguments in relation to an initial research question, which often applies in academic situations. This was my first assigned reading in my ENGL 1304 class. – Nathan Shepley

TOPIC: ARGUMENTATION

Pages 201-214 and 223-231 from Ch. 7, "Argumentation," in *EmpoWord: A Student-Centered Anthology & Handbook for College Writers*, by Shane Abrams. Accessible at https://open.umn.edu/opentextbooks. These sections of Ch. 7 break down argumentation further than Lowry's Ch. 9 does, making this chapter useful as follow-up reading. It discusses the most popular rhetorical appeals, identifies some of the better known logical fallacies, compares Aristotelian arguments and Rogerian arguments, and gives a nod to the role of sociohistorical context in shaping what counts as a good argument. Pages 223-231 consist of a sample essay from a student. The information from this reading selection could be applied to multiple in-class activities. – Nathan Shepley

TOPICS: SUMMARIZING, PARAPHRASING, AND QUOTING

Ch. 3, "Quoting, Paraphrasing, and Avoiding Plagiarism," from *The Process of Research Writing*, by Steven Krause. Accessible at https://open.umn.edu/opentextbooks. This ten-page chapter runs through the topics identified in its title, addresses some in-text citation conventions for MLA vs. APA, and includes brief examples. However, some of its writing samples that it calls good are, in my perspective, not yet A material. Feel free to push

harder than this book chapter does. Note: the chapter could be used in ENGL 1303 and/or in ENGL 1304. – Nathan Shepley

TOPIC: WRITING A CRITIQUE

Ch. 7, "The Critique Exercise," from *The Process of Research Writing*, by Steven Krause. Accessible at https://open.umn.edu/opentextbooks. This 14-page chapter explains critique writing (or, more broadly, evaluation arguments) as involving close reading, summarizing, developing your own perspective as a reader, and questioning a text. Most importantly, though, on p. 6 it covers the importance of *criteria* for giving direction to any particular critique. This is a hugely important point for students to explore across multiple activities. If, for example, students evaluate UH as being a good, bad, decent, or problematic research university, then first the students must establish what counts as a good research university and why. Ditto for other categories of things or for any genre of text. A sample student paper is given on pp. 12-14, but in my opinion it isn't strong. I could see a class and an instructor improving the student paper together, partly by further clarifying and defending the criteria underlying the critique. – Nathan Shepley

TOPICS: SCRUTINIZING WEB SOURCES; HANDLING DISINFORMATION

Web Literacy for Student Fact-Checkers (2017), a textbook by Mike Caulfield. Accessible at https://open.umn.edu/opentextbooks or https://webliteracy.pressbooks.com. Across multiple class meetings, I assigned sections I.2, I.3, II.4, II.5, III.7, III.8, III.10, IV.16, IV.17, IV.18, and VI.40 from the book's e-pub version. These sections offer specific tools to help students *scrutinize various kinds of sources on the web at large*. Also, the book assumes that *disinformation* is ubiquitous online. Note: this textbook was not written for first year writing classes but for beginning journalism students. So it may gesture to writing goals and assignments that don't fit your class. In discussion with your students, recontextualize parts of the book as needed for ENGL 1304. Also note: this book exists in multiple formats, including PDF, and some formats aren't identical to the others. – Nathan Shepley

TOPIC: SEARCHES ON LIBRARY DATABASES AND GOOGLE SCHOLAR; EVALUATING SOURCES

EmpoWord: A Student-Centered Anthology and Handbook for College Writers, a textbook by Shane Abrams. Accessible at https://open.umn.edu/opentextbooks. I assigned pp. 274-287 of this book. One part addresses *searches on library databases* (pp. 275-279), another part addresses *Google Scholar* (pp. 280-281), and another part gives tips for *evaluating sources* (pp. 283-287). – Nathan Shepley

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TOPICS: GRAMMAR, PUNCTUATION, AND PROOFREADING

"Grammar and Style," pp. 165-169 in the textbook *The Word on College Reading and Writing*, by Monique Babin et al. Accessible at https://open.umn.edu/opentextbooks. This section offers a top-ten error list, a detailed checklist for proofreading a paper, one way to keep an error log, special attention to independent clauses and dependent clauses, and a brief review of common punctuation conventions. Finally, it includes links to some popular grammar and punctuation websites. I found that this section helped me explain dependent and independent clauses and how assembling clauses in certain ways can generate more complex sentences. Also, I use the punctuation section to support my explanation of the FANBOYS convention for

compound sentences containing particular coordinating conjunctions. I tell students that I expect them to master these conventions even though they will find journalists and other writers (maybe even some teachers) who never learned them. Note: this reading could apply to both ENGL 1303 and ENGL 1304. – Nathan Shepley

Essay Examples

TOPIC: ANALYZING EDUCATION OR EDUCATION-RELATED IDEAS

"What Does It Mean to Be Educated?" by J. Casey Hurley, published in the *Mid-Western Educational Researcher*, vol. 24, no. 4, 2011, pp. 2-4. Accessed through the database ERIC (MD Anderson Library). This short essay—actually a transcript of a conference presentation—is useful if you are initiating a discussion about or encouraging further examination of what being *educated* means. I used the article in a unit that prepared students to write definition arguments about some aspect of education. – Nathan Shepley

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TOPIC: ANALYZING SUCCESS IN EDUCATION

"The Cult of Success," by Diana Senechal, published in *American Educator*, vol. 35, no. 4, Winter 2011-2012, pp. 3-13. Accessed through the database ERIC (MD Anderson Library). Parts of this article could shape a discussion or student writing about what *success* means in education, a topic pertaining to definition arguments. Please note that the pages where this article appears also contain other articles; ignore the article with a beige or peach background (pp. 8-11) and the article with a blue background (pp. 12-13). – Nathan Shepley

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Assignments and Activities

TOPIC: PRACTICE IDENTIFYING PARTS OF AN ARGUMENT

After students have read 1-2 pieces about argumentation, focusing on the moves typically found in academic arguments, put them into groups of about five students. For homework, have them find and prepare to present on a college student-written newspaper article from any college or university publication. In the following class meeting (or perhaps a week later), each student group should explain to the whole class the author's argument and critique it based on the argumentation components that they already read about. Each student group should turn in a copy of the newspaper article and an original one-page summary of the group's explanation and critique. The various student presentations could take nearly an entire class meeting if your class meets twice a week. Do emphasize beforehand that you expect every member of each group to speak, to contribute something to the oral presentations. – Nathan Shepley

TOPIC: CRITIQUING USES OF SOCIAL MEDIA

Social Media Addiction, a 30-minute documentary film from 2015 and accessible through the database Kanopy (MD Anderson Library). To prepare to write an evaluation argument, my

students watched this film, took notes on specific ways in which the documentary creators made their case about social media, and then examined possible thesis statements (from me) that either could or could not be supported by the film. Warning: parts of the film touch on traumatic issues like suicide. So consider giving your students a trigger warning and/or let them view part or all of the film on their own. You could assign an alternative film if anyone likes. – Nathan Shepley

How to Use this Resource: Several weeks before you plan to use the documentary, check the Kanopy database to make sure we still have access to it (streaming media titles in Kanopy are licensed for a 1-year period). If we do not have access, you will be prompted to complete a request form. Allow several weeks for processing time.

2000-level English Courses

Many texts used in 2000-level English courses may be in the public domain (are not under copyright) and have online versions available for free. Whenever possible, it is recommended to make students aware of the fact that a free version is available online. This opens up more options, allowing them to choose whether to purchase a print copy, opt for online access, or both.

Students can use the UH Libraries print credit to ensure they still have access to a print copy, if desired. UH students, staff, and faculty with an active CougarNet account receive a print credit at the start of every semester for use at UH Libraries. The print credit amounts to 500 black-and-white pages, or 75 color pages. More information: https://libraries.uh.edu/services/print-scan/

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Works published before 1924 in the U.S. are in the public domain due to copyright expiration. Be wary of "free online ebooks" you find that were published during or after 1924.

If you are unsure of the copyright status of a particular work, you can use the UH Libraries Copyright Services: https://libraries.uh.edu/research/communicate/copyright/.

Where to Find Public Domain Texts

Folger Shakespeare Library: https://www.folgerdigitaltexts.org/

- Free, high-quality, searchable digital texts of Shakespeare's plays; includes web version and downloads in multiple file formats
- Note that students who prefer to read from physical books can purchase matching mass market paperback editions, which include textual notes and synopses not found in the free digital versions

HathiTrust Digital Library: https://www.hathitrust.org/

- Digital library with over 8 million book titles; items in the public domain allow full view and items in copyright are searchable
- Log in for full access; search for University of Houston as a partner institution log in with CougarNet ID and password

LibriVox: https://librivox.org/

- Over 13,200 free public domain audiobooks recorded by volunteers
- Searchable by author, title, and reader
- An excellent resource for students who benefit from listening to a text, or reading and listening simultaneously

Open Anthology of Earlier American Literature: https://press.rebus.community/openamlit/

- Anthology of public domain texts with a socio-historical approach to introducing Early American

literature

- This work is in progress; some sections are incomplete

Project Gutenberg: http://www.gutenberg.org/

- Over 60,000 free ebooks, primarily in the public domain (some copyrighted works are available with permission from the copyright-holder), digitized and proofread by volunteers

Examples of Texts in the Public Domain

Macbeth, William Shakespeare. Available for free at https://www.folgerdigitaltexts.org/.

Paradise Lost, John Milton. Available for free at https://www.gutenberg.org/ebooks/20.

The Virginian, Owen Wistor. Available for free at https://hdl.handle.net/2027/pst.000029710171.

- Downloading the full book requires logging in; on the log-in page, search for University of Houston then log in with your CougarNet ID.

POETRY RESOURCES

Edward Hirsch's A Poet's Glossary. Accessible at https://poets.org/edward-hirschs-poets-glossary. The Academy of American Poets has made available more than forty entries from Edward Hirsch's A Poet's Glossary (2014). The selections primarily cover poetic forms, detailing both their history and their traditional characteristics. In my Introduction to Poetry course, the students read entries on the stanza and free verse.

How to Use This Resource: *Edward Hirsch's A Poet's Glossary* includes the following copyright statement: "All entries are excerpted from *A Poet's Glossary* by Edward Hirsch. Copyright © 2014 by Edward Hirsch. Used by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved." It is generally agreed upon that linking to a website does not infringe on copyrights of the site. If you want to do more than link to it, you can evaluate whether your use of the content is protected by the face-to-face teaching, online teaching, or fair use provisions of the Copyright Act.

The Poetry Archive Glossary. Accessible at https://www.poetryarchive.org/glossary. This glossary of poetic terms not only provides brief introductions to key literary concepts; each entry also includes links to relevant poems—both texts and audio recordings—that are accessible in the archive.

How to Use This Resource: *The Poetry Archive Glossary* includes the following copyright statement: "Copyright © 2020 All rights reserved." It is generally agreed upon that linking to a website does not infringe on copyrights of the site. If you want to do more than link to it, you can evaluate whether your use of the content is protected by the face-to-face teaching, online teaching, or fair use provisions of the Copyright Act.

Best Practices for Using Open Educational Resources in Lower Division English Classes

UH Department of English, Fall 2019

1.) Know the resource's **genre** and your pedagogical **purpose**.

- Is the resource a textbook? An article from a journal or magazine? Something else?

- Are you selecting the resource to *explain* something about rhetorical writing or about a literary movement or concept? Are you selecting the resource to *illustrate* some of the writing moves that you expect *your* students to make? Are you selecting the resource to *generate perspective* (food for thought) for a class discussion? For those of us teaching ENGL 1303 and ENGL 1304, all of these purposes may be relevant, but probably at different times.

2.) Use **trustworthy** academic repositories for open educational resources, such as those repositories affiliated with MD

Anderson Library and listed in the UH English Department's Open Educational Resources Guide.

- Not everything that is accessible online is truly an *open* resource because many online materials have copyright restrictions. See the Open Educational Resources Guide for examples of texts with different copyright situations.

- Avoid websites that merely advertise published writing as freely downloadable, especially if the writing was published since the early 1920s. See the Open Educational Resources Guide's section "2000-level English Courses" for some trustworthy websites where you may retrieve literary works now in the public domain.

3.) Be **<u>judicious</u>** in your selection of one or more open educational **<u>textbooks</u>**. This point is most relevant for ENGL 1303 and ENGL 1304.

- Which textbook(s) sufficiently explain and/or illustrate key concepts from your class? Not all do.

- Which textbook(s) show accuracy and specificity when explaining key concepts from your class? Not all do.

- If you use excerpts from multiple textbooks, how well do the excerpts work together? Take care lest one textbook describes a concept like *analysis* or *the rhetorical triangle* one way while another textbook describes these concepts another way.

- Which textbook(s) give relevant examples of student writing? Many do not.

- For recommendations, see the textbooks described in the Open Educational Resources Guide. But notice that sometimes instructors have expressed reservations about even these textbooks, and often instructors have used only one or a few chapters or excerpts from a given textbook. No textbook is perfect.

4.) If needed, **<u>supplement</u>** your selected open educational resources using your teaching experience.

- Assume that sometimes you will need to create your own examples of an essay that does what you are assigning or your own examples of communication scenarios illustrating factors that you want students to apply to their lives. Your past teaching experiences may come in handy here.

- You may supplement your use of open educational textbooks with any material from the UH English Department and the UH Writing Center's SharePoint site for multimodal writing assignments and other teaching resources. This site was created circa 2016 by faculty, lecturers, and many experienced TFs from the English Department and by staff from the Writing Center. See Dr. Melanie Salome, Lower Division Administrator, for details on how to access the site.

- Exercise extreme caution if considering the possibility of using excerpts from copyrighted and non-open educational resources. Follow fair use requirements for educators.

This is where you can add appendices or other back matter.