

## **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

**Robert R. Redfield**



### **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 Forthcoming Books Rose Arny, 1993-12 *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 **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 *Literary Education and Digital Learning: Methods and Technologies for Humanities Studies* Peer, Willie van,Zyngier, Sonia,Viana, Vander,2010-06-30 This book provides insight into the most relevant issues in literary education and digital learning covering literary aspects both from educational and research perspectives Provided by publisher *Reading in the Humanities* Dele Afolabi,2002 Life in Words Deakin University. School of Humanities. Open Campus Program,1979 Produced for unit HU220 Life in words offered by the School of Humanities in Deakin University s Open Campus Program *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 *Arts and Humanities : Books/writing* Roxianne Moore, **Authorship and Publishing in the Humanities** Marcel Knöchelmann,2023-08-31 What is the point of publishing in the humanities This Element provides an answer to this question It builds on a unique set of quantitative and qualitative data to understand why humanities scholars publish It looks at both basic characteristics such as publication numbers formats and perceptions and differences of national academic settings alongside the influences of the UK s Research Excellence Framework and the German Exzellenzinitiative The data involve a survey of more than 1 000 humanities scholars and social scientists in the UK and Germany allowing for a comprehensive comparative study and a series of qualitative interviews The resulting critique provides scholars and policy makers with an accessible and critical work about the particularities of authorship and publishing in the humanities And it gives an account of the problems and struggles of humanities scholars in their pursuit of contributing to discourse and to be recognised with their intellectual work **Writing in the Humanities** Georgetown University-District of Columbia Schools Articulation Program,National Endowment for the Humanities,1982 Phraseology and Epistemology in Humanities Writing Nicholas William Groom,2007 **Phraseology and Epistemology in Humanities Writing** ,2007

## **Custompublished Reading Writing And The Humanities** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has been evident than ever. They have the ability to inspire, provoke, and ignite change. Such could be the essence of the book **Custompublished Reading Writing And The Humanities**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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

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