

Instructor: Stacy Bell

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Office: Humanities 105

Office hours: MW 2:00-3:30, T 10-12, and by appointment; office hours are subject to change each week, so please use the option of making an appointment.

Required Texts

Bradbury, *Fahrenheit 451*

Delisle, *Pyongyang*

Orwell, *1984*

Miscellaneous assigned readings

Course Description

An examination of the principles of effective written expression, with primary emphasis on the structure and content of academic writing; critical reading; and documentation of sources. Writing topics are inter-disciplinary, to emphasize the importance of effective written communication across the curriculum.

Objectives

The successful English 185 student will achieve all of the following:

- To develop and support unique arguments in writing
- To apply the inductive style of structuring and organizing academic essays
- To demonstrate mastery of grammar, punctuation, and style appropriate in college-level writing
- To read critically with an emphasis on analyzing arguments and being a “listener-reader”
- To recognize disciplinary differences in research writing
- To apply basic research skills in writing
- To develop the habits—writing, feedback, and revision—of successful writers

Writing is informational, instructive, or persuasive—sometimes all at once. A good writer knows which function of writing to employ for a given writing task. Good writers are good readers. Good readers engage in dialogue with texts and good writers engage in dialogue with the audience. In English 185 you will read, think about what you read, talk about what you read, and write about you read. By the end of the semester, you will know how to identify an argument and analyze its effectiveness; then you will be able to produce effective arguments of your own.

The skills you develop in 185 should transfer to all other disciplines, where you will learn discipline-specific conventions of academic writing. In 185 you learn

that academic writing begins with a strong thesis, and a successful essay develops in support of that thesis.

This class is organized around a theme: Are we free? We will begin with a discussion to generate answers to this question. Our theme will culminate in researched essays in which you explore your ideas about “freedom” and how you experience it.

Evaluation

Essays: Three 350-500-word short responses: $5\% \times 3 = 15\%$

Three 750-1000-word essays: $10\% \times 3 = 30\%$

Note: word limits are strict. Essays that fall below or go above the limit will be returned without a grade. Write your word count at the end of each essay.

Reading quizzes: $5\% \times 3 = 15\%$

Debate: On April 16 and 18 you will engage in a planned debate. You will be assigned to a team and your team must prepare in advance. You and your classmates will decide the winner in each debate. I will give you written feedback on your team’s performance. Each of you will submit a 500-word reflective analysis of your performance.

Debate RA: 5%

Topical research paper and presentation: each of you will write a researched response to the thematic question for this course, “Are we free?”. You will pose a unique research question based on our readings, class discussion, or your personal experience, and you will submit a 1000-word research paper + annotated bibliography of 5 sources. Each of you will give a five to ten minute presentation of your researched answer. You will receive written feedback on your presentation.

Individual research paper: 20%.

Final exam [essay response to film]: 15%

Attendance: You may miss three classes without penalty. For each subsequent absence, I will deduct one point from your final average. If you are late to class, you are absent.

Business

Blackboard: Your class conference, including all information about assignments, your grades and your class syllabus, is available to you on Blackboard. You are responsible for knowing the information and materials posted there.

Office Hours: The purpose of office hours appointments is to help you with the process of writing: to a) brainstorm your thesis, b) construct your thesis, and c) organize your support for your thesis. I will not proofread essays and therefore will not discuss an essay within 24 hours of the due date. Oxford has an excellent Writing Center and peer-tutoring program with well-trained students who can help you improve your essays. Use the Writing Center regularly, but remember that tutors are not proofreaders. Treat them with the same respect as you would your professors.

Supplemental Instructor: Xueqing Wang is your wonderful SI. Her job is to help you understand class material; to interpret assignments; to prepare for quizzes, etc. She is not a writing tutor or a proofreader. For help with essays, visit the Writing Center. For help with class material, visit Xueqing.

Late Essays: Your essays are due at the *beginning* of class on the specified date. I will lower the grade for an unexcused late essay by one full letter grade for each day it is late. After four days the essay will receive a zero. I will not accept unstapled essays.

Email: Use email for the following reasons:

- To cancel an appointment
- To notify me of an absence
- To ask a legitimate question about an assignment
- To say hello!

I do not answer emails requesting information contained in the syllabus or about grades. If you want to discuss a grade, make an appointment.

Plagiarism: The work you submit for class must be your own. You may not submit an essay more than once. If you use another author's words or original ideas in your writing, you must give credit to the author using correct citation style as we will practice in class. We will discuss plagiarism, and we will devote class time throughout the semester to learning how to avoid it. If you are concerned about plagiarism, see me during office hours. Read the honor code at <http://oxford.emory.edu/academics/student-services/student-honor-code/>.

Electronic toys: Laptops are permitted only when required. Silence your phone and put it away during class. If you are using a translator, let me know. I will take your phone away from you if I see it. And I'll read your texts.

Printing: Blue and gold makes green! Print rough drafts on recycled paper, and print double-sided final drafts to save paper. Turn in paper copies of all essays, no exceptions.

JANUARY

15 Introduction and Objectives

- 17 Discussion: Are we free?
- 20 MLK Holiday: class will not meet.
- 22 Intellectual property & avoiding plagiarism: “Plagiarism Lines Blur for Students in Digital Age” & “Evidence Is Old-Fashioned?”
- 24 *Pyongyang* reading quiz
- 27
- 29 *Pyongyang* short essay due
- 31

FEBRUARY

- 3
- 5 *Pyongyang* long essay due
- 7 Class will not meet today.
- 10 *Fahrenheit 451* reading quiz
- 12
- 14
- 17 *Fahrenheit 451* short essay due
- 19
- 21
- 24 *Fahrenheit 451* long essay due
1984 reading quiz
- 26 Library class with Sarah Bankston.
- 28

MARCH

- 3
- 5 *1984* short essay due
- 7, 10, 12, 14 Class will not meet.
- 17 Library class with Sarah Bankston.
- 19
- 21
- 24 *1984* long essay due
- 26
- 28
- 31 Library class with Sarah Bankston

APRIL

- 2
- 4 Class will not meet.
- 7 Individual research presentation
Research papers due
- 9 Individual research presentation
- 11 Individual research presentation
- 14
- 16 Debate
- 18 Debate
- 21
- 23 Film
Debate reflection due
- 25 Film
- 28 Review

Exam Tuesday, May 6, 2-5:00

