

English 181  
Spring 2008  
9A: 9:35-10:25 / Language Hall 204B  
10A: 10:40-11:30 / Language Hall 204B

Dr. Brad K. Hawley  
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Office Hours: Tuesday/Thursday 1:30-2:30 & 3:45-5:00  
Monday/Wednesday by appointment only

**Required Texts:** *Immortal Poems of the English Language* (edited by Oscar Williams); *101 Great American Poems* (The American Poetry & Literacy Project); *Great Short Short Stories: Quick Reads by Great Writers* (edited by Paul Negri); *Pride and Prejudice* (Jane Austen); *The Pleasure of My Company* (Steve Martin); *After Dark* (Haruki Murakami); *Rain and Other South Sea Stories* (Maugham); *All of Us* (Raymond Carver).

**Course Objectives:** This course is designed to help you practice and develop your writing skills so you can gain from and contribute to the larger academic community you have joined by coming to Oxford College. Learning to write about texts—whether fiction, poetry, drama, or non-fiction—will prepare you for any academic field you pursue. I teach this course based on two assumptions: 1) Writing improves more quickly in the course of a single semester by writing frequent short essays than by writing only a few longer papers. 2) Only if we are great readers will we become great writers. If you cannot understand in their full complexity the ideas another person has written down for you to read, then you will be unable to develop or write intelligent thoughts of your own. *Unless one reads often, widely, carefully—with intelligent passion and compassionate intelligence—the ability to reason and write well—on which thoughtful, ethical engagement with others depends—at best will be lost and at worst will become corrupt and self-serving.*

**Attendance:** You will be allowed a maximum of three absences. Your final grade will drop one-third of a letter for each absence after the third. I do not distinguish between excused and unexcused absences. Tardiness will also affect your grade. If you are consistently late for class, your tardiness will be counted as an absence, and your grade will drop accordingly.

**Deadlines for Assignments:** I do not accept late papers. Papers must be turned in on the due date. Given that there are sometimes emergencies, I will accept one late assignment (except the Research Paper) during the course of the term. I would not advise using this allowance unless absolutely necessary. The late assignment will be graded down one letter grade for each day it is late. I will accept no work after the last day of class.

**Plagiarism:** All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please see me if you have any questions about your use of sources. Your name on any assignment submitted in this class indicates that you abide by the Oxford College Honor Code, that you have neither given nor received unauthorized information on the work, and that the work is totally your own and has been written exclusively for this course. It is your responsibility to understand the Honor Code. You can read the Honor Code information in the Oxford College Catalog. **Do Not Use “The Web” to Prepare for Class:** Other than using an on-line dictionary, do not look anything up on the web. Doing so for any written work in this class is an honor code violation.

**Requirements:**

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|-----------------------------------|------------------|-----------------------|
| - Close reading of the literature | - Research Paper | - Class participation |
| - Mid-term and Final Exams        | - Eight Essays   | - Quizzes             |

**Quizzes:** Quizzes will be based primarily on the assigned reading and handouts on class policies and writing instructions; however, some questions on previous lectures and class discussions should be expected. The quizzes will be given in the first five minutes of each class; they cannot be taken after those first five minutes, and there will be no make-up quizzes.

**The final grades will be based on the following percentages:**

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|---|---|-------------|
| 20% Seven RAs (short 350-400 word essays) | 30% Mid-Term and Final Exams (15% each) |             |
| 10% One 4-5 page paper                    | 20% Research Paper                      | 20% Quizzes |

**Also:**

- If I am late, wait fifteen minutes before leaving. Prepare the next day's assignments for the next meeting.
- Throw nothing away. On the off-chance that a professor loses track of your paper grades, your having copies of the papers is the only way to show what grades you have earned in the course.
- Check your e-mail and the class conference on Learnlink at least once a day.
- Do not use computers in class. Writing your class notes, instead of typing them, aids in memory, helps you participate more actively in class discussions, and is less distracting for your peers.

**Taking Notes:** You should take two types of notes in class. First, you need to take notes on the literature to prepare for the Mid-term and Final Exams. You also need to take notes on writing instructions: I will expect your next writing assignment to show that you've heard and understood the most recent lesson on academic writing.

**Rhetorical Analyses (RA):** These typed essays must be on the literature assigned for the day on which they are due. If I don't give you a specific question to answer or a specific work to write on, you should focus your attention on one point about that day's reading. I often post the questions for the RA on the learnlink class conference. At the top of your paper you should write your name and title only; start your essay after skipping one line. You should start your RA with a single-sentence thesis followed by two well-developed paragraphs with clear topic sentences (Each topic sentence should be the first sentence of the paragraph). Your RA should be approximately 350 words in length and should include textual support and key quotations from the assigned readings. These RAs are designed to make writing the longer papers easier and more familiar. Due dates: The class will be divided into three groups (A, B, and C), and you will turn in an RA each time your group is listed on the syllabus.

**RA Grades:** These RA assignments are perhaps the most important ones in this course for improving your writing; therefore, I have a rigorous ten-point grading scale. I would like to see you making solid eights on these assignments. A seven is okay, but you should be doing better. If you are making a six or lower, you should work hard to correct your mistakes. If you are making nines, then you should be extremely pleased. I do give out tens, but very rarely. As I grade them, I first look at your structure: I want to see that you have a clear thesis answering the essay question and that each topic sentence supports the thesis statement. Next, I want to see that each paragraph is fully developed and does not drift from the topic sentence. I then look at the content and your use of textual support, including key quotations. Finally, I take into account writing errors. Note that I value organization and content over an error-free essay.

#### Advice For Taking English 181 With Dr. Hawley (written by a previous student)

The most valuable advice for students entering English 181 with Dr. Hawley is to follow the syllabus exactly, come to class everyday, take notes during daily class discussions and occasional lectures, check the class conference frequently, take into account all comments made on RAs, and, most importantly, to realize that English class with Dr. Hawley is very different from high school English.

Many teachers claim that students have to keep up on their reading because there will be pop quizzes; however, for most classes there are maybe a handful of quizzes a semester, but Dr. Hawley is not kidding when he says it; students must keep up on their reading and attend class every single day because pop quizzes occur more often than not. Additionally, even if there is not a pop quiz in class, it is important to keep up with the reading and come to class to be able to comprehend class discussions. Students should also take notes during these class discussions and write down anything important Dr. Hawley says because what is said comes up over and over again, appears on quizzes and the exams, and helps in the understanding of the readings. It is also important to check the class conference as often as possible because Dr. Hawley posts many helpful resources and makes posts about assignments and readings. When writing RAs, students should know to build each RA off the previous ones because although the content changes, the main question is usually the same. Taking into account comments made by Dr. Hawley on graded assignments and fixing previous or recurring mistakes ensures improved grades.

However, while there are many tidbits of advice for students taking English 181 with Dr. Hawley, the most important thing is to realize that the class is completely different from any previous high school English class. Many students have come from being the top students in AP or IB English classes and expect English 181 to be a breeze; however, it is much more challenging but at the same time has the potential to be much more rewarding. The class is a lot of work, but if students keep up with the syllabus and do not procrastinate, everything can be accomplished. Unlike high school, where students slept during class and did the bare minimum and still got good grades, English 181 requires class participation and diligent work on assignments.

## Email Etiquette

Email has become an important educational tool. Professors use it to talk with one another and with their students and to provide a forum for discussion outside the classroom. Students use it to make plans with other students, to keep in touch with high school friends, and to talk with their professors. On the whole, it is a positive tool. However, the convenience of email can often lead to informality and misunderstanding. For this reason, there are different rules for writing in formal situations—class discussions, letters to professors, applications, and even student discussion lists—that don't necessarily apply when writing to friends and family.

When writing to people in positions of authority—professors, administrators, potential employees, scholarship committees, etc.—you should use a serious tone. Address people properly by their titles, follow rules of grammar and mechanics, and don't use all lower or uppercase letters. (Note that while using all lowercase is informal and should not be used in formal emails, using all uppercase letters is equivalent to yelling at a person and should rarely be used even in informal situations)

Remember that sarcasm often does not come across well over a computer screen, so use it only when you are sure to be understood.

Avoid using expletives and other slang in formal situations.

Do not assume just because you **can** get in touch with your professors when you want to that you **should**. Take time to think about your message before you send it. Never send a message when you are feeling emotional, particularly if you are upset or angry. Though it is possible and very tempting to fire off an email the moment a question about a course pops into your head, take the time to check whether your questions about assignments or class policies have already been answered in class documents, on the class Learnlink conference, or during a class lecture *before* sending an email to your professor.

Do not send papers and assignments over email unless expressly given permission or asked to do so.

Remember that not everyone checks email at all hours of the night, and understand that a message sent after 8:00pm one evening may not be answered until the next day.

Electronic mail is not a very private communication system. Your messages not only can be printed out, but also can be sent on to others as forwarded messages. Any private message you send potentially can come under public scrutiny; therefore, you should not write anything that would cause you or someone else embarrassment or trouble should your email become public.

Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you send email. Do not let the impersonal screen make you forget to be as respectful in your communication as you would be when speaking face to face.

**Facebook:** Be careful using this website. The news feed alerts a large number of people—including your professors—of your on-line activity. Set your privacy settings so they are as restrictive as possible and use good judgment when posting personal information, pictures, and comments on walls.

**Key:** **GAP**=*Great American Poems* **IP**=*Immortal Poems of the English Language* **CC**=Class Conference  
**SP**=Selected Poem for English 181 (available as E-Mail attachment to the Class Conference)  
**GSSS**=*Great Short Short Stories: Quick Reads by Great Writers* (edited by Paul Negri)

Wed. 1/16	Introduction to English 181 / Questions for Responsive Reading	
Fri. 1/18	Chopin “The Story of an Hour” ( <b>Handout</b> ) / Glossary of Literary Terms for Reading Fiction	
Mon. 1/21	<b>Martin Luther King, Jr. Day—No Class</b>	
Wed. 1/23	Gilman “If I Were a Man” (GSSS) & Wilde “The Sphinx Without a Secret” (GSSS) / <b>Group A</b>	
Fri. 1/25	Auden “The Unknown Citizen” (101 <i>Great American Poems</i> 79-80) / Jewett “A White Heron” (GSSS) / <b>Groups B and C</b>	
Mon. 1/28	Jane Austen <i>Pride and Prejudice</i> (5-34)	
Wed. 1/30	Jane Austen <i>Pride and Prejudice</i> (35-87)	
Fri. 2/1	Jane Austen <i>Pride and Prejudice</i> (88-156) / <b>Group A</b>	
Mon. 2/4	Jane Austen <i>Pride and Prejudice</i> (157-215) / <b>Group B</b>	
Wed. 2/6	Jane Austen <i>Pride and Prejudice</i> (216-284) / <b>Group C</b>	
Fri. 2/8	Jane Austen <i>Pride and Prejudice</i> (285-367) / Guidelines for Essays	
Mon. 2/11	Finish Austen discussion / Tolstoy “The Three Hermits” (GSSS), Saki “The Open Window” (GSSS)	
Wed. 2/13	Steve Martin: <i>The Pleasure of My Company</i> (1-32)	
Thurs 2/14	<b>Longer Paper (4-5 pages) due by noon in the box outside my office</b>	
Fri. 2/15	Steve Martin: <i>The Pleasure of My Company</i> (32-86)	
Mon. 2/18	Steve Martin: <i>The Pleasure of My Company</i> (86-163) / <b>Group A</b>	
Wed. 2/20	Maugham: “Rain” from <i>Rain and Other South Sea Stories</i> / <b>Group B</b>	
Fri. 2/22	Maugham: “Macintosh” and “The Fall of Edward Barnard” from <i>Rain and Other South Sea Stories</i> / <b>Group C</b>	
Mon. 2/25	Haruki Murakami: <i>After Dark</i> (1-100) / <b>Group A</b>	
Wed. 2/27	Haruki Murakami: <i>After Dark</i> (101-191) / <b>Groups B and C</b>	
Fri. 2/29	<b>Mid-Term</b>	
Mon. 3/3	Reading Poetry and Quotations About Poetry: Cullen “For a Lady I Know” (SP 1), Anonymous Songs and Ballads “My Love in Her Attire” (IP 15) & “Love Not Me” (IP 16); Browning “My Last Duchess” (IP 402-404), Glossary of Literary Terms (first two pages) (CC) / Start Carver	
Wed. 3/5	Raymond Carver: “Your Dog Dies” (6-7), “Photograph of My Father In His Twenty-Second Year” (7), “Cheers” (14), “Louise” (46), “Fear” (60), “Still Looking Out for Number One” (63), “Happiness” (65), “Rain” (78), “At Least” (81), “My Boat” (82-83), “My Work” (135-136), “For Tess” (138), “This Morning” (141-142), “Miracle” (242-245), “Late Fragment” (294), and <i>Some Prose</i> on Poetry (265-267) / Continue Reading Carver’s book of Poetry	
Fri. 3/7	Williams “The Red Wheelbarrow” (GAP 60), Williams “This Is Just to Say” (GAP 61), Gambino “This Is Just to Say” (SP 1), Koch “Variations on a Theme by William Carlos Williams” (SP 1), Bergmann “An Apology” (SP 2), Creely “Oh No” (SP 2), Bensley “The Covetous Cat” (SP 2), Cleghorn “The Golf Links” (IP 511), Donne, “The Flea” (IP 95-96) / Continue reading Carver	
3/10 - 3/14	<b>Spring Break—No Classes</b>	<b>Continue reading Carver’s poetry</b>
Mon. 3/17	Gerald Locklin “Where We Are” (SP 3) & “The Iceberg Theory” (SP 4); Billy Collins “Dharma,” “Marginalia,” “Litany,” “Lanyard,” “My Number,” “Introduction to Poetry,” “Forgetfulness,” “Consolation,” “The Blues,” and “Nightclub” (CC) / <b>On a 3x5 card with your name on it, turn in a list of the 3 poems on which you are writing your long RA.</b>	
Tues. 3/18	<b>Groups A, B, &amp; C: RA (worth two RA grades – 700-800 words) due by noon in the box outside my office</b>	
Wed. 3/19	Carver: Selections from <i>All of Us</i> : Check the class conference for the list of poems to read for the day	

Fri. 3/21	Mary Oliver From <i>New and Selected Poems, Volume One</i> (on the Class Conference): “Picking Blueberries,” “Alligator Poem,” “The Sun,” “The Summer Day,” “One or Two Things,” “The Black Snake,” and “Farm Country.” And from <i>New and Selected Poems, Volume Two</i> (handout): “Work, Sometimes,” “White Heron Rises Over Blackwater,” “Black Bear in Orchard,” “What Is There Beyond Knowing,” “Circles,” “Terns,” and “Some Things, Say the Wise Ones” / <b>Groups A, B &amp; C write on the poem most appropriate for answering the following question: What is Oliver saying about the relationship between human beings and the natural world?</b>
Mon. 3/24	Read J. Scott Bryson’s Introduction to <i>Ecopoetry</i> (e-reserve). Turn in this typed assignment: Explain as clearly as possible Bryson’s definition of <i>ecopoetry</i> and the three characteristics he associates with <i>ecopoetry</i> . (5 points)
Wed. 3/26	Read Laird Christensen’s “The Pragmatic Mysticism of Mary Oliver.” (e-reserve) Turn in a typed analysis of his essay. Include 1) The quotation you think best states his thesis, 2) A four- to six-sentence summary of the article, and 3) A short list of three or four points you think are most relevant to his argument. (5 points)
Fri. 3/28	<b>Library Instruction for Research Project: Meet on the first floor of the library</b> / Read Robert Kern’s “Fabricating Ecocentric Discourse in the American Poem (and Elsewhere).” (e- reserve) Turn in a typed answer to the following questions: 1) What impossible, contradictory task does the eco-poet attempt to complete? Answer in your own words and then give a key quotation you think best summarizes this idea. 2) What solution(s) does Kern suggest are possible? (5 points)
Mon. 3/31	Shakespeare “Shall I Compare Thee to a Summer’s Day” (IP 57), Moss “Shall I Compare Thee to a Summer’s Day” (SP 5), Plath “Metaphors” (SP 5), Momaday “Simile” (SP 5), Raine “A Martian Sends a Postcard Home” (SP 5-6), Stephens “The Wind” (SP 7), Atwood “You Fit Into Me” (SP 7), Levertov “Leaving Forever” (SP 7), Ammons “Coward” (SP 7) / <b>First Annotated Source Due (5 points)</b>
Wed. 4/2	Dickinson “Because I Could Not Stop for Death” (Handout), “I Died for Beauty (GAP 30-31), “I Heard a Fly Buzz When I Died” (IP 446-447) / Frost “Acquainted with the Night” (SP 3), “Stopping By Woods” (GAP 50), “Fire and Ice” (GAP 48), “The Road Not Taken” (IP 504)
Fri. 4/4	Cole “On My Boat on Lake Cayuga” (SP 7), Belloc “The Hippopotamus” (SP 8), Hopkins “God’s Grandeur” (IP 458), Glossary of Literary Terms (page three) (CC) / <b>Second Annotated Source Due (5 points)</b>
Mon. 4/7	Shakespeare “Let Me Not to the Marriage of True Minds” (IP 66), Drayton “Farewell to Love” (IP 45), Millay “What Lips My Lips Have Kissed” (SP 8), Shakespeare “My Mistress’ Eyes” (IP 67), Keats “To One Who Has Been Long In City Pent” (IP 330), Spenser “My Love Is Like to Ice” (IP 38), Spenser “One Day I Wrote Her Name” (IP 38), Donne “Death Be Not Proud” (IP 89) / Glossary of Literary Terms (page four) (CC) / <b>Third Annotated Source Due (5 points)</b>
Wed. 4/9	Wordsworth “The World is Too Much With Us” (IP 260), Ammons “Swoggled” (SP 8), Collins “Sonnet,” (SP 9), Collins “American Sonnet” (SP 9), Shakespeare’s Sonnets (Numbers 11, 17, 18, 20, 29, 66, 76, 91-93, 115, 116, 129, 130, 144, and 145) ( <b>Handout</b> )
Fri. 4/11	Shakespeare’s Sonnets (handout); Begin Edna St. Vincent Millay ( <b>Handout</b> )
Mon. 4/14	Edna St. Vincent Millay ( <b>Handout</b> ) / <b>Working Annotated Bibliography of Eight Sources Due (6 sources above + 2 new sources. Please place an asterisk in the margin next to the 2 new sources.) (10 Points)</b>
Wed. 4/16	<b>Thesis and One-Page Abstract Due (10 Points)</b>
Fri. 4/18	TBA
Mon. 4/21	Selected Haiku (handout) & A. R. Ammons: selected short poems, “Loving People,” “Zone,” “The Constant,” and “Corsons Inlet” (handout)
Wed. 4/23	Ammons
Fri. 4/25	<b>Complete First Version of Research Paper Due / Peer Reviews (10 Points)</b>
Mon. 4/28	Final Exam Review and Suggestions for Future Reading
Tues. 4/29	<b>Research Paper w/ 1<sup>st</sup> Version &amp; Peer Reviews due by noon in the box outside my office (40 Points)</b>
<b>FINAL EXAMS:</b>	9A (MWF 9:35-10:25): Friday, May 2 <sup>nd</sup> from 2-5pm 10A (MWF 10:40-11:30): Wednesday, May 7 <sup>th</sup> from 2-5pm