

English 185 / Fall 2014
Murdy Hall Seminar Room
12:00-1:05 and 1:15-2:20

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Office: Library 129
Office Hours: MW: 3:30-5:00 / Tues: 11:00-1:00 & by Appointment

Required Texts: Paper Copies (NO DIGITAL BOOKS): *Pride and Prejudice*, *The Pleasure of My Company*, *Daytripper* (graphic novel), *One Soul* (graphic novel), and perhaps one more novel/graphic novel/comic from the book store. Also: essays, comics, and fiction on Reserves Direct (e-reserves). You will need to print these out and bring copies to class with your written notes in the margins.

Recommend Texts:

1. *What The Best College Students Do* by Ken Bain does not give learning tips to post on your wall. Bain talks about the mindset one needs, the character one needs to become an excellent student. I would rename the book, *How the Best College Students THINK*.
2. *They Say / I Say* (3rd edition) by Gerald Graff. Don't get the Kindle edition. You'll want to mark pages and put bookmarks in it and write notes all over it. I would get this book asap so you can refer to it during the second half of our course when we shift to research. This book is an excellent resource for all of your courses. (Don't get the version with extra readings. You don't need those extra readings, and they make the book cost much more).
3. *Research Strategies: Finding Your Way Through the Information Fog* by William Badke has some overlaps with the Graff book listed above, but it covers some areas he does not. Anyway, it makes sense to have at least two books on research since it's something you'll be doing almost every semester for at least the next four years.

Buy New, Clean Copies of the Textbooks: College textbooks are used for a variety of purposes: Many textbooks convey information about a subject (like a science textbook), but other textbooks *are* the subject, as in a course on the 19th-Century English Novel. In a course like math, one might purchase a workbook with problems in it. The books for English 185 should be viewed as workbooks in a math course. You will write in them to learn how to read closely and analytically. Therefore, buying used textbooks with writing in them for English 185 is like buying a math workbook with all the answers filled in. The purpose of the textbook isn't to have the right answers; the purpose is to be able to find answers yourself.

Important Note on Comic Books: I teach different books every semester to keep my course interesting. I teach everything from Jane Austen and Shakespeare to comic books because it matters less *what* we are reading than *how* we are reading. The whole point of this course is to learn how to read, discuss, and write from an academic perspective. So don't blow off a comic book because it looks like a book for little kids. I only include comic books that are thematically rich and worthy of analysis. If you'd like to get a head start on our discussion of comics, you can read my nine-part essay on reading comics available on fantasyliterature.com: Find my name under "fanlit reviewers," and under my bio, select "HOW TO READ COMICS." Part one is at the bottom of that page.

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, comics, 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 during class 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.

The final grades will be based on the following percentages: 20% RA #1-3 20% 5-Page Paper
40% Research Paper 10% Reflective Essay 10% Quizzes, Presentations, Books in Class, Participation, Misc.

Other Things To Know: Check Your E-Mail Every Day.

- 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.
- 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: English 185 is a skills-based course. Therefore, **you will 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.

“Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.”

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. Also, 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, through email, 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 5:00pm 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

Readings and Assignments: You are responsible for all assignments and instructions given in class even if you miss class. If you missed the assignments, instructions, and/or notes, contact a classmate and not the professor. This policy is true of all courses in college. I will assign page numbers as we go, and I'll assign specific due dates for RAs. Note that the 5-page paper, all Research Paper assignments, and the reflective essay have specific due dates already assigned.

SUBJECT=TOPIC

THEME IN FICTION=THESIS IN NONFICTION=ARGUMENT BY AN AUTHOR

RHETORIC=THE ART OF INTENTIONAL COMMUNICATION

OR RHETORIC=THE STUDY OF THE ART OF INTENTIONAL COMMUNICATION

Preparing for Class Discussions:

Step One. Subjects/Topics:

List a few different ones &/or variations of what seem to be the same ones. Use a full phrase.

Step Two. State as a Question:

Pick the exact wording of one of your subjects & restate it as a question about the author's intentions.

Step Three. Theme/Argument: Answer the question about the author's ideas directly in a full sentence.

Step Four. Find a quotation or an example supporting this theme. Write down page numbers & mark passages. (Note that a quotation is always an example, but an example is not always a quotation.)

Step Five. Explanation of how the Quotation/Example Supports the Theme you List: (In 4 to 6 Sentences)

***This fifth step in preparing for discussion is an essential step in academic, analytical writing. Most of our discussions about books in the class are attempts to practice this part of "writing" via oral presentation/participation. If you do not practice through this type of participation, then your writing will fall behind in quality compared to your peers.**

Week 1 8/27: W: Intro to Course / Visual Literacy

F: Syllabus / Laptops and Note-taking

Week 2 9/1: M: No class

W: *This Is Water* (on Blackboard)

F: *Pride and Prejudice*

Week 3 9/15: *Pride and Prejudice*

Week 4 9/22: *Pride and Prejudice*

Week 5 9/29: *The Pleasure of My Company*

Week 6 10/6: M: "The Fall of Edward Barnard" (document)

W: Intro to Comics, Manga, and Visual Literacy: Electronic Reserve Sources

Week 7 10/13: M: No Class

Visual Literacy: Electronic Reserve Sources and *Daytripper*

Week 8 10/20: Visual Literacy: Electronic Reserve Sources and *Daytripper*

Week 9 10/27: *Daytripper* / *One Soul*

TUESDAY: 5-page paper Due

W: Important: Discuss Research Project

F: Library Day 1

Week 10 11/3: M: Annotation 1 due (5 pts)

F: Library Day 2

**Continue *One Soul* & Visual
Literacy Discussion**

Week 11 11/10: M: Annotation 2 due (5 pts)

F: Annotation 3 due (5 pts)

Week 12 11/17: M: Annotation 4 due (5 pts)

Week 13 11/24: M: Working Annotated Bibliography Due (20pts)

TUESDAY: Thesis and One-Page Abstract Due (10pts)

W-F: No Class

Week 14 12/1: F: Complete First Version of Research Paper Due (10pts)

Week 15 12/8: M: Last Day of Class: Research Paper Due with First Version and Peer Reviews (40pts)

Also M: Class Evaluations

Typed, 4-page reflective essay due at the beginning of the exam period. (see schedule of exams for date and time. I'll be in our usual classroom.)