

ENG 185**Fall 2013**

Dr. Jon F. Dawson

Office: Adjunct trailer

Office Hours: TR 1:45-3:00

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Required Course Materials:

- Ernest Hemingway, *The Sun Also Rises*
- All other readings will be available on Blackboard

Course Description: This class will develop your reading comprehension, vocabulary, academic writing, and critical-thinking skills. Working individually, within small groups, and as a class, you will learn to utilize the writing process to generate clear and well-developed sentences, paragraphs, responses, and essays. You will also refine your ability to analyze literary texts, learning about the basic principles that are important to critical writing and reading. These skills will enable you both to understand the complex issues that surround us and to act upon this knowledge.

Criteria for Success:

- Do not view this class as a throw-away requirement but instead recognize this course as an opportunity to refine your ability to think and to write about important issues in critical and effective ways with the support and encouragement of your peers.
- Attend class regularly, arrive on time, with all electronic devices turned OFF, and stay for the entire period.
- Complete all homework on time and come to class prepared to discuss readings and other assignments.
- Complete all essays on time and provide all back-up materials required for each assignment.

Course requirements: You will write three essays and a number of short pieces in this class. Essay assignments will vary in length from 1000 to 1500 words or approximately four to six pages. All essays will require first, second, and final drafts. Your classmates and instructor will comment on your drafts and provide suggestions for improvement. These should give you a clear

idea of how much revision each piece needs. In addition, you will revise one of your first two essays and write a reflective introduction in which you explain your development as a writer in this course. This class will also include daily reading assignments, written responses, quizzes, and instruction on mechanical and grammatical conventions.

Grading Policy:

Your final grade will be based on the following course requirements:

➤ Essay 1	15%
➤ Essay 2	20%
➤ Essay 3	25%
➤ Revised Essay	15%
➤ Participation	15%
➤ Homework	10%

Note: For each essay assignment, you need to attend all sessions of peer review and submit copies of your rough drafts with your final draft. If you miss peer review without a valid, documented excuse, I will deduct 10 points from your grade on the final draft.

Note on grades in general: A “C” is the average grade for a student in English 185. This grade shows that you have successfully completed all of the assigned steps in constructing each essay: done all of the preparatory reading and pre-writing, participated in group discussion, worked through and prepared at least one rough draft, received response from your peer group in class and/ or from me in conference, revised the essay as necessary, and submitted the paper in final form for evaluation. A grade of “C” in this class requires a good deal of work; this is an honorable grade and must be earned through serious effort.

Absence Policy: Because writing skills develop over time, students’ regular attendance is essential in English 185. You are allowed three absences without penalty for the entire semester. After three absences, I will deduct one point from your final grade for each additional absence if you do not have a valid, documented excuse. Further, you are responsible for any work due or assigned on the day of your

absence. I reserve the right to amend or abridge the class schedule at any time. If you are not in class, you must make sure no changes have been made during your absence.

Make-up Policy: I do not accept late work for full credit; however, I realize that during the course of the semester, various illnesses and emergencies will arise, so I will give each student an extension on one of the three take-home essays. With this extension, you will be able to submit the paper at the start of the following class meeting. In order to take advantage of this extension, you must communicate with me at least 24 hours prior to the essay's due date. If you turn a paper in late without prior permission, I will lower your grade by 10 points every day that the essay is late.

Behavior: This is a university class, and students should be respectful of all people in the academic setting. Students should also be respectful of differences of opinion as divergent interpretations often lead to stimulating and rewarding class sessions. I will not tolerate any disruptions – talking while someone else is speaking, answering your cell phone during class discussion, sending text messages during the period – that adversely impact either my ability to conduct class or my students' ability to learn. If your behavior is not appropriate to the academic setting, I will ask you to leave class for the period, mark you absent, and deduct ten points from your participation grade.

Academic Honesty: Plagiarism will not be tolerated in this class or any other at Oxford College. This course requires research on some assignments and takes advantage of group collaboration, critique, and/or brainstorming. It can be hard to clearly separate your own

thoughts and analysis from those of others. Here are some guidelines:

- Plagiarism is the act of using ideas, words, sentences, or paragraphs without giving credit to the author and representing these words or ideas as your own.
- Plagiarism is also the act of allowing someone else to substantially edit, alter, or write an assignment for you.
- The most common type of plagiarism is accidental and usually done out of confusion and inexperience. The student usually does not realize what he or she is doing is wrong or may not know how to cite sources correctly. We will be examining this area closely in class. Please feel free to ask questions about this subject.

It is your responsibility to understand the Honor Code, which you can read about in the Oxford College Catalog. If you have any questions about this policy, please ask me before submitting the first essay.

Access Policy: If you have any diagnosed physical or learning disabilities that could affect your understanding of or performance in this class, please let me know during the first week of the semester. If you suspect that you may have an undiagnosed learning disability, please come and talk to me. I am willing to make reasonable accommodations for any student who is either registered with the Office of Disability Services or feels that he/ she may have a learning disability.

BY ACCEPTING THIS SYLLABUS, YOU ARE AGREEING TO THE TERMS STATED HEREIN

DAILY SCHEDULE (Subject to revision)

WEEK 1

29 Aug

Introduction to the course

Syllabus

Homework:

Read: Chopin, "The Story of an Hour" and
Rossenwasser & Stephen, "Analysis: What It Is
and What It Does"

Complete: student information sheet and
bring a hard copy to submit on Tuesday

WEEK 2

3 Sept

Writing sample

Discuss "The Story of an Hour"

Techniques for Literary Analysis

Homework:

Read: Fitzgerald, "The Ice Palace" and
Miller, "Reading and Writing about Short
Stories"

Write: **Journal 1**

5 Sept

Discuss "The Ice Palace"

Techniques for Literary Analysis, pt. 2

Homework:

Read: Faulkner, "Barn Burning" and
Hurstun, "The Gilded Six-Bits"

Write: **Journal 2**

WEEK 3

10 Sept

Discuss "Barn Burning" and "The Gilded
Six-Bits"

Homework:

Read: O'Connor, "Good Country People"
and Walker, "Everyday Use"

Write: **Journal 3**

12 Sept

Discuss "The Gilded Six-Bits" and
"Everyday Use"

Homework:

Read: Williams, *A Streetcar Named Desire*,
1-6

Write: **Journal 4**

WEEK 4

17 Sept

Discuss *A Streetcar Named Desire*

Distribute topics for Essay I

Homework:

Read: Williams, *A Streetcar Named Desire*,
7-11

Write: **Journal 5** (prewriting for Essay I)

19 Sept

Thesis statements

Discuss *A Streetcar Named Desire*

Homework:

Write: rough draft of Essay I for peer review
(bring two hard copies to class on Tuesday)

Complete: write out your thesis statement
and explain how it operates: identify the
subject, claim, and focus of your thesis and
formulate two *logical* counterarguments.

WEEK 5

24 Sept Draft 1 of Essay I Due

Topic sentences

Peer review

Discuss revising

Sign up for conferences

Homework:

Write: second draft of Essay I for peer
review (email draft to your partner by the start
of our regular class time on Thursday, comment
on your partner's essay, and email it to your
partner by 11:59 that night)

Complete: copy your topic sentences on a
new document, explain how each one relates
to your thesis, and formulate one *logical*
counterargument for each topic sentence.

26 Sept Draft 2 of Essay I Due

Discuss grading rubric

Conferences

Homework:

Complete: final draft of Essay I (bring in
one hard copy to submit at the start of class
on Tuesday)

WEEK 6

1 Oct ESSAY I DUE

What is the American Dream?

Watch *A Corner in Wheat* (1909)

Homework:

Read: Winthrop, "A Model of Christian Charity"; Jefferson, *The Declaration of Independence*; and Franklin, "The Way to Wealth"

Write: **Journal 7**

3 Oct

Discuss "A Model of Christian Charity," *The Declaration of Independence*, and "The Way to Wealth"

Homework:

Read: Garland, "Under the Lion's Paw" and London, "The Apostate"

Write: **Journal 8**

WEEK 7

8 Oct

Discuss "Under the Lion's Paw" and "The Apostate"

Homework:

Read: Fitzgerald, "Winter Dreams"

Write: **Journal 9**

10 Oct

Discuss "Winter Dreams"

Distribute topics for Essay II

Homework:

Read: Ellison, "Battle Royal" and Cheever, "The Swimmer"

Write: **Journal 10**

WEEK 8

15 Oct

Discuss "Battle Royal" and "The Swimmer"

Homework:

Read: Watch *Death of a Salesman* (1951)

Write: **Journal 11**

17 Oct

Discuss *Death of a Salesman*

Distribute prompt for Essay II

Review paragraph development

Homework:

Write: **Journal 12** (prewriting for Essay II)

WEEK 9

22 Oct

Paragraph development

Homework:

Complete: revise a body paragraph from Essay I in accordance with the principles of paragraph development that we discussed in class (please include the original paragraph with your revised version)

Write: rough draft of Essay II for peer review (bring two hard copies to class on Thursday)

24 Oct Draft 1 of Essay II Due

Peer Review

Review paragraph development

Homework:

Complete: second draft of Essay II for peer review (email draft to your partner by the start of our regular class time on Tuesday, comment on your partner's essay, and email it to your partner by 11:59 that night)

WEEK 10

29 Oct Draft 2 of Essay II Due

Sentence focus

Conferences

Homework:

Complete: final draft of Essay II (bring in one hard copy to submit at the beginning of class on Thursday)

31 Oct ESSAY II DUE

Comma usage

Discuss *The Sun Also Rises*

Homework:

Complete: comma practice

Read: Hemingway, *The Sun Also Rises*, Chps. 1-4

Write: **Journal 13**

WEEK 11

5 Nov

Discuss *The Sun Also Rises*

Homework:

Read: Hemingway, *The Sun Also Rises*,
Chps. 5-8

7 Nov

Discuss *The Sun Also Rises*

Distribute topics for Essay III

Homework:

Read: Hemingway, *The Sun Also Rises*,
Chps. 9-12

Write: **Journal 14**

WEEK 12

12 Nov

Discuss *The Sun Also Rises*

Homework:

Read: Hemingway, *The Sun Also Rises*,
Chps. 13- 17

14 Nov

Discuss *The Sun Also Rises*

Distribute prompt for Essay III

Homework:

Read: Hemingway, *The Sun Also Rises*,
Chps. 18-19

Write: **Journal 15** (prewriting for Essay III)

WEEK 13

19 Nov

Discuss *The Sun Also Rises*

Homework:

Write: rough draft of Essay III for peer
review (bring in two hard copies to submit at
the beginning of class on Thursday)

21 Nov Draft 1 of Essay III Due

Peer review

Writing workshop

Homework:

Write: second draft of Essay III for peer
review (email draft to your partner by the start
of our regular class time on Tuesday, comment
on your partner's essay, and email it to your
partner by 11:59 that night)

Write: final draft of Essay III (bring in one
hard copy to submit at the start of class on
Tuesday)

WEEK 14

26 Nov Draft 2 of Essay III Due

Revised essay

Revision strategies

Conferences

Homework:

Complete: final draft of Essay III (bring in
one hard copy to submit at the beginning of class
on Tuesday, 3 Dec)

write: revision proposal (please bring one hard
copy of the original essay to class on 3 Dec)

27 Nov – No Class

WEEK 15

3 Dec ESSAY III Due

Discuss revision proposals

Review original essay

Homework:

Write: rough draft of revised essay for peer
review (bring one hard copy to class on
Thursday)

5 Dec

Peer review

Reflective introductions

Homework:

Write: final draft of revised essay (bring a hard
copy to submit on Tuesday)

WEEK 16

10 Dec REVISED ESSAY DUE