### Oxford College of Emory

Expository Writing English 101 – 8A Seney 209 Fall 2009 Dr. Jeff Galle jgalle@emory.edu 4-4571

## **Required Texts**

Buergenthal, A Lucky Child: A Memoir of Surviving Auschwitz Haslam and Neale, Life Writing Sayre, American Lives: An Anthology of Autobiographical Writing Miscellaneous assigned readings

### **Course Description**

English 101 is a writing course, and the approach we will take is to gain a good deal of experience in two genres, autobiographical and biographical writing. Life writing includes both of these genres, as well as other genres like travel writing.

The Sayre anthology American Lives focuses upon autobiographical writings of many Americans across several centuries. For the most part, your own writing will also be of the autobiographical sort. The Haslam text will provide examples of issues and topics that make up the process of writing these kinds of autobiographical and biographical essays.

The movement toward biographical writing will involve a TPSL (Theory-Practice Service Learning) project with Newton County High School students and the historical archives in Woodward Library of Emory University. We will work with historical documents written by former Emory students, learn how to publish them on the web using .xml language, and then teach the Newton County High School students how to do this as well. Some of the writing in the course will evolve out of the study of these historical documents.

#### **Course objectives**

- 1. To improve the quality of writing is our first order objective.
- 2. To gain knowledge of the two primary genres biography and autobiography.
- 3. To increase the knowledge of issues and decisions involved with life-writing.
- 4. To gain knowledge of historical documents, the issues they raise, and possible interpretations of the documents that rise from reading them closely.
- 5. To acquire a greater skill in teaching other students how to work with historical documents, how to publish them on the web, and how to analyze the documents for related issues.

# **Assignments in General**

1. Six essays (800-1200 words), most of them working with the autobiographical materials of your own that we develop and/or the material you have generated from the materials of the course. The essays will be primarily expository, but there may be elements of creative nonfiction as well. One of these essays, the last one, will take the form of reflections on the TPSL part of the course.

- 2. One long research paper (10 pages) requiring outside sources, MLA documentation, an in depth treatment of an issue, and an oral presentation to class on the paper. Topics to be decided upon as we discuss the various issues raised by the course content.
- 3. A personal journal that will contain some of your impressions of the process and the person you have selected to interview and a good bit of reflection on the nature and content of the material.
- 4. Short assignments on these readings will frequently be done out of class and submitted through Blackboard. We will also use Blackboard for various other forms of communication, including these short assignments, some response prompts, and perhaps a discussion thread.
- 5. A final exam with questions covering all content of the course, including the genres of biography and autobiography, the two textbooks, and the issues related to the historical documents.

### **Other Responsibilities and Related Matters**

- 1. Attendance. Be present and on time. I take roll the first thing as class begins, and always mark as absent those who are not in the room. You may miss three class meetings, but I will deduct points (5 pts per absence) from your class participation grade after the third absence. Students who are late must assume responsibility to be certain the attendance record is changed to reflect their attendance.
- 2. Honor Code. We will discuss this important issue in class, and we will cover plagiarism at that time. But please be aware that your writing is to be your own, and any other person's writing must be acknowledged through citations in the proper form. Please consult the Oxford College Handbook if you have any questions regarding the Code or the Honors Council.
- 3. TPSL portion of course may make it necessary to travel to Newton High (if they cannot come to us sometimes) to work with the students. Any travel will be arranged for you, and these visits will occur on 3 evenings.
- 4. Several of us are planning a reception at the end of the semester for the students, and reception may include an opportunity to present some of your work
- 5. Late essays and other work. Work should be turned in on time so that I will be able to give you feedback on that assignment when the class is discussing the assignment. The longer period of time after we discuss an item that goes by, the less relevance and usefulness that assignment will have. For every day that an essay (or other work) is late, I will deduct a letter grade from that paper (or other work).
- 6. Mr. Mark Swails and Ms. Mary Murray are our library support people, and they will be leading training sessions for you at different points in the semester. So attending these sessions during class time is required.

## Grading of the Assignments and Assigned Weights of Each

Class assignments	10%	(blackboard, NHS, journal, quizzes)
6 essays	50%	
Research Paper	20%	(oral presentation to class included)
Final exam	15%	
Class participation	5%	

\*\*All assignments will be assigned a letter grade, and I will use + and – to enable students to have more precise feedback as the quality of each particular letter grade. Hence, on a 100 point scale, an A- would fall in the low 90s, and a B+ in the high 80s, for example. Using a 12-point scale, each letter grade with + or – has a value as well.

### **Office hours**

My office is located in Seney Hall 407, and my office hours for this class will be MWF from 2:00-3:00 and on TTh from 8:30-9:30. I am also available to meet with you by appointment. My email is <a href="mailto:jgalle@emory.edu">jgalle@emory.edu</a>

## Schedule of Assignments by Week

(The actual days of these assignments are somewhat tentative, depending upon how the progress of all the elements of the course—the work with the historical documents, the Newton County High students, and our own reading and discussion.)

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August 26, 28
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"Why is it that I never..." (for Friday discussion of rubric and grading) Syllabus and course outline
Other logistics of the Service Learning aspect of the course
Haslam, 1-19, "Writing What You Know"

August 31, Sept 2, 4

Sayre, 647-708; also Sayre, Intro, 1-25 Haslam, 21-30 Essay 1 due

# September 7 (Labor Day holiday)

#### September 9, 11

Document instruction on 9<sup>th</sup> Haslam, 31-41

#### September 14, 16, 18

Document instruction on 16<sup>th</sup> Sayre, 571-646 Haslam, 43-58 Essay 2 due September 21, 23, 25 Sayre, 504-570 Haslam, 61-88

September 28, 30, October 2 Sayre, 435-503 Haslam, 91-107 Essay 3 due

October 5, 7, 9 Sayre, 367-434 Haslam, 109-130

#### October 12-13 Mid semester Break

October 14, 16 Sayre, 299-365 Haslam, 133-162 Essay 4

October 19, 21, 23 Sayre, 227-298 Haslam, 163-182

October 26, 28, 30 Sayre, 151-226

November 2, 4, 6 Sayre, 77-150 Essay 5

November 9, 11, 13 Sayre, 27-76

November 16, 18, 20 Research projects Buergenthal November 23

> Reflective essay due (Essay 6) Buergenthal

# **November 25-27 Thanksgiving Break**

November 30, December 2, 4
Research projects
Buergenthal
December 7 Last Day of Class
Research Paper due

## **December 9 Reading Day**

Final for 8:30 MWF: December 11, 2:00-5:00