

English 111-A: Literary Responses to War

2018-2 Classroom: Law Hall 109

Walt Whitman said of the Civil War that the “real war will never get in the books.” What versions of war, then, do get in books? And how does literary form reflect the history of war? This course will expose students to different artistic responses to war and the critical skills necessary to analyze them. Course discussions will consider the limitations of representation and documentation as well as the uses and ethics of art. Our foremost concern will not be with “what happened” but with how what happened has been represented – or not represented. The readings and discussions we complete based on this topic will create a shared body of knowledge for the class; your written assignments will provide an opportunity for you to deepen your understanding of the texts and ideas about responding to war while also practicing writing clearly and persuasively.

This course will, then, prepare you for academic writing throughout your college career by offering you guided practice in:

- Critical reading
- Writing as a continuous process
- Writing appropriately for a given audience
- Developing a thesis and sustaining an argument with evidence
- Evaluating, citing, and documenting sources appropriately
- Incorporating feedback and revision

Our writing goals also align with the college’s educational priorities of knowledge, reasoning, and communication. Familiarize yourself with our goals, as you will be setting individual goals for yourself as a writer. You will also have choice with your assignments, because it will be up to you to make judicious choices and to feel ownership over every word you put on the page. This type of writing experience will call on you to be critical, creative, and careful about your work. You will also be revising several assignments this block, sometimes completely rethinking your focus: a necessary part of the process for effective academic writing.

You’ll be getting feedback from me but also from your classmates; responding to your classmates’ work will help you become a better writer, because you’ll be analyzing other writers’ choices and brainstorming ways to make the work more effective. Our First-year Writing program also provides you with the opportunity to work closely with our Writing Consultant, Jennifer Ferrell (jferrell@cornellcollege.edu), and the Center for Teaching and Learning at Cole Library. The W course is an exceptional opportunity to focus on the writing process for an entire block in ways that will benefit you throughout your college career. The W course is also an intense block for students and professors – but students who devote themselves to taking advantage of this opportunity and making use of all the resources available to them report that the course prepares them well for tackling assignments in their future courses.

Required Texts:

Readings on Moodle (printed copies required for class) (designated by “M”)

Hospital Sketches by Louisa May Alcott (Bedford edition with Introduction by. A. Fahs)

Nuts and Bolts of College Writing by Michael Harvey (2nd edition)

A Hard and Heavy Thing by Matthew Hefti

Schedule:

- Our typical weekly class schedule will be: M & W 1:00-3:00; T & Th 9:00-11:00 and 1:00-3:00; F 9:00-12:00. *Note some irregularities in the schedule listed below.*
- Readings should be completed *before* the times at which they are listed to be discussed.
- Pay close attention to deadlines and make note of any schedule changes that may arise during the block.

WEEK ONE

M 9/24

9:00 Course introduction

1:00 Work time on your own: read Harvey Introduction, pp. ix-xv, and complete writer’s survey

Due by 3 p.m. to Moodle: Writer’s Survey

T 9/25

9:00 McLoughlin and O’Brien (M)

1:00 McLoughlin and O’Brien, cont.

W 9/26

1:00 Nguyen and Le (M)

Th 9/27

9:00 Phan, paragraph assignment, and Tips for College Writing (M)

1:00 Phan, cont. Bring the story or poem you plan to write about for your paragraph assignment.

F 9/28 Workshop session with Jennifer Ferrell, First-Year Writing Specialist

9:00 Harvey, pp.70-83

Due in class (paper copy): paragraph assignment draft

WEEK TWO

M 10/1

Due at 9 a.m. to Moodle: final version of paragraph assignment

Reading day on your own: Alcott, *Hospital Sketches*, chapters 1-6

T 10/2

9:00 Alcott

1:00 Alcott, cont. and Whitman (M)

W 10/3

9:00 Group meetings (Groups A, B, C, D)

1:00 Fahs, Introduction (in Alcott text) and choose 1 scholarly article (M)

Th 10/4

9:00 **Meet in Cole 212:** Article assignment, *They Say/I Say* (M), and Harvey, Using Sources, pp. 56-69

1:00 Groups A and B: Group meetings / Groups C and D: work time for article assignment

F 10/5

9:00 Group-led Activities (Led by Groups A and B)

1:00 Conferences

WEEK THREE

M 10/8

Due at 9:00 to Moodle: article assignment

Reading day: Hefti, *A Hard and Heavy Thing*

T 10/9

9:00 Hefti, pages TBA

1:00 Hefti, pages TBA

W 10/10

1:00 Hefti, pages TBA and Harvey, Gracefulness (pp. 46-55)

Th 10/11

9:00 Work time for final paper assignments and/or group activities

1:00 Groups C and D: Group Meetings / Groups A and B: work time for final paper

F 10/12

9:00 Group-led Activities (Led by Groups C and D)

WEEK FOUR

M 10/15

Harvey, review appropriate sections for your paper and read Endings/Last Thought section, pp. 83-86

Workshop/conferences (schedule TBA)

T 10/16

Workshop/conferences (schedule TBA)

W 10/17

9:00 Presentations and course wrap-up

Turn in final papers and cover sheets to Moodle before 9:00 class.

Course Policies:

Preparation, Participation, Professionalism: This class requires faithful attendance, attention, and participation from all of its members. The more you contribute and listen to one another, the more you will learn. *Effective participation requires thoughtful preparation:* you should be reading and re-reading carefully, taking notes in the margins of your readings and in a notebook, and formulating ideas and questions about the readings before you come to class for discussion. You should *never* turn in a “first draft” for any assignment (graded or ungraded), so leave yourself plenty of time to work on your writing assignments. Including time in and out of class, you should plan to devote at least 40 hours a week to this course. Please speak with me during office hours if you are having any trouble preparing for or participating in class.

Turn off and put away all devices before class begins. Make sure your cell phones are turned off and that you eliminate any other distractions that may detract from the class atmosphere. I am easygoing about some things, but phones are not one of them; make sure I don’t see or hear your phone during class or conferences. (If you have already purchased an electronic version of any of our textbooks, please speak with me on the first day of class so we can discuss the best options.)

If you miss class, it is your responsibility to get notes from a classmate, to make up assigned work, and to turn in anything that was due that day. Being late to class or not being prepared and engaged may all constitute absences; students falling asleep in class will be asked to leave. You are allowed one absence, for any reason, during the block. Missing two classes will result in a lowered participation grade, regardless of class performance. Missing more than two classes may result in failure of the course. If an illness causes you to fall behind, be in touch with me so we can determine whether you will be able to catch up or whether you will need to take a health withdrawal. Fifteen-day Drops and Health Withdrawals will only be granted according to College policy; if you are considering a drop, please make sure you are familiar with the relevant policies.

Email Etiquette and Keeping in Touch: Email is an official mode of communication at Cornell; you are expected to check your email at least once a day and to be attentive to any email about our course. In addition, I expect your emails to me to reflect conventions of academic writing. Your email should include a greeting, a signature, and should use appropriate diction, grammar, capitalization, and punctuation. (If you have missed class, do not ask *if* you missed anything important; all class meetings are important.) I may not respond to emails that do not meet these requirements.

Not responding promptly to emails that require a response or missing scheduled appointments with me, Writing Consultants, librarians, or groups will affect your grade. If you are having any problems with the course, I encourage you to come talk to me.

Learning Disabilities: Cornell College is committed to providing equal educational opportunities to all students. If you have a documented learning disability and will need any accommodation in this course, I will need paperwork from Brooke Paulsen and you must speak with me within the first three days of the term. Additional information about the policies and procedures for accommodation of learning disabilities is available at: http://cornellcollege.edu/academic_affairs/disabilities/.

Academic Integrity: Plagiarism is the act of taking the work of another and presenting it as one’s own without acknowledgement of the original source. This course assumes utmost academic honesty; plagiarism will not be tolerated. Acts of plagiarism will be reported to the College. If you have any

questions about your use of others' work this term, see me about citation guidelines and proper use of sources *before* turning in the final assignment. Our librarians and Writing Consultants are also wonderful resources for questions about the use of sources. Additional information about academic honesty is available at: [http://www.cornellcollege.edu/student-affairs/compass/academic-policies.shtml - f](http://www.cornellcollege.edu/student-affairs/compass/academic-policies.shtml-f).

Grading:

Participation (discussion, ungraded assignments, and conferences)	12%
Writer's Survey	3%
Paragraph assignment and cover sheet	15%
Article assignment and cover sheet	20%
Group Activity and self-evaluation	15%
Quizzes	10%
Final Paper and cover sheet	25%

Assignments and Deadlines:

Specific guidelines for assignments will be posted on Moodle. We will discuss them in class, and you are encouraged to ask questions. I expect you to read written instructions carefully and to reread them during the process of working on the assignment. You should consult the rubric on Moodle for more information about how I will be evaluating your work. Please note that some assignments require cover sheets and will not be graded without them. Assignment due dates are listed on the syllabus schedule; these are firm deadlines.

Meeting deadlines is an essential professional skill. I will not accept late work. Each student has one "grace period" during the block – meaning, you may turn in one written assignment up to 12 hours late without penalty. No late work will be accepted outside of this "grace period" policy, so use it wisely. This policy does not apply to drafts, which must be turned in on time and brought to classes and meetings as required. Please let me know if you are using your grace period.

You may receive extra credit for attending an academic or cultural event on campus this block. See Moodle for guidelines regarding receiving credit. See Cornell's master calendar for more information about each of these events. Approved events include:

- 9/28 8 Tips to Overcome Test Anxiety (12-12:30, Ringer Dining Room)
- 10/1 Kathleen Marie Paltrineri Poetry Reading (5-6, Van Etten-Lacey House)
- 10/2 'Grownish': Adjusting to College and Creating a Culture of Pride & Belonging (11:30, OC)
- 10/4 HAIG lecture (11:10-12, Hedges)
- 10/4 Hilltop Chronicles: Social Justice (6:30-7:30, Zamora's)
- 10/11 SIG lecture (11:10-12, West Science 100)
- 10/19 Czech & Slovak Museum in Cedar Rapids (12:30-4, sign up at Commons info desk)
- Note: other events may be approved, but you must check with me *before* attending.