

Instructor: Stacy Bell
Phone: 770/784-8469 (o); E-mail: smcquai@emory.edu
Office: Humanities 105
Office hours: TTh 11-12, MW 2-4, and by appointment

Required Texts

Covington, *Salvation on Sand Mountain*
Davis, *Are Prisons Obsolete?*
Orwell, *1984*
Tomine, *Shortcomings*
Selected scholarly readings.

Course Description

An examination of grammar, mechanics and principles of effective written expression, with primary emphasis on critical reading and writing and documentation of sources. Writing topics are inter-disciplinary, to emphasize the importance of effective written communication across the curriculum.

Objectives

The successful English 185 student will achieve all of the following:

- To write well-organized essays that demonstrate mastery of grammar, mechanics and organization appropriate in college-level writing
- To read critically with an emphasis on analyzing arguments and being a “listener-reader”
- To develop and support unique arguments in writing
- To recognize disciplinary differences in research writing
- To apply basic research skills in writing
- To develop the habits—writing, feedback, and revision—of successful writers

Writing is informational, instructive, or persuasive—sometimes all at once. A good writer knows which function of writing to employ for a given writing task. Good writers are good readers. Good readers engage in dialogue with texts and good writers engage in dialogue with the audience. In English 185 you will read, think about what you read, talk about what you read, and write about you read. By the end of the semester, you will know how to identify an argument and analyze its effectiveness; then you will be able to produce effective arguments of your own.

Assignments & Evaluation:

You will submit a short [350 words] essay and a long essay [1000-1200 words] for each book. In some cases you will be allowed to revise and resubmit your essay; some of your short responses will be developed into long essays. You will be required to incorporate multiple sources into at least one of your essays, and

you will learn about basic disciplinary differences in research. You will have two classes with our personal librarian Sarah Bankston.

350 word responses: $2.5\% \times 4 = 10\%$

1000 word essays: $10\% \times 4 = 40\%$

Your essays are evaluated holistically. Successful essays should meet the following objectives, depending on the nature of the assignment:

- To identify the argument in an assigned text
- To find evidence in the text to support your interpretation
- To construct a well organized essay with a clear introduction and thesis, a body that supports the thesis, and a logical and appropriate conclusion
- To produce coherent, functional English grammar and usage
- To demonstrate mastery of the appropriate mechanics for quoting and citing sources
- To proofread and edit your written work carefully before submission
- To respond to feedback in the process of revision

Discussion leader: you will lead one class discussion based on an assigned topic. You will come to class on your assigned day with three typed prepared questions for the class. I reserve the right to withhold credit for a student who is clearly unprepared. Leading discussion is 5% of your final grade. If you are absent without an excuse on your assigned day, you cannot make it up.

Debate: On April 16 and 18 you will engage in a planned debate. You will be assigned to one of two teams and each team will prepare before class for the in-class debate. I will assess your team's performance through an informal rubric and your classmates will decide the winner. Afterwards, you will write a short reflective analysis [5%] of your team's performance.

Reading quizzes: You will take a short reading quiz [5%] for each book. $5\% \times 4 = 20\%$.

Final exam: [15%] An essay response to a film you will view and discuss in class.

Attendance: 5% of your final grade

Business

Blackboard: Your class conference, including all information about assignments, your grades and your class syllabus, is available to you on Blackboard. You are responsible for knowing the information and materials posted there.

Office Hours: Please sign up for an appointment. There will be a sign up sheet outside my door every week. If you cannot see me during office hours, speak to me after class to arrange an appointment.

Late Essays: Your essays are due at the *beginning* of class on the specified date. I will lower the grade for an unexcused late essay by one full letter grade for each day it is late; after one full week the essay will receive a grade of zero.

Attendance: I will not distinguish between tardies and absences. You may miss two days of class without penalty; after that, you will lose 10 points from your attendance grade for each absence.

Email: Use email for the following reasons:

- To cancel an appointment
- To notify me of an absence
- To ask a legitimate question about an assignment
- To say hello!

I delete emails requesting information contained in the syllabus. I delete emails about grades. Let's have those conversations in person; let me know and I will be happy to talk to you in my office. Your grades and averages will be available to you on our Blackboard site.

Plagiarism: The work you submit for class must be your own. You may not submit an essay more than once. If you use another author's words or original ideas in your writing, you must give credit to the author by using MLA documentation form. An essay suspected of plagiarism will be turned over to the Honor Council. If you are uncertain about what constitutes plagiarism, see me.

Electronic toys: Laptops are permitted only when I require them for class. Silence your phone and put it away during class. If you use your phone as a dictionary or translator, let me know.

A Note about Printing: Blue and gold makes green! You can print on recycled paper, and double-sided essays save paper. You must turn in paper copies of all essays, no exceptions. I cannot print your essays for you.

JANUARY

- 15 Introduction and Objectives
- 17 Intellectual property & avoiding plagiarism: "Plagiarism Lines Blur for Students in Digital Age" & "Evidence Is Old-Fashioned?"
- 22 How to write an email; How to lead class discussion.
- 24 **Discussion leaders:**
Salvation on Sand Mountain reading quiz

29 *Salvation on Sand Mountain* short essay due

31

FEBRUARY

5 **Discussion leaders:**
Salvation on Sand Mountain long essay due

7

12 **Discussion leaders:**
Are Prisons Obsolete? reading quiz

14

19 *Are Prisons Obsolete?* short essay due

21 CLASS WILL NOT MEET TODAY.

26 Library class with Sarah Bankston.

28 *Are Prisons Obsolete?* long essay due

MARCH

5 **Discussion leaders:**
Shortcomings reading quiz

7 CLASS WILL NOT MEET TODAY.

12 Spring Break

14 Spring Break

19 **Discussion leaders:**
Shortcomings short essay due

21

26 Library class with Sarah Bankston

28

APRIL

2 Discussion leaders:
1984 reading quiz
Shortcomings long essay due

4 1984 short essay due

9 Discussion leaders:

11 1984 long essay due

16 First Debate:

18 Second Debate:

23 Film
Debate reflection due

25 Film
Review

30 Review

Exam Schedule

1J Wednesday, May 1, 9-12:00

