

English 185 / Spring 2013

12:00-1:05 & 1:15-2:20 FTDC Classroom

Dr. Brad K. Hawley / e-mail: bhawley@emory.edu**Office:** TBA

Office Hours: I hold office hours as needed since most of the help I give you outside of class will be through e-mail: I encourage you to work ahead of time and send me thesis statements for comment. However, I will be available for extended blocks of time at crucial points in the semester when you are working on papers and conducting research.

Required Texts: *See Them Die* by McBain, *The Pleasure of My Company* by Martin, *Pride and Prejudice* by Austen, *Rain and Other Stories* by Maugham, *After Dark* by Murakami, *Criminal: Coward* by Brubaker, *Batman: Year One* by Miller

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."

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.

Requirements:

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| - Close reading of the texts | - Research Paper | - Class participation | -One 4-5 Page Paper |
| - Writing Exercises and Quizzes | - Four Rhetorical Analyses (RA) | - Final Exam | -Blackboard Posts |

Quizzes: Quizzes will be based on assigned readings, previous lectures, and handouts on class policies and writing instructions. They will include short answer and short essay questions. The quizzes will be given in the first five minutes of each class; they cannot be taken after those first five minutes, and there will be no make-up quizzes.

The final grades will be based on the following percentages: 20% RA #1-4 15% 4-5 Page Paper
25% Research Paper 10% Reflective Essay 15% Final Exam 15% Blackboard Posts (Also: Quizzes & 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.

Rhetorical Analyses (RA): These typed essays must be on the literature assigned for the day on which they are due. If I don't give you a specific question to answer or a specific work to write on, you should focus your attention on one point about that day's reading. At the top of your paper you should write your name and title only; start your essay after skipping one line.

RA Grades: These RA assignments are perhaps the most important ones in this course for improving your writing; therefore, I have a rigorous ten-point grading scale. I would like to see you making solid eights on these assignments. A seven is okay, but you should be doing better. If you are making a six or lower, you should work hard to correct your mistakes. If you are making nines, then you should be extremely pleased. I do give out tens, but very rarely. As I grade them, I first look at your structure: I want to see that you have a clear thesis answering the essay question and that each topic sentence supports the thesis statement. Next, I want to see that each paragraph is fully developed and does not drift from the topic sentence. I then look at the content and your use of textual support, including key quotations. Finally, I take into account writing errors. Note that I value organization and content over an error-free essay.

“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, on the class Learnlink conference, 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 8:00pm 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 4-5 page paper, all Research Paper assignments, and the reflective essay have specific due dates already assigned. Post on Blackboard by midnight before every class:

Subjects/Topics: List a few different ones &/or variations of what seem to be the same ones. Use a full phrase. State as a Question: Pick the exact wording of one of your subjects & restate it as a question about the author.

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

Quotation/Example Supporting Theme w/pg#: (A Q is always an example, but an example is not always a Q.)

Explanation of how the Quotation/Example Supports the Theme you List: (In Four to Six Sentences)

Week 1 1/16: Intro to Course and Start McBain

Week 2 1/21: M: No Class

Continue McBain. Rhetorical theory and literary analysis handout (keep with you at all times)

Week 3 1/28: Finish McBain. Start Austen. RA 1

Week 4 2/4: Austen. Note-taking from textbooks for and during lectures in other classes. RA 2

Week 5 2/11: Austen. Understanding other class assignments.

Week 6 2/18: Austen. Brubaker. RA 3

Week 7 2/25: Brubaker. Maugham. RA 4

Week 8 3/4: Maugham.

F: 4-page paper Due

Week 9 3/11-3/15: No Class—Spring Break: Start Martin.

Week 10 3/18: Martin.

W: Library Day 1

F: Annotation 1 due

Week 11 3/25: Martin.

W: Library Day 2.

F: Annotation 2 due

Week 12 4/1: Miller.

W: Annotation 3 due. Discussion of research projects in other classes

Week 13 4/8: Miller

W: Annotation 4 due.

Week 14 4/15: W: Working Annotated Bibliography Due (20pts)—include annotations for new sources only

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

Week 15 4/22: W: Complete First Version of Research Paper Due (10pts)

Week 16 4/29: M: Research Paper Due with First Version and Peer Reviews (40pts) / Final Exam Review

Final Exam: Typed, 3-4 page reflective essay due at the beginning of the exam period. (see schedule of exams for date and time. We'll meet in our usual classroom.)