

English 111-A: Literary Responses to War

2019-6 Classroom: South Hall 100

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 you 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 provide opportunities to deepen your understanding of this knowledge through the process of crafting clear, persuasive arguments using both primary and secondary sources. You will also be revising assignments this block, sometimes completely rethinking your focus: a necessary part of the process for effective academic writing.

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 overall 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’ll be getting feedback from me but also from your classmates; responding to your classmates’ work will also 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 class time will be somewhat irregular this block. We will mainly meet at 1:00, with some morning sessions. We will also have blocks of time set aside for conferences. Please note class times on the schedule 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.
- As you're aware by now, winter weather sometimes affects the college's functioning (as well as my commute from Iowa City). We all need to be flexible this time of year. I will communicate with you as early as possible if our schedule needs any adjustments; please check your email before heading to class during harsh winter weather in case there's a change.

WEEK ONE: Analyzing primary sources (poems, short stories)

M 2/11

1:00 Course introduction

T 2/12

1:00 McLoughlin and O'Brien (M); bring any questions about the Writer's Survey assignment (M)

Due to Moodle by 5 p.m.: Writer's Survey

W 2/13

9:00 O'Brien, cont. and Tips for Writing in College (M)

1:00 Nguyen, Le, paragraph assignment, rubric (M)

Th 2/14

1:00 Phan (M) and Harvey, pp.70-83

F 2/15

Work day: Conferences with RE and Jennifer Ferrell, First-Year Writing Specialist

Bring to your conference: **a** paper copy of your paragraph assignment draft as well as questions that you have or issues you want to discuss. We may also discuss your writer's survey at the conference.

Bring pen and paper to take notes during your conference.

Due to Moodle by 9 a.m. on Sunday 2/17: final version of paragraph assignment with cover sheet

WEEK TWO: Working with secondary sources (scholarly articles)

M 2/18

1:00 Alcott, *Hospital Sketches*, chapters 1-4 (chapters 5 and 6 are recommended, not required)

T 2/19 Introduction to primary and secondary sources with Jennifer Ferrell

1:00 Fahs, Introduction (in Alcott text); Harvey, Gracefulness (pp. 46-55); Article Abstract assignment (M)

W 2/20

9:00 **Meet in Cole 212:** Introduction to scholarly articles with librarian Jen Rouse

1:00 Work time on your own: article abstract assignment

Th 2/21

1:00 Harvey, pp. 1-45

Due in class: three paper copies of article abstract assignment draft for workshop

F 2/22

Work day: writing and reading time on your own

Due to Moodle by noon: final version of article abstract with cover sheet; after noon, read Hefti, *A Hard and Heavy Thing*

WEEK THREE: Crafting an argument using both primary and secondary sources

M 2/25

1:00 Hefti, *A Hard and Heavy Thing*, Books I and II

T 2/26

1:00 Hefti, Book III and Coda; *They Say/I Say* (M); Harvey, Using Sources, pp. 56-69; “I Say” Assignment (M)

W 2/27

9:00 Reading time: read your article multiple times (choose one from Moodle)

1:00 In class: be prepared to discuss your ideas for the “I Say” Assignment. Bring your article and any other notes/drafting you have for your paper. Also bring your Harvey book.

Th 2/28

Work day: Conferences about “I Say” assignments with RE, JF, or JR

F 3/1

9:00 Due in class: three copies of your “I Say” assignment draft for workshop

Due to Moodle by 9 a.m. Saturday 3/2: final version of “I Say” assignment and cover sheet (Note: if you plan to revise *this* assignment, make sure you note that in your cover sheet; I will turn your paper back sooner so you can incorporate the feedback in your draft for Monday’s workshop.)

WEEK FOUR: Re-envisioning your work

M 3/4

1:00 Harvey, Endings/Last Thought section, pp. 83-86

Due in class: bring three copies of your revision assignment drafts for workshop

T 3/5

Work Day and optional conferences

W 3/6

Due to Moodle by noon: final revision assignment and cover letter

Course Policies:

Preparation, Participation, Professionalism: This class requires faithful attendance, attention, and participation from all of its members.

Class participation is one way to talk through ideas and experiment with analysis of our texts: excellent practice for your papers. The more you contribute and listen to one another, the more you will learn through informed discussion and debate. Effective participation, of course, 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 graded assignment, 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. Don't waste work time! If I give you reading and writing time outside of class, use it.

Please speak with me during office hours if you are having any trouble preparing for or participating in class or if you have additional questions about your assignments.

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; I should not see or hear phones 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 make that work.

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 Cornell 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 – that is, they should include a greeting, a signature, and should use appropriate diction, grammar, capitalization, and punctuation. 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, our writing consultant, or librarian 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 .

Grading:

Participation (discussions, workshops, and conferences)	15%
Writer's Survey	5%
Paragraph assignment and cover sheet	20%
Article abstract and cover sheet	20%
Argument assignment and cover sheet	25%
Final cover letter	15%
Revision	Grade will replace earlier grade (20 or 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. Take notes during these discussions. 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 cover sheets are required for your assignment to be graded. 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:

- 2/18 Poet and translator Marcella Durand (4:00 in the Van Etten-Lacey House)
- 2/20 Gary Nabhan, "Food from the Radical Center" (7:30 in Hall-Perrine)
- 2/21 HAIG lecture: "Experiential Learning on the Hilltop and beyond" (11:10 in Hedges)
- 2/22 "Humanize My Hoodie" artist event (12:00 on the OC)
- 2/25 Music Monday: Rod Pierson Big Band (7:30 in King Chapel)
- 2/26 Novelist Mylene Dressler (4:00 in the Van Etten-Lacey House)
- 2/28 SIG lecture: "Critically Endangered or Over-abundant Pest?" (11:10 in Law Hall 203)
- 2/28 or 3/1: Ascension dance concert (7:30 in Kimmel Theater)
- Note: other events may be approved, but you must check with me *before* attending.