# Basics

Professor | **Julia Carey Arendell**

Course | **ENGL 1020, Section 16 :: English Composition & Literature**

Where & When | Administration Building 313A **:: Tues & Thurs 1:15pm-2:30pm, spring 2014**

Contact | **e-mail :: jcareyar@xula.edu**, please allow 24 hours for response

Office Hours & Location | Administration Annex 204D :: **Tuesdays & Thursdays from 12:05pm – 1:15pm, or by appointment**

**Description** |

A writing course of 3 semester hours in which students use different patterns of organization, including research, to respond to literary texts. Prerequisite: ENGL 1000 or 1010

**Goals & Outcomes** |

:: explore connections of literature to society, culture, and personal experiences

:: develop the critical reading, thinking, and writing skills necessary to college and professional life

:: respond confidently and knowledgably to the writing of others

:: cultivate an enjoyment of literature as a lifelong practice

:: demonstrate comprehension of literary texts by competently explaining and describing plot and characters

:: learn literary terms and identify and apply these terms to literary texts

:: develop techniques to approach and evaluate literary texts as well as clear thesis statements that establish their approach. Students will support their position with effective, logically organized evidence

:: enhance research writing skills by incorporating credible and reliable sources into their writing, integrating other’s voices and positions in consideration of a text while also constructing their own critical judgments effectively, and citing primary and/or secondary sources

**Required Materials** |

Reliable access to both printing and the internet.

A notebook of some kind to organize your notes and in-class writings.

Andrews, William L. *The Literature of the American South, A Norton Anthology*, first edition. W. W. Norton & Co., New York: 1998.

*The syllabus and course schedule are subject to change depending on how our class progresses. It is your responsibility to check Blackboard regularly for any adjustments or announcments and to print out posted readings to bring to class.*

**Grading** |components of the course

12% :: Participation & Event Attendance

16% :: Quizzes, Journals, In-class writings

18% :: each, 4 essays with revisions

**Attendance** |

Excessive absences can lead to a grade of “FE,” or failure for excessive absences. I know when you’re here and I know when you’re late. Tardies are tallied as absences. Be punctual, be present. If you swipe and leave, you will be marked absent by me.

**Writing Resource Center Attendance** |

Students who earned a grade of “D” in ENGL 1000 or ENGL 1010 are required to sign up, early in the semester, for six consecutive weekly sessions in the Writing Resource Center. The instructor will determine if the student will be required to continue attending sessions after midterm. Students who fail to attend all six sessions will earn a midterm grade no higher than a “D” and will be required to make up the missed sessions. Additionally, instructors may recommend or require that any ENGL 1020 student attend the Writing Resource Center for one or more hours of individual tutoring.

**Plagiarism** |or, don’t cheat, y’all

I expect your intellectual honesty. Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student. I expect all of the work you turn in to be your own. Cases of academic misconduct and plagiarism will be reported to the Dean of Students for further possible sanctions.

# Details

**Conduct** |

No electronic devices allowed in class, including laptops, tablets, and cell phones. These should remain powered off and put away. Any in-class writing exercises will be handwritten.

**How to Succeed** |but also in this course

:: **active participation**

To participate, you must attend. And still, as it is in the workforce, just showing up is not enough. Speak your thoughts and opinions in class so they can be appreciated and debated. To be respected or understood, you must communicate. To communicate, you must speak. Your comments should reflect your sophistication and education as college students, reaching beyond, “I liked it,” “It was bad,” or “I agree.” Tell us why and how, what worked for you, what didn’t. Give your perspective. I guarantee it is valuable and unique.

:: **respect your colleagues**

Much of this class will involve workshop and group collaboration. Candid feedback is extremely valuable and can always be done in a manner that is respectful. Remember that the world is about rejection and revision and your ability to sift through your emotional responses and persevere. Keep your comments constructive and offer suggestions for improvement, not just complaints or compliments. There is always room for improvement, and if your only response is “its perfect,” you have not delved far enough. Embrace the challenge of good work to become a more critical thinker.

:: **meet your deadlines**

In the professional world, if you do not meet the demands of your supervisor, you are fired and replaced. Budget your time, plan ahead, and communicate your needs. *Late work will not be accepted. No exceptions.*

**The Components Explained** |

:: **participation & event attendance**

Graded by your enthusiasm during class discussion and willingness to contribute. Ask for clarification or help understanding something. Bring relevant outside materials to class. Respect the expectations outlined in the syllabus. Do not wait to be called upon. The classroom is a safe place for you to practice the vital skill of connecting to others. Learning to work with others whose habits and ways of thinking are different from your own is the greatest lesson you can take from this class.

There are three readings or lectures scheduled into the syllabus. You must attend one of these and write a one page, single-spaced response to the event. This response is due no later than the next class period after the event.

Failure to attend your individual conference will negatively impact this grade.

**:: quizzes, journals, and in-class writings**

Though any work done in class will be handwritten and free of form to encourage brainstorming and self-discovery, the final product should be typed, coherent, and organized chronologically. These will be assigned spontaneously in class, and it is your responsibility to keep up with them. They should be assembled and turned in with your final paper on May 1st by noon. (This includes any graded quizzes already returned to you.)

There will be six quizzes throughout the semester, at my discretion, related to the readings. I will drop your lowest quiz score. All readings must be completed and ready for your debate at the beginning of each class. I expect you to be prepared for every class.

:: **essays**

Four essays will be detailed in individual assignments, but generally will require 750-1000 words in length, and one which will require research. Be sure to refer to the assignment sheets to follow directions and learn rubrics for grading. To avoid penalty, essays must be accompanied by peer reviews and drafts, unless noted otherwise in the assignment.

:: **final paper**

Due Thursday, 1 May before noon, in my office. Late work will not be accepted.

**Revision** |

We will workshop in class every paper, and you will receive editing feedback from several parties. Line editing, or proofreading, does not equal revision. Revision is remodeling, re-envisioning of the piece or project, for better or worse. It is simply experimentation. I am looking for your ability to take some risks, and be flexible and creative. I want to witness your appraisal and consideration of the project, not your ability to pass a course. **Your peer reviews and drafts are due as companions to the final versions. Their absence will result in a lowered grade on those assignments.** On the calendar you will notice days when drafts are due. Bring three hard copies of your papers to class with you on draft days, every time.

**Formatting** |and other guidelines

All materials should be composed in Times New Roman, 12 pt font, with one inch margins, double-spaced and stapled.

All written assignments, unless otherwise noted, are to be turned in as hard copies at the beginning of class on the day they are due. No e-mails.

**Calendar** | Subject to Change

Week One|

14 Jan : Welcome, Syllabus

15 Jan : Last day to drop

16 Jan : The Southern Agrarians, 389-396, “Antique Harvesters” 398

Week Two|

21 Jan : W.J. Cash and The Mind of the South, 488-499

23 Jan : Hurston bio, “Sweat” and “How It Feels to be Colored Me” 405-418

**Week Three | CLASSES CANCELLED**

**28 Jan :**

**30 Jan :**

**Week Four |**

**4 Feb : Angelou bio, “I Know Why the Caged Bird Sings” 851-858**

**6 Feb : DRAFTS FOR PAPER #1 DUE**

**Week Five |**

**11 Feb : PAPER #1 DUE, Penn Warren bio, “Blackberry Winter” 521-524, 530-545**

**13 Feb : Preface, Beginnings to 1880 pages xv - 13**

**Week Six |**

**18 Feb : Wright bio, “Ethics of Living Jim Crow” 545-556, “Long Black Song” 556-574**

**20 Feb : Welty bio, “Where Is the Voice Coming From?” 616-619, 624-628; “The Philosophy of Composition” 117-125**

**Sister Souljah Lecture 7pm Administration Auditorium**

**Week Seven |**

**25 Feb : Walker bio, “For My People,” “We Have Been Believers,” “Molly Means,” “October Journey” 721-728**

**27 Feb : conferences, no class**

Week Eight |

5 Mar : Happy Mardi Gras, no class

7 Mar : Happy Mardi Gras, no class

Week Nine |

11 Mar : DRAFTS FOR PAPER #2 DUE

13 Mar : PAPER #2 DUE, “Dixie’s Land” 1110, “The Appropriation of Cultures” on Blackboard, Giovanni bio, “The True Import of Present Dialogue, Black vs. Negro” 975-77, 978-79

Week Ten |

18 Mar : Styron bio, “The Confessions of Nat Turner” 833-845; Mid-term grades due

20 Mar : Gaines bio, “The Sky is Gray” 885-908, Karen Shoemaker Reading 7pm, place TBA

Week Eleven |

25 Mar : Price bio, “The Company of the Dead” 908-921

27 Mar : Gates bio, “Colored People” 1052-1067

28 Mar : Allison bio, “Trash” 1040-1052; last day to drop with a “W”

Week Twelve |

1 Apr : Komunyakaa bio, “Ia Drang Valley,” “We Never Know,” “Saigon Bar Girls,” and “Facing It” 1032-1036

2 Apr: Grace Bauer Reading 7pm, place TBA

3 Apr: Berry bio, “The Regional Motive,” Sanchez bio, “for unborn malcolms,” we a baddDDD people,” and “Masks” 932-942

Week Thirteen |

8 Apr : DRAFTS FOR PAPER #3 DUE

10 Apr : PAPER #3 DUE, Mason bio, “Shiloh” 957-968

Week Fourteen |

15 Apr : Work, Organizing and Protest 1118-1123, Preaching 1127-1137

17 Apr : Happy Easter, no class

Week Fifteen |

22 Apr : Walker bio, “You Had to Go to Funerals,” “Revolutionary Petunias,” “For My Sister Molly Who in the Fifties,” “We Have a Beautiful Mother,” and “In Search of Our Mothers’ Gardens” 1011-1018, 1024-1032

24 Apr : Washington bio, “Up From Slavery” 325-334, Johnson bio, “The Autobiography of an Ex-Colored Man,” 346-347

Week Sixteen |

29 Apr : DRAFTS FOR FINAL PAPERS DUE

1 May : FINAL PAPER DUE in my office by noon. No late work accepted.

7 May : Final Grades due before noon