This course is designed to emphasize the link between reading and writing, focusing on the way in which the two activities are mutually dependent. For this reason, we will read a series of long and complex essays, chosen for the writing opportunities that they provide as well as for the demands that they place on the reader. These essays, drawn from multiple disciplines, also serve as models of original and exciting academic writing. This syllabus is the plan for the semester, but it is open to change -- I will occasionally add supplemental readings and exercises.

Participation: This a very significant portion of your grade because 101 is not a “knowledge” class where you learn something so much as it is a “skills” class where you learn how to do something more effectively. Accordingly, I have designed the class not as a lecture but as a seminar where we will work through a series of challenging essays together. In addition, you will have to engage in several peer editing exercises, where you will exchange your work with several other students.

Attendance: You are expected to attend all classes -- participation counts heavily, and you can hardly participate without attending. After three absences you will lose 2% from your final grade for each further absence. After 15 total absences, you will fail the class. If extraordinary circumstances arise -- death in the family, extended illness -- contact me as soon as possible.

Journals: These should be 2 pages (typed, double-spaced in a reasonable font like Times or Palatino) in length. They are an opportunity for less formal writing, a space for you to take more chances than you otherwise would. As with all submitted writing for this class, I expect you to proofread your journal assignments. You may also want to think of your journal entries as an opportunity to try out some ideas that you can later develop into an essay. Your journal entries will not receive individual letter grades, but will be marked with a check plus, a check, or a check minus. Unsatisfactory journal entries (i.e., those that show little effort, thought, or care) will receive no credit. At the end of the semester, I will convert these marks into a cumulative grade for the journals. You must submit all journal assignments to LearnLink by 5 p.m. on the evening before we discuss the materials. You must also bring a hard copy to class on the due date. I will not accept late journal assignments.

Essays: All of the essays in this class will require revision. For the first two essays, one-half of the grade will depend on the first draft, and one-half on the second draft. The average of these two grades will determine the final grade for each essay. The third project, your research essay, will have four stages, each of which will determine a percentage of the final grade for the project, progressing from a proposal with a bibliography (15%) to an outline (20%) to a rough draft (25%) to a second draft (40%). This should spread the work out so that you do not get swamped at the end of the semester. It should also help keep any of the grades from coming as a surprise. As the due dates for each essay approach, I will hand out more details on the specifics of the assignment, including a list of suggested topics.
All essays must be typed, double-spaced in a reasonable font like Times or Palatino. I will only accept typed, printed papers -- not handwritten, not on a disk, and not over e-mail. As with the journals, I will not accept any late essays (this includes the stages of the research essay). Save all copies of your essays, as you will have to turn in all previous drafts with each successive draft -- I cannot respond to your revisions unless I can compare the drafts.

Conferences: Apart from office hours, I will have at least two scheduled (and mandatory) individual conferences with each student, one after the first draft of the first essay, and one after the first draft of the second essay. In both of these conferences, we will discuss the draft at hand as well as the progress of your writing over the semester. In the second conference we will also discuss your plans for the research essay.

LearnLink: Our class will have a separate folder on LearnLink, where I will post this syllabus (and any changes to it) as well as all further assignments, announcements, etc. In addition to the paper copy that you bring to class, you will submit all journal entries to this folder by 5 p.m. the evening before we discuss the material in class. LearnLink also provides a convenient way for us to continue discussion outside of class, and I expect everyone to participate in this.

Grammar: We will spend very little, if any, class time on grammar. Instead, as certain problems recur in your writing, I will give you an assignment from The St. Martin’s Handbook which you will turn in with your next journal entry.

Plagiarism: This class will work under the definition of plagiarism presented in the student handbook. According to University regulations, if I suspect or can prove plagiarism, I am obligated to hand the matter over to the Honor Council. The penalties range from no credit for the assignment to expulsion.

Citation: All citations should follow the MLA format given in the St. Martin’s Handbook.

Emory Writing Center: The Writing Center is a valuable resource for all undergraduates, and I urge you to use them. To make an appointment, go by the Center at 205A Callaway Center North and sign up on the schedule. You can also call the Center at 727-0886 to reserve time. Be aware that they get very busy around midterms and at the end of the semester. If you need to cancel your appointment, please let them know either in person or by phone so that they can make your time available to another student. When you come for your meeting, bring a typed draft of your paper and a pen and paper for taking notes.


REQUIREMENTS:

Essays: 2 @ 15% each = 30%
Research Essay: 20%
Participation: 25%
Journals: 25%
1) F 8/28: Introduction

2) M 9/1: NO CLASS

3) W 9/3: Reading: "Shitty First Drafts," Marius Ch. 1
   Journal: How much writing instruction have you had? What was it like? Was it formal or casual? Did you have to follow strict models (the infamous 5 paragraph essay) or did you have lots of room to explore? How do you prepare to write? Are the suggestions in this essay strange to you? Do they make sense?

4) F 9/5 WR “Preface” (v-xi) and “Introduction” (1-15/18), Marius Ch. 2 and L-C pp. 2-9

5) M 9/8 Reading: Marius Ch.3, Rodriguez (WR 566-585)
   Journal: Page 586, #2.

6) W 9/10 Reading: Marius Ch. 4, SMH Ch. 2 and 5

7) F 9/12 Reading: Marius Ch. 5 and SMH Ch. 6

8) M 9/15 Reading: Marius Ch. 6 and SMH Ch.7 and Freire (WR 211-223)
   Journal: Page 223, #1.

9) W 9/17 Reading: Marius Ch. 7

10) F 9/19 Reading: Marius Ch. 8

11) M 9/22 Reading: Marius Ch. 9; Tompkins (WR 617-634)
    Journal: Page 635, #2.

12) W 9/24 Reading: Marius Ch. 10

13) F 9/26 Reading: Marius Ch. 11
    Essay #1 DUE

14) M 9/29 Reading: Greenblatt (WR 266-311)
    Journal: Page 312, #2.

15) W 10/1 Reading: Greenblatt

16) F 10/3 Individual Conferences

17) M 10/6 Reading: Limerick (WR 415-432)
    Journal: Page 432, #2.

18) W 10/8 Reading: Limerick

19) F 10/10 Reading: Limerick
    Turn in an anonymous mid-semester evaluation.
    Revisions of Essay #1 DUE

20) M 10/13: NO CLASS

21) W 10/15 Reading: Pratt (WR 527-542)
    Journal: Page 542, #1 or #4.

22) F 10/17 Reading: Pratt

23) M 10/20 Reading: Wideman (WR 650-689)
    Journal: Page 689, #2.
24) W 10/22 Reading: Wideman
25) F 10/24 Reading: Wideman

26) M 10/27 Reading: Walker (WR 638-647) Essay #2 DUE
Journal: Page 647, #1.
27) W 10/29 Reading: Walker
28) F 10/31 Reading: Walker

29) M 11/3 Reading: Woolf (WR 717-744)
Journal: Page 744, #2.
30) W 11/5 Reading: Woolf
31) F 11/7 Individual Conferences

32) M 11/10 Reading: Rich (WR 549-562)
Journal: Page 562, #2.
33) W 11/12 Reading: Rich
34) F 11/14 Reading: Rich
Outline of Research Essay DUE

35) M 11/17 Reading: Berger (WR 49-72)
Journal: Page 73, #1.
Revisions of Essay #2 DUE
36) W 11/19 Reading: Berger
37) F 11/21 Reading: Berger

38) M 11/24: Reading: Geertz (WR 227-261)
Journal: Page 262, #2.
39) W 11/26 Reading: Geertz
Rough Draft of Research Essay DUE
40) F 11/28: NO CLASS

41) M 12/1 Reading: Douglas (WR 115-133)
42) W 12/3 Reading: Douglas
43) F 12/5 Reading: Foucault (WR 176-206)
Journal: Page 207, #2.

44) M 12/8: LAST DAY
Final Draft of Research Essay DUE