Stressing the interdependence of reading and writing, this course requires careful reading of challenging texts, frequent writing on those texts, and regular revision of that writing. All of the main texts for this course share a focus on efforts to create, represent, or imagine different forms of community, whether utopian or dystopian. We’ll begin by reading Joseph Conrad’s *Heart of Darkness* along with a selection of related documentary texts on colonialism in the Belgian Congo, and we will follow this with similar units focused on Virginia Woolf’s *A Room of One’s Own* and George Orwell’s *Homage to Catalonia*. Because this class serves several purposes, we will look at these readings for their own sake and use them to improve your own writing skills, spending as much time on the latter as on the former. This syllabus is the plan for the semester, but it is open to change.

**Required Texts:**
- Woolf, Virginia. *A Room of One’s Own*.
- Orwell, George. *Homage to Catalonia*.

All of these are available in the campus bookstore. The Lunsford and Connors book will also be on reserve at the library. Along with the writing handbook for the semester, we will use different resources on the web, including the website for Emory’s Writing center (www.emory.edu/ENGLISH/WC/).

**Writing:** 4 6-page papers make up the largest component of the required writing for this course. The process for each assignment will begin with a full draft of the paper, which you will exchange with your peer reviewers. After we do in-class peer reviews of the papers, you will then revise that draft before turning it in to me. When you turn in the revision to me, you will include the original draft and a 1-page typed summary of your peer reviews (what comments did you get, and how did you choose to address those comments). We will discuss the details of this process more fully in class as the first due date approaches. We will also discuss possible topics in class, but you will be strongly encouraged to develop your own topics.

Finally, all essays must be typed, double-spaced in a reasonable font like Times or Palatino. I will only accept printed papers -- not handwritten, not on a disk, and not over e-mail. *I will not accept late papers.*

**In-class Writing:** At the beginning of most of our classes, you will spend approximately 5 minutes at the computers in our classroom writing on the text or topic for that day. From within LearnLink, you will then send me your response. These responses will serve a number of purposes. Most importantly, they will keep you writing on a regular basis and they will help everyone focus on the discussion for the day. Although the responses will be informal writing and will not receive individual grades, in order to receive credit they must be done in class (and cannot be made up later), they must be reasonably clear and clean, they must be on-topic, and they must actually have content.

**Participation:** This class runs a seminar which will require both careful reading and regular participation in the discussion. Throughout the semester you will also engage in several peer editing exercises, where you will exchange your work with other students.

**Grades:** Because the final grade in a course like this should reflect the extent to which you have improved your writing, each essay will count for a higher percentage of your final grade than the previous essay.

<table>
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<tr>
<th>Essay #</th>
<th>Due Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>#1</td>
<td>2/1 and 2/8</td>
<td>10%</td>
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<tr>
<td>#2</td>
<td>3/1 and 3/8</td>
<td>15%</td>
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<tr>
<td>#3</td>
<td>3/22 and 3/29</td>
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<td>#4</td>
<td>4/19 and 4/29</td>
<td>25%</td>
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Participation (includes discussion and peer review) 20%
In-class writing 10%

The grade descriptions here are not formulas: because every essay is different, every grade reflects the balance of strong and weak elements in a particular essay. One B paper may have a good argument weakened by awkward or unclear writing, while another may have very engaging writing but a weak argument, and a third might have a slightly less challenging argument but fewer formal problems. The argument in a C+ paper may have more potential than that in a B- paper, but the C+ paper may also have other more serious problems. A grammatically flawless but essentially empty essay will not get an A, nor will a brilliant argument obscured by weak grammar. The argument won’t be clear without the correct grammar, and the grammar serves no real purpose if it doesn’t help communicate anything. Finally, individual mistakes usually won’t detract from your grade as much as the general appearance of carelessness will. You should be able to spell every word you use independently of any machine, but spelling errors in the age of the spell-checker are simply rude.

A: This essay is excellent. The argument is substantive, effectively and efficiently made, subtle, and original. The writing is clear, engaging, and direct. This essay has no significant grammatical, typographical, or spelling errors.

B: This essay has some relatively minor problems, but no major structural weaknesses. The argument is characterized by all of the same things that characterize an A argument, but to a lesser extent, or perhaps with one element weaker than the others. The writing is clear and engaging, with minor exceptions, but may not flow as well or may have passages of summary and description that do not contribute directly to the argument. There are scattered grammatical, typographical, or spelling errors.

C: This essay has more serious problems, perhaps even at a structural level. The argument may be inconsistent and, despite some stronger sections, too often vague, unclear, simplistic, or disorganized. The writing may be clear, effective, or engaging in passages, but it is not consistently so. This, in turn, is probably due to an excessive number of errors or other problems.

D: This essay has extensive problems, at both surface and structural levels. The argument is unclear and ineffective to an extent that overwhelms any strong points. The writing is vague and even confusing. There may be enough serious errors that they obscure other elements of the essay, making the argument and the writing hard to evaluate.

F: This essay may have a few interesting elements, but it clearly has too many serious problems to be acceptable. The argument is unclear or weak enough that it may be hard to make out. The writing is unclear and confusing. It has serious and frequent grammatical, typographical, and spelling errors.

Attendance: You are expected to attend all classes -- participation counts heavily, and you can hardly participate without attending. After three absences you will lose 3% from your final grade for each further absence. If extraordinary circumstances arise, contact me as soon as possible.

Office Hours and Conferences: My office hours are Monday and Wednesday from 12-1, but I am also available to meet by appointment, and I strongly encourage you to come by my office or to ask in class if you are unsure about how to address the comments on your papers.

Plagiarism: This class will operate under Emory College’s definition of plagiarism:
“A writer’s facts, ideas, and phraseology should be regarded as his or her property. Any person who uses a writer’s ideas or phraseology without giving due credit is guilty of plagiarism.”

In accordance with Emory regulations, if I suspect plagiarism, I am obliged to hand the matter over to the Dean’s office for handling by the Honor Council. The penalties range from no credit for the assignment to expulsion. We will discuss plagiarism in detail before you submit any written work for this course.

Citation: For the essays, all citations should follow the MLA format (see the St. Martin’s Handbook or http://www.emory.edu/ENGLISH/WC/documentation.html for details).
LearnLink: Our class will have a conference on LearnLink, where I will post this syllabus (and any changes to it) as well as the links for writing guidelines and all further assignments, announcements, etc. LearnLink provides a convenient way for us to continue discussion outside of class, and I expect everyone to participate in this.

Emory Writing Center: The Writing Center is a valuable resource for all students, 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.

Course Schedule: The reading schedule is subject to change, but the due dates for paper assignments will not change, and I will try to let you know of any significant changes at least two weeks in advance.

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<th>WEEK 1</th>
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<tr>
<td>Wednesday 1/16:</td>
<td>Course introduction</td>
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<td>Friday 1/18:</td>
<td>writing experiences</td>
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<th>WEEK 2</th>
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<tr>
<td>Monday 1/21:</td>
<td>No Class (Martin Luther King, Jr. Day)</td>
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<tr>
<td>Wednesday 1/23:</td>
<td>Conrad, <em>Heart of Darkness</em></td>
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| Friday 1/25: | Conrad, *Heart of Darkness* Ch. 1 (7-33)  
SMH Ch.1 (Writing, Reading, and Research) and Ch. 48a (622-623 only) |  | |

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<th>WEEK 3</th>
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| Monday 1/28: | Conrad, *Heart of Darkness* Ch. 1 (7-33)  
SMH Ch. 2 (Considering Rhetorical Situations, 18-27 only) |  | |
| Wednesday 1/30: | Conrad, *Heart of Darkness* Ch. 2 (33-54)  
SMH Ch. 3 (Exploring, Planning, and Drafting) |  | |
| Friday 2/1: | Conrad, *Heart of Darkness* Ch. 2 (33-54)  
Plagiarism |  | |

**Paper #1 (on *Heart of Darkness*) peer review draft due**

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<th>WEEK 4</th>
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| Monday 2/4: | Conrad, *Heart of Darkness* Ch. 3 (54-76)  
SMH Ch. 4 (Revising and Editing – read this *before* doing peer reviews) |  | |
| Peer Review in class |  |  | |
| Wednesday 2/6: | Conrad, *Heart of Darkness* Ch. 3 (54-76) |  | |
| Friday 2/8: | Library Introduction  
SMH Ch. 41 |  | |

**Paper #1 final draft due**

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<th>WEEK 5</th>
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John Hope Franklin, “Williams Ignored” (120-125)  
King Leopold II, “The Sacred Mission of Civilization” (126-130)  
SMH Ch. 5 (Thinking Critically: Constructing and Analyzing Arguments), pp. 70-80 only |  | |
SMH Ch. 5, pp. 80-93, 99
Friday 2/15: Frances B. Singh, “The Colonialistic Bias of Heart of Darkness” (268-280)

WEEK 6
Monday 2/18: Wilson Harris, “The Frontier on Which Heart of Darkness Stands” (262-268)
C.P. Sarvan, “Racism and the Heart of Darkness” (280-285)
Wednesday 2/20: Apocalypse Now
Friday 2/22: Apocalypse Now

WEEK 7
Monday 2/25: Woolf, A Room of One’s Own
Wednesday 2/27: Woolf, Room Ch. 1 (3-24)
Friday 3/1: Woolf, Room Ch. 2 (25-40)

Paper #2 (on Achebe or Apocalypse Now) peer review draft due

WEEK 8
Monday 3/4: No class
Wednesday 3/6: Woolf, Room Ch. 3 (41-57)

Paper #2 Peer Review in class
Friday 3/8: Woolf, Room Ch. 4 (58-78)

Paper #2 final draft due

WEEK 9
Monday 3/11: Spring Break
Wednesday 3/13: Spring Break
Friday 3/15: Spring Break

WEEK 10
Monday 3/18: film adaptation of A Room of One’s Own
Wednesday 3/20: Woolf, Room Ch. 5 (79-94)
Friday 3/22: Woolf, Room Ch. 6 (95-114)

Paper #3 (on A Room of One’s Own) peer review draft due

WEEK 11
Monday 3/25: Orwell, Homage to Catalonia

Paper #3 peer review in class
Wednesday 3/27: Orwell, Homage to Catalonia Ch. 1 (1-13)

Friday 3/29: Orwell, Homage to Catalonia Ch. 2 (14-21)

Paper #3 final draft due

WEEK 12
Monday 4/1: Orwell, Homage to Catalonia Ch. 3 (22-37)
Wednesday 4/3: Orwell, Homage to Catalonia Ch. 4 (38-46)
Friday 4/5: Orwell, Homage to Catalonia Ch. 5 (47-62)

WEEK 13
Monday 4/8: Orwell, Homage to Catalonia Ch. 6 (63-79)
Wednesday 4/10: Orwell, Homage to Catalonia Ch. 7 (80-86)
Friday 4/12:  Orwell, *Homage to Catalonia* Ch. 8 (87-100)

**WEEK 14**

**Monday 4/15:**  Orwell, *Homage to Catalonia*, Ch. 9 (101-131)
**Wednesday 4/17:**  Orwell, *Homage to Catalonia*, Ch. 10 (132-147)
**Friday 4/19:**  Orwell, *Homage to Catalonia*, Ch. 11 (148-167)

**Paper #4 (on Homage to Catalonia) peer review draft due**

**WEEK 15**

**Monday 4/22:**  Orwell, *Homage to Catalonia*, Ch. 12 (168-187)
  
  Paper #4 peer review in class

**Wednesday 4/24:**  Orwell, “Politics and the English Language”
**Friday 4/26:**  Orwell, “Looking Back on the Spanish War”

**WEEK 16**

**Monday 4/29:**  Last Day of classes

**Paper #4 Final Draft Due**