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124-01 English 124

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Required Course Materials:


- Other reading materials will be available on Blackboard, in the “Content” section. I expect you in all cases to bring these materials for discussion and analysis. You will need to be able to print out readings, so if you do not have a printer, familiarize yourself with the location of computer labs and printers around campus.
- A notebook or loose-leaf paper for in-class writing (and a pen or pencil).
- **Recommended:** A folder or binder for organizing our handouts and written assignments.

Course Description: This section of Studies in Fiction will ask you to change the way you read critically, as well as what you read critically. Every story is an attempt to make arguments about the world, an attempt to change the world or how its readers see it. Attending to fiction, reading closely, necessitates close reading of the world around us. Fiction and reality blend. We will read literature next to advertisements and sociology next to television shows in order to better ask questions of stories and the worlds they are a part of. In particular, we will focus on questions of identity: How have stories of race, gender, and class shaped who we are and who we want to be? How do objects, the things we buy, and the companies we buy them from affect our identity? Is there such a thing as a unified identity, a stable identity?

Participation – Preparation, Discussion, Sensitivity: This means that discussion is a very important component of each of our class meetings. I expect that you will come to class prepared to discuss the day’s assignment. You will need to not only read the text but read in an observant, analytical manner. Take notes. Write in the margins. If there is a writing assignment focusing on a particular element of the text, focus on that element as you read but you should not neglect other ideas. This is particularly the case if these ideas interest you personally. You may want to raise these issues in the classroom yourself, especially if you plan to write about them in a paper; the classroom is an excellent place to test the strength of your own ideas. If you pay attention and remain active and engaged during reading and during discussion you will have a much easier time completing assignments and papers. Taking notes is actually a good idea. If you enjoy staring at a blank screen or frantically typing mundane and incoherent ideas, feel free to disregard the preceding advice.

We are all learners in this classroom, the instructor included. We all have different and therefore valuable perspectives. I know that some of you may feel uncomfortable speaking up. If this is the case I will try to call on you individually so that you may contribute. But it is ultimately your responsibility to make sure your voice is heard. Of course, if you are inclined to be confident and
speak often, be aware that others who might not be as confident need to contribute as well; be mindful of your peers.

And in particular, be mindful of the language you use. One of the assumptions of this class is that language is both powerful and an indication of social intentions and values. Be self-critical; as you speak, reflect on your language. Be polite, though don’t feel you need to be stuffy. I encourage you to be engaged and excited, but I don’t tolerate mean-spirited comments and actions. Also be aware that some language is offensive and will not be acceptable. Stereotypes exists and people often act according to them but people are always more complicated. Please do not reduce people to stereotypical generalizations of their ethnicity, race, class, gender, nationality, political orientation, etc. I will be happy to discuss with you any questions you have. I know that, depending on the situation, the line is not at all discreet.

Course Rules for Courteous Behavior: No laptops, cellphones, smartphones, iPads, iPods, or electronic equipment of any kind are to be used during class by students, unless I have granted permission. When you are in class, you need to be as present as you possibly can. If you want to be absent, don’t come.

Attendance, Absences, and Tardiness: In order to participate according to the above parameters, you must, of course, be present. Regular attendance is required. You have four absences. Use them wisely. Unless you have a constitution of steel, you will get sick often in your first year of college; dorms, and universities in general, are Petri dishes for pestilence and disease. And from experience, I know the unexpected and the expected is liable to happen. If you are absent, you are responsible for obtaining updates to the schedule. Late arrivals are disruptive and inconsiderate. I will take attendance at the beginning of class. If you arrive late you are responsible for making certain your attendance is noted, and inquiring after handouts and assignments. If you arrive late, you may not participate in or receive grades for activities you have missed. For each absence over 4, you will lose 10 points.

Grading Policies: Your grade will be based on the following assignments, totaling 500 pts.

- 1st Paper: 100 pts. or 20%
- 2nd Paper: 125 pts. or 25%
- 1st Exam 75 pts. or 15%
- 2nd Exam 100 pts. or 20%
- Informal Assignments, Quizzes, and Participation: 100 pts. or 20%

Final tabulated points will indicate grades based on the following scale:

A = 500 – 465 pts
A - = 450 – 464 pts.
B+ = 435 – 449 pts.
B = 415 – 434 pts.
B- = 400 – 414 pts.
C+ = 385 – 399 pts.
C = 365 – 384 pts.
C- = 350 – 364 pts.
D+ = 335 – 350 pts.
D = 315 – 334 pts.
D- = 300 – 314 pts.
F = 0 – 299 pts.
Writing and Grading: I try to be fairly broad-minded in what I value in my students’ writing. I generally value creativity and expression of individual voice and will often give you the opportunity to write creatively. If you venture into unexplored territory, you will rarely be punished for it, as long as you keep in mind the assignment criteria. In academic writing I value clarity of argument and critical thinking. But feel free to use your own voice rather than what you consider to be academic style as you compose academic papers. In fact, I prefer that you do so; you will generally produce more lucid writing. Correct prose (syntax, grammar, spelling) is important as well, but secondarily so. Nevertheless, incorrect prose will affect your grade up to 10 percentage points. If I can’t understand what you are saying, it is difficult to grade it. And incorrect prose can sometimes, if not always, indicate unclear ideas. The quality of your ideas is important but the expression them of no less so. These are tips you might consider and they also indicate what is permissible – from my perspective – in your writing. They are general but please use them as a heads-up, a helpful hint in case you were wondering.

Quizzes and informal assignments, individual or group, will receive a point total as assigned. Some informal assignments will be longer and more involved and may be worth up to 10 points. At the end of the semester, these assignments will total 100 pts. (See above).

Required Format for Papers:
• Typed and stapled
• Double spaced (that’s at least 21 lines per page so check your WP template)
• 1 inch margins
• Times New Roman 12 point font
• Meaningfully titled (not simply by the name of the assignment)
• Numbered pages
• MLA format for all citations

Drafting: Drafting and revision are an important part of the writing process. We will work on drafting and revision prior to the due date of all major papers, so you will have time to develop each. Because peer response is an important part of the course and contributes to your development as a writer, your grade will be impacted if you are absent for the in-class peer evaluation or if you do not complete other peer evaluation activities (e.g., online sessions).

Late Papers/Late Assignments: Late papers will be reduced by 5 percentage points if received after the class period the day they are due and 10 percentage points if before one week has passed. If papers are more than one week late, they will receive a 20 percentage point reduction. In other words, turning in your papers on time is vital to your success in this class. Late informal assignments will not be accepted outside of the class period they are due. I understand that certain exceptional circumstances may require individual re-negotiations of these policies; please do feel free to talk with me if such circumstances arise for you during the semester. I look forward to our time together; and set these ground rules to create as much space and time as possible to concentrate on your needs as readers, writers, and researchers.

Emailing, Conferences and Office Hours: If at any point in the term, you would like to meet with me for any reason, I will be in my office during the above stated office hours and I encourage you to stop by. I do not like to dialogue over e-mail as it is time-draining, in-box crowding, and subject to misinterpretation and misplacement. I do try to respond in a timely manner but I cannot always do so. If I do not receive an e-mail you have sent or somehow misplace it I will try to understand but I
make no promises. In other words, please come see me. I am available to chat, discuss class ideas, discuss paper ideas, etc. I may require that students conference with me individually sometime during the semester, which meeting will be counted as an additional attendance mark. If you need to meet outside of my office hours, do not hesitate to ask for an appointment. I will try to accommodate you.

**Academic Dishonesty:** will not be tolerated. Because of easy access to information on the Internet, plagiarism has become a large problem in writing classes. Cutting and pasting text from the web, and representing this text as your own, is plagiarism. Quoting and paraphrasing from an author without giving the author credit is plagiarism. Stealing another writer’s ideas without giving the writer credit is plagiarism. When in doubt, use a citation! I regularly check papers for plagiarism, and am skilled at using Internet search engines to find original sources, including Internet paper mills. If you cut and paste from the web, I will probably find the original, even if you attempt to disguise it by paraphrasing and/or patching different sources together. Do note that academic dishonesty also includes turning in your own work composed for another assignment/class. If you plagiarize once, you may receive anywhere from a zero to an F at 59%. If you plagiarize twice, you may receive an F for the course. In all cases the dean of your college will be informed and you may receive expulsion from the university. You have a right to dispute any accusations of academic dishonesty, which will be resolved through a meeting of you, your instructor, and the department chair.

**Additional Resources:**
Writing Centers: http://www.xavier.edu/writing_center/ Phone: 745-2875
Disability Services (Learning Assistance Center): Phone 745-3280

**English 124 Daily Schedule with Readings**

- Monday, January 13th
  - Introductions

- Wednesday, January 15th
  - Close Reading and Reading Practices
  - Thinking about audience, purpose, and argument

- Friday, January 17th
  - Close Reading and *South Park*

- Monday, January 20th
  - MLK, Jr. Day

- Wednesday, January 22nd
  - Close reading *South Park*
  - Reading: “Addicted to Democracy.”

- Friday, January 24th
  - Practice close reading
  - Reading: “Recitatif” by Toni Morrison.

- Monday, January 27th

- Wednesday, January 29th
  - Begin *Passing*
  - Reading: *Passing*, pgs. 9-31

- Friday, January 31st
  - Introduce concepts of racial and cultural identity

- Monday, February 3rd
  - Reading: *Passing*, pgs. 32-61

- Wednesday, February 5th
  - Academic Structure: Paragraphs

- Friday, February 7th
  - Reading: *Passing*, pgs. 62-95

- Monday, February 10th
  - Conclude discussion of *Passing*
  - Reading: *Passing*, pgs. 96-114

- Wednesday, February 12th
  - Exam Review
Reading: TBA

Friday, February 14th – **Exam 1**

Monday, February 17th
- Begin *Breakfast at Tiffany’s*
Reading: *Breakfast at Tiffany’s*, pgs. 3-47

Wednesday, February 19th
- Gender and Cultural Context
Reading: chapter one of *The Feminine Mystique* by Betty Friedan

Friday, February 21st
- Analyzing Images
Reading: “Advertising, Gender Images In” at *The Encyclopedia of Gender and Society*.

Monday, February 24th
Reading: *Breakfast at Tiffany’s*, pgs. 47-85

Wednesday, February 26th
- Discuss narrator and narration
Reading: TBA

Friday, February 28th
- Sexual Identity and Narration in BAT
Reading: “Capote’s Breakfast at Tiffany’s” and *Wikipedia*’s “Stonewall Riots”

Spring Break

Monday, March 10th
- Conclude *Breakfast at Tiffany’s*
Reading: *Breakfast at Tiffany’s*, pgs. 85-111

Wednesday, March 12th
- Brainstorm paper topics

Friday, March 14th Draft of paper 1 due.
- Bring in three copies for peer review.

Monday, March 17th - **Paper 1 Due**
- View selections from the film, *Breakfast at Tiffany’s*

Wednesday, March 19th
- Continue and discuss film

Friday, March 21st
Reading: *Pattern Recognition*, pgs. 1-45

Monday, March 24th
Reading: *Pattern Recognition*, pgs. 45-73

Wednesday, March 26th
Reading: *Pattern Recognition*, pgs. 74-114

Friday, March 28th
Reading: TBA

Monday, March 31st
Reading: *Pattern Recognition*, pgs. 115-136

Wednesday, April 2nd
Reading: *Pattern Recognition*, pgs. 137-162

Friday, April 4th
Reading: *Pattern Recognition*, pgs. 163-201

Monday, April 7th
Reading: TBA

Wednesday, April 9th
Reading: TBA

Friday, April 11th - **Exam 2**

Monday, April 14th
Reading: *Pattern Recognition*, pgs. 202-237

Wednesday, April 16th
Reading: *Pattern Recognition*, pgs. 238-272

Easter Holiday

Wednesday, April 23rd
Reading: *Pattern Recognition*, pgs. 273-335

Friday, April 25th
Reading: *Pattern Recognition*, pgs. 336-367

Monday, April 28th
TBA

Wednesday, April 30th
TBA

Friday, May 2nd
Peer Review

Wednesday, May 7, 8-9:50 – **Paper 2 Due**
- Final Exam Period