

CPLT 110: 02
Literary Witnesses
Spring 2017

Instructor: Amir Hussain

Class Meeting: MWF 9:00-9:50, Callaway C203

Office Hours: W 10-12, Woodruff Goizueta Business Library, and by appt.

Email: amir.hussain@emory.edu

Course Description

In capturing issues and experiences in written word, literary writers can be thought of as witnesses of their times. They observe the world around them and imaginatively transpose their observations and insights into literary forms. They recognize historical patterns and use the past to comment on the present. In this course, we will study several nineteenth and twentieth century American and European writers across genres whose work captures some important themes about life in modernity that continue to resonate for us today—themes including displacement and community, individuality and social norms, censorship and surveillance, and the place of art. We will read poems, plays, and novels written by Henry Wadsworth Longfellow, Arthur Miller, Henrik Ibsen, Ray Bradbury, and Oscar Wilde.

As you explore these literary works, you will also explore the theme of witnessing in your own writing. You will be introduced to essential literary and rhetorical terms side-by-side with our readings and assignments, and you will learn about writing as a staged process of thinking, writing, revising, editing, and reflecting. A goal is that the human themes of the literary texts we will be reading will inspire you to become involved in writing and communication and understand how important the written and spoken word can be for human experience.

Course Learning Outcomes

By the end of this course you will be able to:

- Engage with literary themes and begin to understand how to write about literature
- Begin to familiarize yourself with how literary authors transmit history in their work
- Recognize key literary and rhetorical terms, such as genre, context, audience, tone, structure, style, and more
- Begin to familiarize yourself with the performative aspects of literature and writing, such as voice, visual, and gesture
- Practice analyzing, synthesizing, and evaluating the ideas and themes of literary works as you produce your own readings and arguments
- Practice writing as a process of research, drafting, revision, editing, and reflection.

Required Books

Purchase the correct edition so we can refer to the same pages in class and in citations. They are available at Emory B&N, and I have been mindful of book prices in selecting these editions:

- Henry Wadsworth Longfellow's *Evangeline and Other Poems* (ISBN: 9780486282558)
- Arthur Miller's *The Crucible* (ISBN: 9780142437339)
- Henrik Ibsen's *A Doll's House* (ISBN: 9780486270623)
- Ray Bradbury's *Fahrenheit 451* (ISBN: 9781451673319)

- Oscar Wilde's *The Picture of Dorian Gray* (ISBN: 9780199535989)

Handouts and other materials that will assist you with writing will be provided as appropriate.

Course Policies

Attendance and Participation

Attendance is essential to success in this class. Bring your book and a notebook to class each day. Complete the reading so you can participate in class. You may miss up to three classes without incident. For every class you miss after three, I'll lower your participation grade by 20%. If you have more than five absences, I'll also lower your overall grade by a letter grade. It is your responsibility to complete the readings as scheduled and ask for a peer's notes, if you miss class. Meet with me if you feel your situation warrants an exception to this rule; please bring appropriate documentation with you.

Late Work

All assignments and essays must be submitted to me by 8:30am on the due date, through our Canvas platform. All submissions must be double-spaced, Times New Roman, 12 point font. Late work will receive a 10% deduction for each day (weekends count) it is late. Meet with me if you feel your situation warrants an exception to this rule, and please bring suitable documentation to this meeting.

A Word (or Two) on Technology in our Class

For the roughly three hours we meet in class each week, I ask that you refrain from using a computer or other electronic device. Please bring the hard copy of books with you. Writing (and reading) is a visceral practice, and the pen-to-paper method does have unique benefits to it. While this may seem like an old-fashioned policy at first, I hope that by the end of the semester you will have come to see some of the tangible benefits of free-writing by hand. Nonetheless, all assignments and essays turned into me will need to be typed and submitted through Canvas. Students who require the use of a computer in class for a specific reason, please speak with me.

Contact/Communication

Email or coming to my office hours are the best ways to contact me if you have questions or concerns. Generally, I will respond to student email within 24 hours (although on weekends and holidays, it may take longer). Likewise, there may be instances when I will need to contact you by email about class business. I expect email communication to be professional and respectful.

Cooling-off Period

If you wish to speak me about a grade you received on a graded assignment, please wait 24 hours before contacting me.

Academic Integrity

The Honor Code (<http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to plagiarize, to deviate from the teacher's instructions about

collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. I take plagiarism and other forms of academic dishonesty seriously. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to Emory's Honor Council. You may also receive an F on the assignment(s) in question.

Course Assessment

Course Breakdown

Attendance and Participation: 20%

Students will be expected to come to class having read assigned materials. Students will be expected to speak respectfully in class and share their questions or thoughts about readings, discussion topics, and writing. Students will be expected to participate in speaking engagements. In some sessions, students will read out loud from our literary texts. Students will have one formal presentation where they will present their written work to the class. Writing and speaking exist in relationship, and practicing one typically helps with the other as well. I have set-up an opportunity for us to attend a public performance of *The Crucible* staged by a theatre company in Atlanta. This will give us the opportunity to reflect on the relationship between writing and speaking (voice, visual, and gesture). I have also set-up one library day where you will be introduced to library research databases, which will assist you for your second essay. Distractions and disruptions during class time will negatively affect your grade.

Writing Assignments: 80% (broken down as follows)

Three Short Response Assignments (20%) – You will write three short response assignments (500, 750, and 1,000 words each) where you will engage with the literature we are reading and the key term(s) we are discussing. I will provide assignment prompts (with grading rubric) one week in advance of each due date.

Two Unit Essays (45%) – You will write two unit essays. The first unit essay will be 6-7 pages, double-spaced. The second unit essay will be a creative and researched essay, with details to follow. This essay will be 7-8 pages, and will require multiple stages, research, and revision.

Final Portfolio and Reflection Essay with Key Terms (15%) – During the semester, you will assemble a portfolio that highlights several pieces of your strongest work and your growth as a reader and writer. Toward the end of the semester, you will write a reflective essay where you use the pieces in your portfolio as evidence to argue that you have achieved the learning outcomes for the course. An important part of this reflection process is learning how to think, talk, and write about writing in ways that will enable you to apply your learning from this course to other contexts in which you communicate. To facilitate this “metacognition,” you will learn a set of rhetorical key terms during the semester as you reflect on the assignments you complete. This course is part of First-Year Writing @ Emory, and the reflective letter will be read by the Portfolio Assessment Commitment.

Explanation of Letter Grades and Grading Scale

A: An excellent response to the assignment. Demonstrates sophisticated use of rhetorical knowledge, writing, and design techniques.

B: A good response to the assignment. Demonstrates effective use of rhetorical knowledge, writing, and design techniques. May have minor problems that distract reader.

C: An average response to the assignment. Demonstrates acceptable use of rhetorical knowledge, writing, and design technique. May have problems that distract reader.

D: A poor response to the assignment. Demonstrates lack of rhetorical knowledge and writing and design technique. May have significant problems that distract reader.

F: A failure to respond to the assignment appropriately.

Percentage	Letter	Emory Quality Points
93.00-100	A	4.0
90.00-92.99	A-	3.7
86.00-89.99	B+	3.3
83.00-85.99	B	3.0
80.00-82.99	B-	2.7
76.00-79.99	C+	2.3
73.00-75.99	C	2.0
70.00-72.99	C-	1.7
66.00-69.99	D+	1.3
60.00-65.99	D	1.0
00.00-59.99	F	0.0

Student Success Resources

Access and Disability Resources

I strive to create an inclusive learning environment for all. I am invested in your success in this class and at Emory, so please let me know if anything is standing in the way of your doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence. Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (<http://www.ods.emory.edu/index.html>) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to me at the beginning of the term, or when the letter is received.

Peer Tutoring Writing Support

Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to other assignments. Tutors work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are currently enrolled in an ESL-supported section of English 101, English 123, or English 221 or who plan to take one of those courses next semester should see ESL tutors, as they are trained to support students in ESL Program courses. To learn more about ESL tutoring or to make an appointment, go to <http://college.emory.edu/oue/student-support/esl-program/esl-tutoring.html>. All other students in the college should see Writing Center tutors

who are trained to work with this broader population. Learn more and make an appointment at <http://writingcenter.emory.edu>. Please review tutoring policies before your visit.

Emory Counseling Services

Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your studies more challenging than it ought to be. See: <http://studenthealth.emory.edu/cs/>.

Course Schedule/Logistics

While I will do my best to stick to the schedule presented below, the schedule is subject to minor changes as the course progresses.

Schedule

Week 1	Wed January 11	Introductions
	Fri January 13	Introduce “Evangeline;” close reading and genre
Week 2	Mon January 16	MLK Day – No Class
	Wed January 18	“Evangeline;” genre of poetry
	Fri January 20	“Evangeline;” quotes, paraphrase, analysis
Week 3	Mon January 23	“Evangeline;” more close reading and analysis
	Wed January 25	Response Assignment Due (500 words)
	Fri January 27	<i>The Crucible</i> ; genre and performance
Week 4	Mon January 30	<i>The Crucible</i> ; thesis and vetting sources
	Wed February 1	writing exercise; MLA citations and Works Cited
	Fri February 3	No Class (attend performance as a group on Sunday)
	Sun February 5	Attend 2pm performance of <i>Crucible</i> (details to follow)
Week 5	Mon February 6	writing and performance; gesture and voice
	Wed February 8	Response Assignment Due (750 words)
	Fri February 10	<i>A Doll’s House</i> ; audience
Week 6	Mon February 13	<i>A Doll’s House</i> ; hand-out Unit 1 Essay assignment
	Wed February 15	writing exercise; <i>A Doll’s House</i> ; thesis
	Fri February 17	peer review work for essay (2-page draft)
Week 7	Mon February 20	<i>A Doll’s House</i> ; revision and editing
	Wed February 22	writing exercise

	Fri February 24	Unit 1 Essay Due (6-7 pages) ; Presentation
Week 8	Mon February 27	<i>Fahrenheit 451</i> ; (rhetorical) context
	Wed March 1	<i>Fahrenheit 451</i>
	Fri March 3	<i>Fahrenheit 451</i> ; writing exercise
Week 9	March 6 – 10	Spring Break – No Classes
Week 10	Mon March 13	<i>Fahrenheit 451</i> ; organization and structure
	Wed March 15	<i>Fahrenheit 451</i> ; peer review
	Fri March 17	Response Assignment Due (1000 words)
Week 11	Mon March 20	<i>The Picture of Dorian Gray</i> ; hand-out unit 2 Essay assignment
	Wed March 22	<i>The Picture of Dorian Gray</i> ; tone and style
	Fri March 24	Peer review; reflection exercise
Week 12	Mon March 27	Library day: meet at Woodruff Library 314 at 9:00am
	Wed March 29	<i>The Picture of Dorian Gray</i>
	Fri March 31	Peer review of draft; submit draft (4-5 pages) by 9:00pm
Week 13	Mon April 3	<i>The Picture of Dorian Gray</i>
	Wed April 5	Individual 15-min Conferences – no regular class
	Fri April 7	<i>The Picture of Dorian Gray</i>
Week 14	Mon April 10	Unit 2 Essay Due (8-9 pages)
	Wed April 12	revision and reflection ; hand-out Portfolio requirements
	Fri April 14	writing exercise
Week 15	Mon April 17	draft of reflective essay for peer review
	Wed April 19	wrap-up session
	Fri April 21	<u>mini-presentation</u> (1 st half)
Week 16	Mon April 24	Last Class – <u>mini-presentation</u> (2 nd half)
	Sun April 30	Final Portfolio and Reflection Essay Due by 9:00pm