

The History of Books

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When we read a book, we use a sophisticated piece of technology with a long and storied history. Books are unique historical artifacts with stories to tell beyond those printed within the pages. This introduction to college writing and argument explores the history of books as physical objects. The class will study everything about books except what their texts mean, including the development of printing, authorship, copyright, typography, illustration, binding, paper and ink manufacture, preservation, book collecting, and forgery. In addition to a research project on a self-selected book printed before 1920, you will write and revise three shorter papers throughout the semester.

This course emphasizes:

- **Argument construction** (Each essay must have a clear claim, supported by strong sub-claims and analysis of evidence, with cited quotations and paraphrases of evidence)
- **Style** (transitions, word choice, tone, figurative language, sentence structure)
- Learning to **analyze** and **critically evaluate** ideas, arguments, and points of view
- **Asking questions** of texts and objects
- **Applying** course material to solve new problems you frame yourself
- **Finding and using resources** to solve answer questions and to solve problems
- **Thoroughness** (All work will be carefully conceived, cited, and proofread)

TEXTS

Joseph Williams' *Style*, Nicholson Baker's *Double Fold*, *The MLA Handbook*, Phillip Gaskell's *A New Introduction to Bibliography*, a course packet (purchased in class for \$20.00), a book published before 1920 of your choice (We'll discuss how to do this later in the semester)

ASSIGNMENTS

Your final grade is comprised of the following assignments:

ESSAYS - 70%

QUIZZES AND ASSIGNMENTS - 20%

- **Quizzes:** Many class periods will open with a brief quiz designed to determine if you are prepared to discuss the reading assigned for that day. Success in quizzes requires reading well—not skimming—and taking notes.
- **Homework:** You will complete occasional homework assignments, many reviewing on William's *Style*. Other assignments will require preparation of discussion questions of handouts based on reading assignments. Some homework assignments will simply be an emailed response to the professor.
- **Research Assignment:** This exercise requires thorough exploration of the library's resources in preparation for your final research paper.
- In order to receive full credit in this category you must also acquire your pre-1920s book by the set date.

CLASS PARTICIPATION - 10%

The final 10% of your grade depends upon my evaluation of your class participation and investment in this course. You will not automatically receive these points—you must earn them. I expect you to carefully

complete homework assignments thoroughly prepare to discuss each reading assignments, and for you to actively and frequently participate in class discussion.

MEETING WITH THE PROFESSOR

At some point in the semester, everyone is required to meet with me about an essay other than the one work-shopped in class. It's important to me that I spend work with each of you individually during the semester. Please make use of my office hours to discuss essay drafts or simply to brainstorm for ideas and approaches. Failure to meet this requirement will result in a failing participation grade.

ABSENCES

The nature of skills course like ENG151 (unlike a content course) requires that you be in class, where you will see and practice those skills. In our class, I grant you two "free/excused" absences regardless of cause. Please use these skips wisely; plan ahead. For every day you are late, your final grade for the course will suffer .1 point. Any student who falls asleep in class will be counted as absent for that class. If you miss class on the day a paper is due, please leave it outside my office door no later than 11 am that day, otherwise it will be considered late.

If you would like to appeal for additional excused absences beyond your two "free" absences, you will need to go through the Dean of Students office and file a formal request, which may or may not be granted, depending on the circumstances. If you physically miss more than six classes, you will fail the course. These policies are consistent with most other English courses.

Note: you are responsible for finding out from a classmate what happened in class the day you were absent or late; please do not ask me. Do not bother coming at all if you are more than 10 minutes late; such tardiness is both disruptive and disrespectful to the class as a whole. Each day it will be your responsibility to sign the attendance notebook. If your signature is not there for a particular day, you will be counted absent. If you are late, you will need to find the notebook, sign it, and document your tardiness.

Attendance Policy from the Rhodes College Catalog

Rhodes, as a residential college of the liberal arts and sciences, considers interactive engagement with other students and the professor, in a structured setting, to be one of the essential and central components of the academic program. Students enrolled at the institution make a commitment to participate fully in their education, which includes attending class. Absenteeism is not to be taken lightly.

Any student who fails to attend the first day of a class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be removed from the course upon request of the instructor to the Registrar. The student is responsible for dropping the class officially upon notification that such action has been taken.

Specific attendance policies are set by individual instructors, who state them in the course syllabi and during the first class sessions. Students are responsible for knowing the attendance policy in each of their courses, for obtaining and mastering material covered during an absence, and for determining, in consultation with the instructor, whether and under what conditions make-up work will be permitted. **Student's should understand if undertaking college-sanctioned activities (e.g., varsity athletics, internships, and off-campus competitions connected with courses) that their participation in such activities may come at the cost of absences from other courses or even forfeiting credit on certain assignments when making them up is not feasible. It is the student's responsibility to address the issues related to missing a class whatever the reason for the absence.**

If, in accordance with the course policies, the instructor determines that excessive absences are jeopardizing a student's ability to obtain a passing grade in the course, the instructor may make written request to the Dean of the College that the student be removed from the course with a grade of F. If a student is removed from two or more courses in the same semester for this reason, the student may be asked to withdraw from the College.

EMAIL POLICY

Emailing a professor is like emailing your boss. Take the opportunity and impress her. As an English professor, I do not appreciate emails without a salutation. Emails with egregious typos, grammatical and punctuation mistakes, and no capital letters appear disrespectful are not worth my time to read. Simply put, I will not respond to sloppy emails. Write accordingly.

ESSAY GUIDELINES

In formal essays, I deduct 0.1 points from your final grade for each grammatical error (including typos, punctuation, and citation). Proofread carefully.

Essays may be no shorter than 50 words under the required word count. Students will lose 1/3 a letter grade for each 50 words an essay runs under. Essays may run over the word count without penalty.

Essay 1:	10% (1500 words)
Essay 2:	15% (1500 words)
Essay 3:	20% (2000 words)
Essay 4:	25% (2500 words)

- Each essay should be typed with approximately 300 words per page (i.e. Times Roman 12; 1" margins), double-spaced, pledged in full, and **must include a word count, page numbers, your name, my name, and a thoughtful title.**
- All other paper formatting, including spacing, quoting, etc, also should follow MLA style, which can be found in your text *The MLA Handbook*.
- For the most part, your first three papers will not include any sources beyond those read in class. You may use outside sources with my approval. Your first three papers will critically synthesize/examine/critique and/or expand on class readings. Your final essay will critically examine an old book of your choice and will rely on outside research to support your analysis.
- Each paper must include multiple sources. Papers which cite fewer than 3 sources will be penalized. These texts must be cited in your essay in MLA format.
- Submit *only* hard copies of final drafts and *always* keep a spare hard copy of your paper. Computer problems are not a legitimate excuse for lateness.
- All papers are due *in class* on the day stipulated on the syllabus. Any unexcused late paper will be penalized 1/3 of a letter grade for every day late (A becomes A-, B+ becomes B). I will grant extensions in special circumstances, but you must contact me at least one day before the paper is due. No exceptions.
- Per English department policy, failure to complete any of the four major papers for this class will result in failure of the class.

WORKSHOPS

Each student will submit the draft of one essay to be work-shopped by the class. We will workshop approximately 4 drafts in the class period before a final paper draft is due. If it is your turn, you will submit an electronic copy of your paper draft to me via email no later than 11 am the Monday preceding the workshop. **If your draft is not in at that time, your final paper grade for that draft will suffer a full letter grade.** There are no formal "extensions" for drafts due to the nature of the assignment/workshop; however, you may switch with someone if you are unable to write your draft for the workshop for which you have signed up. Just keep me informed about any changes.

After submissions are in, a packet with anonymous drafts for workshop will be emailed to the class for you to download. The file will be in PDF format; be sure you have Adobe Reader (free from www.adobe.com) to access the file. If you are having difficulty, contact ITS Helpdesk. Each student, including draft writers, must print, read, and comment on the packet for the workshop. The packet will include a sheet on instruction as its first page. During workshop, the writers will receive comments suggesting ways to revise both from peers and me. When you turn in your revised, final paper that has been work-shopped, you must also submit the following: the workshop draft with my comments, your peers' "review" sheets (though not the drafts that accompanied them), and a statement of revision (what you focused on as you revised). **Your final grade will suffer if you do not substantially revise your draft.**

DEPARTMENT OF ENGLISH EXPECTATIONS AND POLICIES

A college course is more than simply a set of assignments; it is an intellectual process, one which requires active engagement from beginning to end in order to achieve its intended results. With this in mind, the Department of English has formulated a number of expectations and the policies that support them. If you have questions about how these policies relate to the syllabus for a particular course, you should address them to the instructor.

Attendance: The success of a course depends to a significant extent upon the presence of students alert and prepared to address the subject under discussion. Unavoidable absences should be discussed with the instructor, ideally before they occur. Excessive absences will result in a lowering of grade, in some cases to an F.

Deadlines: Writing assignments, tests, etc., are carefully scheduled as stages toward the fulfillment of the course's goals and cannot be indefinitely deferred without frustrating those goals. Brief extensions for good reasons may be permissible with the instructor's prior approval; otherwise, late assignments will be penalized and may result in their not being accepted for credit.

Submission of all work: All major assignments are integral to the goals of the course. Failure to complete any major assignment will result in a grade of F for the course.

Intellectual honesty: All work is assumed to be the student's own and produced exclusively for the course in which it is submitted. Papers written for one course, even if revised, are not to be submitted in another without the instructor's prior approval. Borrowing of ideas or language from other sources (including published material, other student papers, the internet or other electronic resources, etc.) must be carefully documented. Students are advised against posting their work on the internet since doing so may lead to suspicion of plagiarism. Students are advised to maintain drafts of their work to verify its originality. Cases of suspected plagiarism will be referred to the Honor Council, and the student if convicted will receive a grade of F in the course in addition to sanctions assigned by the Council. Carelessness in documenting sources, even if not technically plagiarism, will be penalized as the instructor deems appropriate. If you are uncertain about how or whether to document sources, consult your teacher.

ENGL 151: The History of Books
Syllabus

Unit 1: MATERIALITY

Wk 1	Th, Jan 10:	Introduction. Sign up for Gaskell Section.
Wk 2	Tu, Jan 15:	Due: Gaskell handout and presentation. Gaskell pp. 1-8; 171-185, plus assigned section.
	Th, Jan 17:	Introduction to Claims. Williams Lessons 1-2
Wk 3	Tu, Jan 22:	Morris "The Ideal Book"; Warde "Printing should be invisible" (packet). Due: 500 word rhetorical analysis of Morris and Warde.
	Th, Jan 24:	Groves "Judging Books by their Covers" (packet). Williams 3.
Wk 4	Tu, Jan 29:	Tanselle "Libraries, Museums, and Reading" (packet); Williams 4. 7 PM FILM VIEWING of "Helvetica" Barrett 034.
	Th, Jan 31:	Stewart "The Miniature" (packet). Essay 1 discussion.
Wk 5	Tu, Feb 5:	Workshop Paper 1 (drafts due Mon, Feb 4 @ 11 am).
	Th, Feb 7:	Library Meeting (Barrett 035). Paper 1 due.

Unit 2: READING & CIRCULATION

Wk 6	Tu, Feb 12:	Darnton "First Steps Toward a History of Reading" (packet). Williams 5.
	Th, Feb 14:	Blanck "A Twentieth-Century Look at Nineteenth-Century Children's Books" (packet). Williams 6.
Wk 7	Tu, Feb 19:	Hall "The Oprahfication of Literacy" (packet).
	Th, Feb 21:	Williams 7.
Wk 8	Tu, Feb 26:	Due: Problem Statement (Introductory Paragraph). Bring 3 copies to class for workshop.
	Th, Feb 28:	Workshop Paper 2 (drafts due Wednesday, Feb. 27 at 11am).
	F, Mar 1:	Paper 2 due in EPL's box on office door by 5 pm.
Wk 9	Tu, Mar 4:	Spring Recess (no class)
	Th, Mar 6:	Spring Recess (no class)

Unit 3: TEXTUAL AFTERLIFE

Wk 10	Tu, Mar 11:	Basbanes "Many Years" (packet).
	Th, Mar 13:	Tanselle "A Rationale of Collecting" (packet). Figurative language discussion.
Wk 11	Tu, Mar 18:	Baker through 110.
	Th, Mar 20:	Easter Recess (No Class)
Wk 12	Tu, Mar 25:	Baker completed; TLS readings (packet). Williams 8.
	Th, Mar 27:	Library Meeting (Barrett 035). You must have your old book by today!
Wk 13	Tu, Apr 1:	All about Conclusions
	Th, Apr 3:	Drafts of Paper 3 due (all students. Bring 3 copies to class).
Wk 14	Tu, Apr 8:	Workshop Paper 3 (drafts due Monday, Apr 7 at 11 am).
	Th, Apr 10:	U of M Library Trip (no class).
	Fri, Apr 11:	Paper 3 Due in EPL's box on office door by 5 pm.
Wk 15	Tu, Apr 15:	Williams 9; Research assignment due.
	Th, Apr 17:	Williams 10: Annotated Bibliography Due.
Wk 16	Tu, Apr 22:	Workshop Paper 4 (drafts due Monday, Apr 23 @ 11am).
	Th, Apr 24	LAST CLASS. Paper 4 due.

GRADING CRITERIA FOR WRITTEN WORK: ENGL 151

A / 4.0 Excellent work.

The essay states a clear claim or objective. Ideas are logically developed. The essay is organized as a whole and on the paragraph level. Contains close reading that displays an impressive insight and interpretative sophistication. Each quotation is accompanied by an appropriate level of analysis that allows the essay to transition fully and without contradiction to the next point. Completely fulfills/ goes beyond the objectives outlined in the assignment. Demonstrates a good command of tone and word choice. Free of serious errors in grammar, punctuation, spelling, or mechanics.

A- /3.7 Very fine work.

Shares many qualities with "A" work but lacks the sophistication and polish of the latter.

B+ /3.3 Very good work.

Very Promising. Contains a clearly stated thesis that is logically developed. Fulfills all the objectives of the assignment. Engages relevant course materials and demonstrates an adequate command of tone and word choice. Contains quotations and close reading but sometimes ideas are not developed or analyzed fully. May contain some awkward expressions. Arguments may need some further work in ironing out contradictions or in matters of focus or realization. Style shows competence if not polish. No serious errors in grammar, punctuation, spelling, or mechanics.

B /3.0 Good work.

Pleasing. Fulfills the assignment requirements. Demonstrates the writer has read the course materials and listened attentively in class. Contains interesting arguments, relevant quotation and some analysis, though may need a more complex or extended analysis in places. Well-organized overall but may lack the smooth transitions of papers receiving higher grades. Free of serious, chronic errors but may need improvement in grammar and style.

B- /2.7 Fair work.

Shares most of the qualities of "B" paper but may contain a few mechanical errors, awkward expressions, or flaws in logical development. Sometimes arguments or close readings are underdeveloped, thereby hindering the obvious insights in the paper from being communicated.

C +/2.3 Satisfactory work.

Fulfills the basic objectives of the assignment but needs marked improvement in organization, logical development, and style. Draws on relevant texts but does not engage in appropriate close reading, or at the level of sophistication demonstrated in an "A" or "B" paper. May contain some errors in grammar, punctuation, spelling, or mechanics but still demonstrates that the writer made some effort at revision and proofreading.

C/2.0 Average work.

Shares many qualities of a "C+" paper but may show more flaws in organization, style, and logical development. Contains errors in grammar, punctuation, spelling, or mechanics but cannot be characterized as "sloppy."

C-/1.7 Below average work.

Fulfills the most obvious conditions of the assignment but may lack a complete understanding of relevant course materials. Thesis is fairly clear but may lack adequate supporting evidence or thorough logical development. Contains errors in grammar, punctuation, spelling, or mechanics.

D/1.0 Poor work.

Demonstrates an attempt to fulfill the conditions of the assignment but shows confusion or is incomplete. May be badly organized or lack adequate evidence to support its major points. Errors in grammar, punctuation, spelling, or mechanics descend to the level of sloppiness.

F / 0 Unsatisfactory work. Shows a significant misunderstanding of or willful departure from the requirements of the assignment. Argument and quotations are poorly stated or non-existent, and the overall paper lacks coherent organization and development. Rife with errors in grammar, punctuation, spelling, or mechanics.