

ENGLISH 151.01
FIRST YEAR WRITING: GENRE AND GENDER
DR. DONALD JELLERSON

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office hours: MWF 10:00–11:30 and by appointment
 class meetings: Clough 300, MWF 9:00–9:50



TEXTS:

Selected Poems
 Franz Kafka, *The Metamorphosis*
 William Shakespeare, *Twelfth Night*
 ISBN: 9780140714890
 Orson Welles, *Lady from Shanghai*
 Alison Bechdel, *Fun Home*
 Michael Harvey, *The Nuts and Bolts of College Writing*

COURSE DESCRIPTION: What is the relationship between genre and gender? In broad terms, how does the *form* of the text relate to its *content*? More specifically, how do the possibilities and limits of different forms of writing influence representations of gender? This semester, we will examine several different kinds of texts, many of which focus on gender roles and all of which we can interpret in terms of gender and sexuality. We will analyze a selection of poetry, a

novella, a play, a film, and a graphic novel. Students should expect to read and analyze material that deals explicitly with sexuality—for instance, William Shakespeare’s *Romeo and Juliet*, or Alison Bechdel’s recent lesbian autobiography, *Fun Home*—and show a willingness to participate in lively yet respectful discussions about sexuality and gender. Assignments will include outlines, responses, drafts, three short papers, and a longer final paper. We will pursue the art of engaged conversation, share our work, and envision writing as a daily practice and recursive process.

COURSE OBJECTIVES: You should expect to get several things out of this course. You will improve your skills with written language, hone your ability to think critically, and practice clear and forceful communication in different contexts. Developing these abilities will help you succeed in the studies you will undertake throughout your college career. We can express our primary course goals as follows:

- Engage and hone critical thinking abilities
- Practice writing as a process
- Practice fluency and clarity in communication
- Develop knowledge of helpful resources for writing tasks
- Improve skills in researching and writing college level essays

<u>GRADING</u>				
Short Papers, Quizzes	20%	Paper #2	15%	A = extraordinary
Participation	10%	Paper #3	15%	A- / B+ = very good
Paper #1	10%	Final Paper	30%	B = good
				C = satisfactory

SCHEDULE

<i>January</i>	12 th W	Introduction	syllabus	<u>due</u>
	14 th F	Close Reading	Poetry	
	17 th M	MLK OBSERVANCE		
	19 th W	Close Reading	Poetry	Response #1
	21 st F	Close Reading	Poetry	
	24 th M	Close Reading	Poetry	
	26 th W	Close Reading	Poetry	Paper #1
	28 th F	Close Reading	Poetry	
	<i>February</i>	31 st M	Gender Analysis	Gayle Rubin, <i>Traffic in Women</i>
2 nd W		Gender Analysis	Gayle Rubin, <i>Traffic in Women</i>	
4 th F		Gender Analysis	Gayle Rubin, <i>Traffic in Women</i>	
7 th M		Gender/Narrative	Kafka, <i>The Metamorphosis</i> I (brainstorming)	post question post response
9 th W		Gender/Narrative	Kafka, <i>The Metamorphosis</i> II	
11 th F		Gender/Narrative	Kafka, <i>The Metamorphosis</i> III	
14 th M		Gender/Narrative	Kafka, <i>The Metamorphosis</i>	Paper #2 draft
16 th W		Style	<i>Nuts and Bolts</i> , Intro to Chapter 2; style workshop	
18 th F		Style	<i>Nuts and Bolts</i> , Chapters 3–5; style workshop	
21 st M		Drama	Reading Shakespeare	Paper #2 final
23 rd W	Drama	<i>Twelfth Night</i> , Act I		
25 th F	Drama	<i>Twelfth Night</i> , Act II		
<i>March</i>	28 th M	Drama	<i>Twelfth Night</i> , Act III	post question post response Response #3
	2 nd W	Drama	<i>Twelfth Night</i> , Act IV	
	4 th F	Drama	<i>Twelfth Night</i> , Act V	
	7 th M	Style	<i>Nuts and Bolts</i> , Ch. 6–8	Paper #3
	9 th W	Performance	<i>Twelfth Night</i>	
	11 th F	Performance	<i>Twelfth Night</i>	
SPRING BREAK				
<i>April</i>	21 st M	Evening Viewing	<i>Lady from Shanghai</i>	Response #4
	23 rd W	Film and Gender	<i>Lady from Shanghai</i>	
	25 th F	Film and Gender	<i>Lady from Shanghai</i>	
	28 th M	Film and Gender	<i>Lady from Shanghai</i>	Shot-by-shot
	30 th W	Film and Gender	<i>Lady from Shanghai</i>	
	1 st F	Autobiography	Bechdel, <i>Fun Home</i> 1	
	4 th M	Autobiography	Bechdel, <i>Fun Home</i> 2	post question post response
	6 th W	Autobiography	Bechdel, <i>Fun Home</i> 3–7	
	8 th F	Library Research Day		
	11 th M	Presentations	Analysis, <i>Fun Home</i> 3, 4	Paper #4 proposal
13 th W	Presentations	Analysis, <i>Fun Home</i> 5, 6		
15 th F	Presentations	Analysis, <i>Fun Home</i> 7		
18 th M	Analytical Writing	Research Strategies	Paper #4 draft	
20 th W	Analytical Writing	Thesis Peer Review		
22 nd F	EASTER RECESS			
25 th M	Analytical Writing	Draft Peer Review	Paper #4 final	
27 th W	Analytical Writing	Proofreading Peer Review		
29 th F	Conclusions			

PAPERS: I will require four short “response papers” (700 words), a “shot-by-shot” analysis, several drafts, and four finished papers. The first three papers will be short (1500 words), and the last paper will be a research paper (2200 words). For these papers, you will consider our discussions in class as you write about the assigned texts. I will say more about these assignments in class. Papers must be handed in on the day they are due unless you have asked for and received prior permission to extend the deadline or unless you have a signed medical excuse explaining your delay. Late papers are penalized a half letter grade per calendar day and receive no comment, written or oral. Papers should be word-processed (not handwritten) in 12 point, Times New Roman font with one inch margins.

READING AND PARTICIPATION: You should complete the reading by the assigned class period and be ready to discuss it. Remember, reading passively is not reading. Active reading requires writing, so be sure to mark your text, and make notes. Class participation is a mandatory part of this course. Since this course runs as a workshop and discussion section, individual preparation and participation are crucial to group success. If you are not ready to speak, listen, and engage when you come to class on any given day, then you are not prepared for class. Participation is a large percentage of your grade, so be sure to come to class with something to contribute. I reserve the right to give unannounced reading quizzes. LATENESS: Walking into class late is a disruption. Please be on time. Class will start promptly on the hour. If you are more than ten minutes late, I will record you as absent.

ATTENDANCE: You should inform me of any unavoidable absences, ideally before they occur. You may miss up to three class periods without any explanation. For each absence beyond three, your participation grade will drop. At six absences, you will receive no participation grade. I will continue to reduce your overall grade if you miss further classes, and if you reach nine missed classes I will consider you habitually absent and you will fail the course.

OFFICE HOURS: If you want to talk with me but you are not available during my listed office hours, please send me an email or talk to me after class. I am happy to find a time to meet with you. On occasion I may not be available even during listed office hours. If you would like to meet, it is generally a good idea to speak to me after class or send me an email. We can always find a time to meet that works for both of us, usually within a day or two.

A FINAL DISCLAIMER: The policies, procedures, schedules, and requirements in this syllabus are subject to change. I do not anticipate such changes, but should any occur I will make every effort to give you plenty of notice.

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.

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.