

ENGLISH 151.01
THE WORK OF MEMORY AND FORGETTING
DR. DONALD JELLERSON

office: 306 Palmer
email: jellersond@rhodes.edu

office hours: MWF 10–11:00; 2:00–2:50; 4:00–5:00
class meetings: Palmer 203, MWF 9:00–9:50

TEXTS:

Selected Poems

Franz Kafka, *The Metamorphosis*

William Shakespeare, *The Winter's Tale*

Max Ophuls, *Letter from an Unknown Woman*

Alison Bechdel, *Fun Home*

Michael Harvey, *The Nuts and Bolts of College Writing*

COURSE OBJECTIVES: This semester we will read, analyze, discuss, and write about representations of *the work of memory and forgetting*. How do we construct identities from our store of memories? Does what we forget define us as well? How much do our social contexts determine what and how we remember? I have chosen texts that focus on these questions. We will read a selection of poetry, a short novel, a film, a play, and a graphic novel.



This is a writing intensive course. I will assign three short papers and a longer final paper, and I will ask you to write responses, online posts, and reflections. Expect to submit some form of written work twice a week on average. In discussing and these assignments, we will envision writing as a daily practice and a recursive process.

GRADING

Short Papers	15%	Paper #2	10%	Final Paper	25%
Posts, Quizzes	5%	Paper #3	15%		
Paper #1	10%	outline/draft	10%		

SCHEDULE

<i>August</i>	25 th W	Introduction	syllabus	<u>due</u>
	27 th F	Close Reading	Frost, “Birches”	
<i>September</i>	30 th M	Close Reading	Thomas, “Fern Hill”	Post Q
	1 st W	Close Reading	Rich, “Diving into the Wreck”	
	3 rd F	Concise Writing	<i>Nuts and Bolts</i> , Introduction & Chapter 1	Post A
	6 th M	LABOR DAY		Paper #1
	8 th W	Review	Poetry: Selections	
	10 th F	Review	Review Poetry / Intro Novel Form	
	13 th M	Memory/Narrative	Kafka, <i>The Metamorphosis</i> I	Response #1
	15 th W	Memory/Narrative	Kafka, <i>The Metamorphosis</i> II	
	17 th F	Memory/Narrative	Kafka, <i>The Metamorphosis</i> III	
	20 th M	Analysis/Narrative	Kafka, <i>The Metamorphosis</i>	Paper #2 draft
22 nd W	Style	<i>Nuts and Bolts</i> , Chapters 2 & 3		
24 th F	Style	<i>Nuts and Bolts</i> , Chapters 4 & 5		
<i>October</i>	27 th M	Drama	Reading Shakespeare	Paper #2 revision
	29 th W	Drama	<i>The Winter’s Tale</i> , Act I	
	1 st F	Drama	<i>The Winter’s Tale</i> , Act II	Post Q
	4 th M	Drama	<i>The Winter’s Tale</i> , Act III	Post A
	6 th TH	Drama	<i>The Winter’s Tale</i> , Act IV	
	8 th F	Drama	<i>The Winter’s Tale</i> , Act V	reading quiz
	11 th M	Criticism	<i>Nuts and Bolts</i> , Ch. 6; Garber, <i>The Winter’s Tale</i>	Response #2
	13 th W	Criticism	<i>Nuts and Bolts</i> , Ch. 7; Garber, <i>The Winter’s Tale</i>	
	15 th F	Style	<i>Nuts and Bolts</i> , Ch. 8; Garber, <i>The Winter’s Tale</i>	Paper #3
	18 th M	FALL BREAK		
20 th W	PM Film Viewing	Ophuls, <i>Letter from an Unknown Woman</i> 5:00–6:45pm Barret Library 034		
22 nd F	Film Form	Talking about Film		
25 th M	Film and Memory	<i>Letter</i> shot-by-shot	Shot-by-shot	
27 th W	Film and Memory	Desire, Memory, Film		
29 th F	Film and Memory	Desire, Memory, Film		
<i>November</i>	1 st M	Form	The Graphic Novel	Post Q
	3 rd W	Autobiography	Bechdel, <i>Fun Home</i>	
	5 th F	Autobiography	Bechdel, <i>Fun Home</i>	Post A
	8 th M	Autobiography	Bechdel, <i>Fun Home</i>	Post Q
	10 th W	Autobiography	Bechdel, <i>Fun Home</i>	Post A
	12 th F	Autobiography	Bechdel, <i>Fun Home</i>	Response #3
	15 th M	Presentations	Analysis Gender and Memory	Paper #4 draft
	17 th W	Presentations	Analysis Gender and Memory	
	19 th F	Presentations	Analysis Gender and Memory	
	22 nd M	Analytical Writing	Research Strategies	
24 th / 26 th	THANKSGIVING BREAK			
29 th M	Analytical Writing	Paper Drafts: Peer Review	Paper #4 revision	
1 st W	Analytical Writing	Reflection: Writing Strategy		
3 rd F	Analytical Writing	Paper Drafts: Peer Review		
6 th M	Analytical Writing	Paper Drafts: Peer Review	Paper #4 final	
8 th W	Conclusions	-----		
10 th F				

PAPERS: I require several short written analyses (1–2pp). 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. I will not expect you to draw on secondary sources other than those we discuss in class; should you use any, however, they must be acknowledged. Papers must be handed in on the day that 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 (i.e. not handwritten) in 12 point, Times New Roman font with one inch margins. Your semester’s work will culminate in a longer paper (8–10pp).

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.

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.

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.