
COLLEGE WRITING in Fall 2020 (EN1010D)

Course Code	EN1010D	Professor(s)	Ann Mott
Prerequisites	None	Office Number	on Teams
Class Schedule	M: 16:20-17:55 in G-102 M: 16:20-17:55 in RMOTE-00 R: 10:50-12:25 in G-102 R: 10:50-12:25 in RMOTE-00	Office Hours	2 - 4pm Thursday, on Teams
Credits	4	Email	amott@aup.edu
Semester	Fall 2020	Office Tel. Ext.	

Course Description

Family Matters

“All happy families are alike; each unhappy family is unhappy in its own way.”

These lines by Leo Tolstoy in *Anna Karenina* point to the often contorted and always intense connection between individuals and the families to which they belong. This College Writing course will explore the way different characters respond to the family pressures which alternately define, nourish, and sometimes smother them. Is the 'happy' family simply a myth? What do family members owe to each other? How important are family heritage and tradition? And what happens to the mythic 'happy family' when alcohol, betrayal, jealousy, sibling rivalry, mid-life crisis or desertion/neglect rear their ugly heads? We will explore the detrimental effects of being neglected by or neglecting family in Shelley's *Frankenstein*, how the powerful moments in each of our lives coalesce to shape our identities and define our fates in the literature and films of James Baldwin, Alice Walker and Barry Jenkins, and the impact self-absorbed, dysfunctional parents have on innocent children in two short works by Carson McCullers.

Primarily, though, this is a WRITING course, and so writing is what we will do, a lot. The goal of this course is to develop your ability to read closely and attentively, think critically and creatively, and write and revise extensively. In addition, special attention will be paid to the research

process; weekly collaboration with your assigned group of peers and posting weekly group wikis posts. To this end, students will learn that writing is a process of forming and refining ideas and prose, and enjoying every single minute of doing so!!!

Rather than approaching writing as an innate talent, the course teaches writing as a skill that can be practiced and developed,

REQUIRED texts: all short stories and screenplays can be found on our Teams site

"The Sojourner" and "A Domestic Dilemma," Carson McCullers

"Sonny's Blues," James Baldwin

"Everyday Use," Alice Walker

Moonlight, Barry Jenkins

Frankenstein, Mary Shelley (AUP Bookstore)

I am Not Your Negro, James Baldwin (I will provide the film for class viewing)

Course Learning Outcomes

To read better, through an introduction to critical reading skills

To learn to recognize genres of writing

To learn to recognize historical and cultural contexts

As part of the General Education process, to engage with major texts of world literature

To construct coherent, well-structured academic argument

To learn to write essays: both under time pressure and with research content, as well as to present arguments orally

General Education

This course can be used to fulfill the Speaking the World requirement.

Course Outline

Schedule:

Subject to change when necessary

You will see that this schedule is both rigorous and demanding. You must not get behind, otherwise your grade will suffer, and your writing will not improve.

September

Week I – 23rd – 25th

Topics: welcome to our online class; meet your classmates, tour our Teams space, take a writing diagnostic

Homework:

Readings: Carson McCullers's "The Sojourner" (**full text can be found on Teams!**)

Week II – 28th – 2nd

Topics: families and their children; adults lying to themselves/others; isolation; the failed American Dream

Readings: "The Sojourner" (for Monday); "A Domestic Dilemma" (for Thursday)

Classwork: 45 minutes in your first break out group; wikis posted, open class discussion; research project introduced – class visitation from AUP librarian

400-word reaction paper on McCullers's short stories due no later than noon, Sunday Oct 4th

Homework: Read "Sonny's Blues" and "Fifth Avenue Uptown: A Letter From Harlem"

- James Baldwin

September 30th – last day to drop/add courses online

October

Week III – 5th – 9th

Topics: escaping the past; obligations of brotherly love; surviving in Harlem; the role of music

Readings: “Sonny’s Blues”; “Fifth Avenue Uptown: A Letter From Harlem”

Classwork: work within your team (Reflective writing and quotation analysis; video clips, wiki posts), lively class discussion

Week IV – 12th – 16th

Topics: race, rage and the American Dream

Film: *I Am Not Your Negro*, an essay film, moving between archival footage, interviews, and readings of Baldwin’s writings

Fair Warning: Class on Monday starts promptly as the film is 90 minutes long

Classwork: small break out groups; wiki postings; lively class discussion on Baldwin; research topics submitted

Week V – 19th – 23rd

Monday: in-class timed essay #1 on James Baldwin, messy first draft (to submit in your private channel on Teams) on Baldwin

Topics: for Thursday: heritage, sisterhood, empowerment, nature, the role of education, matriarchies

Readings: For Thursday: “Everyday Use,” Alice Walker; “For My Sister Molly Who in the 50s . . .,” Alice Walker; “The Girl Who Died #2” Alice Walker

Classwork: writing workshop; group work and wiki posts; larger class discussion; oral presentations group prompts assigned

Week VI – 26th – 30th – no class on Thursday (individual one on one meetings)

Classwork: group oral presentations – Alice Walker

Revision #1 of Baldwin essay, due by noon Thursday, the 29th, to be peer-reviewed (a copy sent to me and one to your peer reader)

- Individual meetings on Teams Wednesday, Thursday or Friday (dependent on when you are available for 30 minutes with me)
 - We will discuss Baldwin revision #1; **your research project interests**; your work up to this midpoint of the semester
- Homework: Read Barry Jenkins's screenplay, *Moonlight* (can be found on our Teams page)

November

Week VII – 2nd – 6th

Topics: race, gender identity, societal expectations, love and how it heals; alternative family structures

Film: *Moonlight*, Barry Jenkins; film can be found on Netflix (but we will watch this together!)

Classwork: peer reviews of Baldwin paper returned to writer with copy to me as well; class discussion of film

Week VIII – 9th- 13th

November 11th to 13th, fall break (no classes)

Classwork: *Moonlight* – 400 to 500-word film deconstruction response paper: scene and dialogue analysis; significance of color, music, characters, themes cinematography, films as visual poems, for example); research librarian visit to class

revision #2 of Baldwin paper due no later than midnight, Tuesday the 10th

Week VIII – 16th- 20th

Topics: connecting with Shelley and her tale; the position of women and the feminine; family, society, isolation; man's desire for glory

Reading: *Frankenstein*: Walton's letters, Victor's early years, the danger of man's blind ambition (pp 15 – 98)

Week IX: 23rd – 27th

Topics: the barbarity of man and society, prejudice and rejection, secrecy, sublime nature

Reading: *Frankenstein*: pp 99 – 169

Classwork: Individual one on one appointments – no class on Monday

Small group work, wikis posted, research project

Week X - 30th – 4th

Topics: imperfect beings and an unfair world; the failed parent

Reading: *Frankenstein*: pp 170 to the end

Week XI – 7th – 11th – our last week together

Classwork: final small group meeting; final wiki posted - written summation of your semester's wiki posts

Research paper project: open discussion and sharing

Writing workshop in preparation for your final on *Frankenstein*

Reading Days Week: One on one meetings, online between Dec 12 - 15th.

Final exam (date to be determined but at some point, between Dec 16 – 22nd) will be on *Frankenstein*

Textbooks

Title	Author	Publisher	ISBN	Required
Check EN 1010 C Please				No

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the

department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an “F” for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Work for the course and Evaluation of Performance:

Regular attendance/engagement, class participation, weekly group work and wiki posts: 40%

We are together for only 11 weeks, approximately 20plus class meetings, so If you miss more than FOUR classes (totaling 20% of the entire semester) you will need to meet with me to review your goals, progress and intentions for this class. I may suggest academic withdrawal in the case of excessive absences.

- **Attendance at all our TEAMS classes is required, whether you decide to be on campus or in your apartment.** Be on time. Come ready to engage with our readings and films and be prepared to participate in the work scheduled (15%)
- **QUIZZES** There will be four random quizzes in this course. Come to class prepared, having read all the work by the date it is assigned! Some quizzes may be done in pairs or groups, others on your own. Although these are ‘low-stakes’ writing exercises, you

do not want to continually receive a (-) on your work (5%).

- **Weekly wiki posts: (20%)**

You, along with your group, are expected to post one blog entry (wiki post) each week on our course site. I will create question prompts for you based on our course readings with selected passages from our readings/films, or videos/articles, podcasts, or current events that are related to our works.

Posts are meant to be informal writing assignments that help generate engaging thoughts (or questions) about anything and everything that occurs to you while reading, as well as help you practice academic writing skills (argumentation, paragraph development, close readings, etc.) They will serve as the basis of our class discussion that will follow. (I will occasionally call on you to share some of your thoughts on it). Each post should be several paragraphs (300 – 500 words total); however, they must be written collaboratively, sincerely and thoughtfully. They should be spell-checked, with no grammatical and punctuation errors as well.

The final post grade will be based on the average letter grade for all the assigned weekly posts, **and total 20% of your final grade.**

Your grade and the grades of your teammates in your semester-long working groups on Teams will be greatly affected if you are ill-prepared. **Be forewarned.**

- **This is not a class you can attend without having completed, on time, all required assignments and exercises, readings, viewings, response and reaction papers, group wiki posts, weekly meetings with your teammates . . .**
- **Tardiness is greatly frowned upon. Truth be told, I HATE WHEN STUDENTS COME TO CLASS LATE.**

NB: As the AUP community adjusts to teaching and learning in the context of the COVID-19 pandemic, I will be mindful of the many impacts the unfolding events may be having on you, so

please do not hesitate to contact me!!! **And do not panic! We are all in this together!**

Timed in class essays, Reaction Papers and the final exam 40%

(from in-class drafts, to multiple revisions and timely submission of all assignments)

You will have ample opportunities to write informal reaction and responses papers but **timed In class essays will be taken during our class period, online, with me right there.**

I have designed them with the expectation that you will have access to course materials (the texts, your notes, yes, the internet) when you take them—and that's just fine. **However, I will be looking to see evidence of critical thinking and your ability to put the concepts we're working on into action in response to the writing prompts.** If you have 80 minutes to complete your first 3 to 5-paragraph draft, I expect 3 to 5 paragraphs (messy to be sure), so do not take up your 'writing time' sifting through your text, your notes, your various google searches. . .

I know what you are capable of as a writer and **I can spot a plagiarized sentence a mile away.**

If a technological glitch disrupts your essay writing, don't panic. Take a photo to document the error message you're receiving and then email or call me.

- **For each in class, timed essay you will prepare a messy draft:**
 - it might be a **handwritten draft** (just take a photo of your scrawled draft and download to your private Teams channel)
 - or a **typed draft** which you will download to your private Teams channel.

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- **Several typed revisions** for each messy in class draft will be required. Practice makes perfect and I want no one to submit C- level papers. That's what happens when you do not revise.
 - **One of your revised essays will be peer reviewed** (either in class in small break out groups, or outside of class) whereby your classmates will carefully read and comment on your work. **These will be graded! Both your revision and the comments you make on your classmate's work.**
 - And of course, I will read/comment on each revised submission and send these to you for you to revise again
 - **we will meet one on one A LOT over the semester to discuss your writing!!!**
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- **All revisions are due when assigned: I cannot reverse time!** Once a deadline has passed, it has passed, so be in touch early, not later, if a problem arises. **All work should be uploaded into your private channel on Teams!**
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- **Revision is to be taken seriously.** You should not merely "clean up" your original draft by correcting spelling or lower order grammar problems. Rather, your revised work should **offer substantive changes in the assertions you make, the quotations you bring in, the argument you prove, the coherence and unity of your ideas.**
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- **I will not read any work that has clearly not been proofread. REALLY!**

Final research project

20%

For the research 'project' I want you to focus on process over product (and hopefully combat your temptations to procrastinate and plagiarize). I will offer alternatives that require work similar to what is required for a research paper, but that result in a shorter document.

We will work on this together during class and in our small groups, we will have Michael Stoepel from the AUP Library visit class often, and I will meet online with each of you to discuss your work in progress and answer any questions you may have. **And don't forget my open office**

hours!!!!

Your research project will include two primary sources: one work from our class list and another work of your choosing

Required:

- Annotated Bibliography (no fewer than 10 secondary sources)
- Start of a term paper (the thesis statement and a detailed outline)
- Fully fleshed out introduction (approximately 300 words)

Other

REMOTE CLASSROOM ETIQUETTE AND HEALTH & SAFETY MEASURES

- **Submit all assignments on time.** All assignments are to be submitted on Teams, in your personal channel. Written assignments submitted late will go down by a proportion of a letter grade for every day late, i.e. A becomes A-, A- becomes B+, etc.
- **Any assignment that is proven to be plagiarised will receive a zero and serious cases will result in an automatic F for the course.** Plagiarism is academic misconduct and a serious breach of university policy. University disciplinary procedures will be carried out in case of infraction.
- Please be respectful of others and consider all aspects of 'net'iquette when we meet on Teams.
- **The Golden Rule of Netiquette**

You may be familiar with the Golden Rule, "Do unto others as you would have them do unto you." Applied to online communication this becomes the Golden Rule of Netiquette, "Do not say or do things online that you would not say or do offline."

- **THIS IS A CLASSROOM:** Even though you are online, it is important to remember you are attending a class. Consider the language you use to express yourself and the way to which you refer to people in this context.
- **Think before you write:** When people cannot see each other, considering others' feelings may become secondary. Remember there is another person on the other side of your keyboard — be friendly, positive and self-reflective. This also applies to giving others the benefit of the doubt.
- **Use effective communication:** Say what you mean to say. This takes practice and thoughtful writing. Always try to speak and write clearly. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are if one person feels a certain way about what you have said, another may do so as well. Likewise, be mindful of chosen words and joking. Let's say, for example, I write, "get out!" This slang term can be interpreted in several ways, either positively or negatively.
- **Ask for clarification:** If you are unsure of what was said, or the instructor's directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt, though; wait until there is a break in the conversation, or until the open interaction occurs.
- **Remember you are IN CLASS and we can SEE YOU!!!** – so please be at a desk or somewhere as long as it's not your bed, dress appropriately, try your best not to multi-task (chat with your roommate, bake cookies (unless you send us each a box of 12), iron (unless you will do ours as well), repaint your living room, use your phone or type away while we can see you. . . you get the idea. **Come to this online class like you would come to our on-site class!**
- **AND we (or at least I do) want to see your lovely faces, not your block photo.**

When you come to class, click on the video icon to open it up, mute the sound unless you are speaking, and click the hand function when you would like to be heard.

- **Quarantine/Self-isolation:** We will need to be flexible and adaptable to changing contexts this semester together and engage in joint problem solving. **Good communication will be key!**
- **Special health and safety measures during the reign of COVID-19:** this applies to you for all your classes!!!
 - Please, for everyone's safety you must **wash your hands** well before you enter any AUP classroom. You are required to **wear a mask** during all face-to-face classroom time or for individual meetings with other AUP professors or students while on campus. The mask must cover your nose and mouth at all times. No exceptions!

PLAGIARISM:

Unfortunately, sometimes students try to gain credit for work they have not done themselves. For the sake of fairness and academic integrity, and to maintain the reputation of the degree you are earning with us, we are committed to prevent that such attempts succeed. **There will be no tolerance with plagiarism and other such forms of academic misconduct.**

Ignorance is no excuse: You will be expected to know the rules as you can find them described, e.g., on our webpage at <http://www.aup.edu/academics/offices-resources/academic-resource-center/writing-lab/plagiarism>.

Sometimes students present other's work as their own not because they want to earn an unfair advantage over their peers but rather because they feel unable to cope with the workload for some academic or personal reason. If this is the case, please do not hesitate to seek my support: there is a lot that can be done to help you, and it will certainly be much better for you too. I am here to help. So are so many in the AUP community, **especially my team of Writing Lab tutors.**