

**ENG 181.012: Imagining the City**  
**Fall 2013**  
**TTh 4:00-5:15**  
**Location: Callaway N204**

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Office Hours: Thursdays, 2:30pm-3:30pm, Callaway N207A

(Updated as of September 16, 2013)

### **Course Description**

ENG 181 is designed to help you develop as a reflective, critical, effective, and creative reader and writer. While the city is our theme, the primary focus of the class will be on the craft of reading and writing, pursuits which extend far beyond any topic or even discipline. Like the cities we will be thinking about throughout the semester, the field of writing is diverse, heterogeneous, and unpredictable. The goal of the class is to explore that strange terrain together, and hopefully emerge at the end of semester more capable and confident writers and readers. In addition to some helpful texts on reading and writing about literature, the course will include selections of short fiction, essays, poetry, and film interested in the city and its inhabitants. Along the way, we'll tackle a range of critical writing assignments, and try our hand at a few creative projects as well. Writing is hard, and even the most practiced writers run into trouble from time to time. Working together in a workshop setting, we'll confront each of those obstacles together, and maybe even have a little fun!

### **Course Objectives**

ENG 181 is a writing-intensive course satisfying Emory's first year English writing requirement and comprehensively conforming to the Council of Writing Program Administrators Outcomes Statement for First-Year Composition. The Outcome Statement can be viewed at <http://wpacouncil.org/positions/outcomes.html>. While the course aims to address all of the outcomes included in the Statement, there will be a particular emphasis on the following:

- Rhetorical knowledge: The ability to focus on a purpose or topic; to respond to the needs of a given audience and situation; to understand how genres shape reading and writing experiences; and to write in different genres, particularly the literary essay.
- Critical thinking, reading, writing, and research: The ability to critically and closely read a given text, literary or otherwise; to develop and articulate an original and well-supported thesis or argument; to locate, evaluate, and integrate secondary material into an original research project; and to see a self-directed research project through to successful conclusion.

- Collaborative and peer work: The ability to work effectively and productively with others; to respect the writing, research, and viewpoints of others; to helpfully critique, develop, and workshop the writing of others; and to accept the feedback of peers and incorporate it into revision.
- Processes: An understanding of composition as a multi-stage process that usually requires a number of drafts and extensive revision. In addition, students will develop a range of flexible strategies for generating, revising, editing, and proof-reading texts, as well as an open approach to their process that can accommodate developing insights and ideas in later-stage revision.
- Knowledge of Conventions: An understanding of common formats for different kinds of texts, as well as genre conventions ranging from structure and paragraphing to tone and mechanics. In addition, students will develop control of such surface features as syntax, grammar, punctuation and spelling.

### Required Texts

The only text you are required to purchase for the course is *Reading and Writing about Literature*, edited by Janet E. Gardner. (3<sup>rd</sup> Edition; ISBN 9781457606496). This text is available at the Emory bookstore, and through Amazon. With the exception of film, all other texts for this class will be available on the Blackboard site for this course. **Please bring your copy of Gardner and printed copies of the day's reading to each class.**

\*\*\**Using Blackboard*: Students can access their Blackboard account at <https://classes.emory.edu/webapps/login>, and log in using their EmoryID and password. Once logged in, click on "ENG181: Writing About Literature" to access the homepage for our course. All course readings will be available to download as PDFs under the "Readings" tab on the left-hand side of the page. Electronic copies of assignments and the syllabus will also be available on Blackboard.

### Course Requirements

This is a writing class, and your attendance at each meeting is mandatory. In addition to keeping up with the reading and participating in each class, a number of assignments will be due throughout the semester. *Note: late work will not be accepted*, except under highly mitigating circumstances. Given the importance of revision and drafting for the class, rewrites after final due dates will also not be accepted. While you will get more information on each assignment as it comes up, here is a brief overview:

- Creative Assignments (#1 Due September 9<sup>th</sup>; #2 Due October 10<sup>th</sup>; #3 Due November 5<sup>th</sup>): One of the best ways to get a sense of how literary texts work is to try your hand at writing them yourselves. These three short assignments (1-3 pages each) will focus on writerly form and style, and help

you to develop an awareness of how to recognize certain authors and kinds of texts by their most distinctive features and rhetorical strategies. Each creative piece will be accompanied by a short reflective essay that explores the process of writing and explains the choices you made as you composed your creative text.

- Close Reading Assignment (Due October 1<sup>st</sup>): Close reading is one of the most essential skills of the literary critic in particular and the critical reader in general. This 3-4 page assignment will help you develop this skill by focusing on a short passage from a text covered in class.
- Literary Analysis (Due October 29<sup>th</sup>): Slightly longer than the Close Reading Assignment, this 5-6 page paper will work towards a more sustained and global reading of some element of a text we have covered. This assignment will focus on how to make use of careful close reading and strong textual evidence to produce a cogent and compelling argument about a text.
- Annotated Bibliography and Literature Review (Due November 18<sup>th</sup>): Perhaps the most important skills you'll acquire in this course, the annotated bibliography and literature review are the foundations of almost any research project. For this class, you'll develop an annotated bibliography featuring at least five sources, which you will draw on to compose a literature review as you work towards your research paper.
- Research Paper (Due December 3<sup>rd</sup>): The research paper is a standard genre for academic work across the disciplines. This assignment will help you develop basic skills required for research in any field, with a particular focus on literary studies. Your 7-8 page paper will put forward an original, well-researched, and rhetorically effective argument about a text of your choice related to the course theme.
- Final Presentations: On the last two days of class, each student will give a brief five-minute presentation on his or her research paper. A key part of academic work is sharing one's research with others, often in the form of oral presentations. These presentations will be an opportunity for you to develop those skills as well as to share the fruits of your labor with your peers.

### **Grade Breakdown**

- Creative Assignments: 10%
- Close Reading Assignment: 10%
- Literary Analysis: 15%
- Annotated Bibliography and Literature Review: 15%
- Research Paper: 20%
- Final Presentation: 10%
- Participation: 20%

### **Course Policies**

#### Attendance

This is a writing class, and most of our meetings will be run as workshops featuring discussions, peer review, and in-class writing and revision. As a result, it is vitally important for both your own success and that of your peers that you attend as many classes as possible. With this in mind, each student will be allowed 2 absences or “personal days” no questions asked. Every unexcused absence thereafter will have a negative impact on your overall final grade, at the rate of one grade deduction per absence (for example, a B+ becomes a B, then a B becomes a B-). If you use your two “personal days,” excused absences will be given only for documented medical conditions, family emergencies, or religious observance. Excused absences will not be given for extracurricular activities; if you foresee missing class due to extracurricular activities, you will be using your personal days for those absences.

### Electronics

Personal electronics—including mobile phones, tablets, and laptop computers—are not allowed in class except with special permission from the instructor. We are lucky enough to meet in a computer lab, and all in-class writing will take place either on paper or using the lab’s machines. Please print off each day’s readings and bring the hard copy to class.

### Academic Honesty

The Emory College Honor Code must be observed at all times. Plagiarism—Don’t Do it! It is a serious academic offense and all suspected cases will be reported to the College Honor Council. Review the policy here:  
[www.college.emory.edu/current/standards/honor\\_code.html](http://www.college.emory.edu/current/standards/honor_code.html)

## **Resources**

### The Writing Center

I will always be available to give you advice and feedback on your writing, but the Emory Writing Center is an excellent resource for student writers of all kinds. The consultants there provide individualized, conference-style help with anything from job applications and statements of purpose to research papers and radical revision. You will not be required to visit the Writing Center for every paper, but know that I *always* recommend it for help with assignments in this class (as well as other types of writing). Visit <http://writingcenter.emory.edu/> for information and to make an appointment.

### The Office of Disability Services

Any student who, because of a disability or any other circumstance, may require special arrangements in order to meet course requirements should let the instructor know and must register with the Office of Disability Services at [www.ods.emory.edu](http://www.ods.emory.edu)

### Emory Counseling Center

Free and confidential counseling services are available at the Emory Counseling Center. (404) 727-7450 and [studenthealth.emory.edu/cs/index.php](http://studenthealth.emory.edu/cs/index.php)

\*\*\*For a breakdown of resources offered by the Office of Undergraduate Education, please see the information sheet attached at the end of the syllabus.

## Course Schedule

We have a long semester ahead, and the following course schedule may shift a bit as we move along. I will be sure to give you ample notice regarding any changes, but it is your responsibility to stay up to date with the current syllabus.

Week	Date	Class Activities	Reading & Assignments Due
1	8/29	Course Introduction In-class writing: my course plan	<i>Please note that Wednesday, September 4<sup>th</sup> is the last day to change your schedule.</i>
2	9/3	Introduction to the short story: read like you mean it! Group exercise: close reading and the OED	Gardner, Ch. 2: "The Role of Good Reading" Edgar Allen Poe, "The Man of the Crowd" (BB)
	9/5	Discussion of flâneur figure. Close reading and comparison: Poe v. Baudelaire. Introduce Creative Assignment #1: The Flâneur in Atlanta	Baudelaire, "The Painter of Modern Life" excerpt (BB)
3	9/10	Peer review of Creative Assignment #1 Reversioning: Mapping the Flâneur	Creative Assignment #1 Draft Due—Bring two copies! Gardner on Peer Editing, pp38-40
	9/12	Woolf discussion Mapping check-in	Virginia Woolf, "Street Haunting" (BB)
4	9/17	Introduction to poetry: not as scary as you think. Introduce Close Reading Assignment	<b>Creative Assignment #1 Due</b> Gardner on Pre-Writing, pp21-28, and on Explication, pp56-59 Walt Whitman, "Crossing Brooklyn Ferry" (BB)
	9/19	Discussion of Joyce Group work: Towards a close reading	Gardner on Drafting, pp29-32, pp40-50 James Joyce, "Araby" (BB)
5	9/24	Peer Review of Close Reading Assignment In-class writing: working towards revision	Close Reading Paper Draft Due—Bring two copies! Gardner on Revision, pp32-37
	9/26	Discussion of Thoreau	Charles Dickens, "Night Walks" (BB)
6	10/1	Introduction to Genre: What is a Detective Story?	<b>Close Reading Assignment Due</b> Sir Arthur Conan Doyle, "The Man with the Twisted Lip" (BB) Gardner on the Short Story, pp72-75
	10/3	Holmes v. Hardboiled: compare and contrast. Creative Assignment #2: Style translation	Dashiell Hammett, "Nightmare Town" (BB) Raymond Chandler, "The Fine Art of Murder" (BB)
7	10/8	Discussion: gender and genre Peer review of Creative Assignment #2	Creative Assignment #2 Draft Due—Bring two copies! Sara Peretsky, "Windy City Blues" (BB)
	10/10	Discussion: race, the city, the story	<b>Creative Assignment #2 Due</b>

		Introduce Literary Analysis Assignment: Topic Invention	Chester Himes, "Face in the Moonlight" (BB) Gardner on Literary Analysis, pp59-63
8	10/15	<i>Fall Break – No Class</i>	Review material and work toward topic.
	10/17	Discussion: from page to screen In class writing: thesis development	View the film <i>The Big Sleep</i> (Howard Hawks, 1946), available in the library.
9	10/22	Peer review and in-class editing	Literary Analysis Draft Due
	10/24	Critical perspectives: crime and the city. In-class revision, if time.	Jane Jacobs, <i>Death and Life of American Cities</i> excerpt (BB)
10	10/29	"I do this, I do that"—Is this poetry? Group work: poem assembly Introduce Creative Assignment #3: Versify!	<b>Literary Analysis Due</b> Frank O'Hara, Selections (BB) James Schuyler, Selections (BB)
	10/31	Reading together: The visionary city	George Oppen, <i>On Being Numerous</i> excerpt (BB)
11	11/5	Introduce Research Paper Assignment Visit from 1 <sup>st</sup> Year Librarian on Research	<b>Creative Assignment #3 Due</b>
	11/7	Group work: share topics Modeling: Evaluating a source Introduce Annotated Bibliography and Literature Review Assignment	Review readings and narrow a potential topic for your research Gardner on Finding and Using Sources, pp130-138
12	11/12	The Magic of MLA In-class work on Annotated Bibliography and Lit Review	Come with at least 3 sources for research; we'll work on annotation and citation together.
	11/14	Discussion: from research to writing. Freewrite: you're more prepared than you think. Sign up for conferences	Bring research materials and bibliography.
13	11/19	Conferences—no class	<b>Annotated Bibliography and Literature Review Due Monday, November 18</b> (please deposit in my department mailbox) Work on your draft
	11/21	Conferences—no class	Continue work on your draft
14	11/26	Peer Review Presentation Assignment Introduced—Sign up.	Research Paper Draft Due—Bring two copies!
	11/28	<i>Thanksgiving Recess – No Class</i>	Work on Revisions
15	12/3	Class viewing: excerpt from Woody Allen's <i>Manhattan</i> Presentation check-in	<b>Research Paper Due</b>
	12/5	Presentations	
16	12/10	Last day of class! Presentations Evaluations Return opening letter: reflective essay assigned	<b>Reflective Essay Due on December 17<sup>th</sup></b>

### Office for Undergraduate Education – Information for Syllabus – Fall 2013

- The Office for Undergraduate Education (OUE) central office is located in White Hall 300
- Please visit or call 404.727.6069 with questions about academic affairs, concerns or policies.
- All Emory College of Arts and Sciences policies may be found in the College Catalog:  
<http://college.emory.edu/home/academic/catalog/index.html>
- For a full list of Religious Holidays can be found here:  
<http://www.religiouslife.emory.edu/pdf/Religious%20Holidays%202013-14.pdf>

#### Important Fall 2013 Dates

- August 28: First day of classes
- September 4: Add/Drop/Swap ends 11:59pm
- September 11: Last day to change S/U or Grading option
- October 14-15: Fall Break
- October 18: Last day for withdrawal without penalty (all students)
- November 15: Last day for withdrawal without penalty (1<sup>st</sup> year, Transfer, Oxford ONLY)
- November 28-29: Thanksgiving Holiday Break
- December 10: Last day of classes
- December 11: Reading Day(s)
- December 12-18: Final Exam Period

#### Academic Advising and Class Deans

If you have any academic concerns or questions about Emory College of Arts and Sciences policies, you should first meet with an OUE academic adviser. If an academic adviser is unavailable to meet with you, you may meet with an OUE dean during open hours.

- OUE Academic Adviser appointments: Visit White Hall 300 or call 404.727.6069
- Deans' Open Hours:  
<http://college.emory.edu/home/administration/office/undergraduate/hours.html>

#### Academic Support

There are a range of resources available to Emory undergraduates designed to enrich each student's educational experience.

- Visit <http://college.emory.edu/advising> for a list of support programs and appointment directions

#### Access and Disability Resources

Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR formerly the Office of Disability Services, ODS) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your professor at the beginning of the semester, or when the letter is received.

#### Attendance Policies (Absences and Absences from Examinations)

- Absences: Although students incur no administrative penalties for a reasonable number of absences from class or laboratory, they should understand that they are responsible for the academic consequences of absence and that instructors may set specific policies about absence for individual courses.
- Absences from Examinations: A student who fails to take any required midterm or final examination at the scheduled time may not make up the examination without written permission from a dean in the Office for Undergraduate Education. Permission will be granted only for illness or other compelling reasons, such as participation in scheduled events off-campus as an official representative of the University. A student who takes any part of a final examination ordinarily will not be allowed to defer or retake that final. Deferred examinations must be taken during the student's next semester of residence by the last date for deferred examinations in the academic calendar or within twelve months if the

student does not re-enroll in the college. Failure to take a deferred examination by the appropriate deadline will result automatically in the grade IF or IU.

**Honor Code**

Upon every individual who is a part of Emory University falls the responsibility for maintaining in the life of Emory a standard of unimpeachable honor in all academic work. The Honor Code of Emory College is based on the fundamental assumption that every loyal person of the University not only will conduct his or her own life according to the dictates of the highest honor, but will also refuse to tolerate in others action which would sully the good name of the institution. Academic misconduct is an offense generally defined as any action or inaction which is offensive to the integrity and honesty of the members of the academic community.

- The Honor Code, a list of offenses and the Honor Council process may be found;  
[http://college.emory.edu/home/academic/policy/honor\\_code.html](http://college.emory.edu/home/academic/policy/honor_code.html)