
PRINCIPLES OF ACADEMIC WRITING in Fall 2018 (EN1000B)

Course Code	EN1000B	Professor(s)	Ann Mott
Prerequisites	None	Office Number	The Writing Lab/ARC
Class Schedule	MR: 12:10-13:30 in SD-6 W: 12:10-13:30 in PL-4	Office Hours	Mondays 14h00
Credits	4	Email	amott@aup.edu
Semester	Fall 2018	Office Tel. Ext.	672

Course Description

What's Love Got to Do with It?

In "Say a Little Prayer," the late, great Aretha Franklin turns her mundane morning rituals -- combing her hair, choosing her dress, running for her bus-- into a declaration of love for a man who will only bring heartache if he leaves her. Ah, love . . .and those eventual, inevitable heartaches.

This semester we will examine love in all its many splended and tragic sides through the classic works of Sophocles, Hemingway, McCullers, Ibsen, Williams and Shamsie. Our readings will examine the role love plays in seemingly happy families and marriages, in openly troubled relationships, and in the struggle for power between men and women, husbands and wives, sisters and brothers and society and the individual. Central to each work are those prickly clashes which surface when love oppresses, hurts and destroys those who say a little prayer and promise that "forever you'll stay in my heart."

The primary goal of this course is to offer intensive practice in writing and reading. We will conduct this class as a seminar: you will be encouraged to read constantly, write critically, collaborate energetically and function as participants in a lively intellectual community.

Over the next 14 weeks you shall undertake a number of writing projects of various scale: short reflection papers, formal essays and revisions, and a short (5 – 7 page) research project. You

will also make several presentations, one film project in collaboration with your peers and one oral presentation on your research paper outline and bibliography.

Course Learning Outcomes

Comprehend, interpret and analyze texts

Construct cogent arguments, both written and oral

to develop personal voice and style in writing, at the level of the sentence, the paragraph, the essay and the extended paper

to understand writing as process, from pre-writing and drafting to revising and final editing

to demonstrate the ability to express knowledge and reason effectively in written work

to work through research: incorporate adequate support for arguments from primary and secondary sources; articulate questions clearly; identify and gain access to appropriate secondary information;

to engage in intellectual discussion; document sources correctly and avoid plagiarism through practice of appropriate citation techniques

to use writing as a way to enhance and deepen learning

General Education

[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

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. In-class

essays have been boldfaced.

September

Week 1: 10 - 14

Topics: marriage, appearances vs. reality, lies and deception, society and the individual, outsiders

Readings: *A Doll's House*, Acts 1 and 2

Classwork: lively class discussion, reflective writing, dialogue reading

Sunday, Sept 16: last day to drop/add courses

Week 2: 17 - 21

Topics: sacrifices, winners and losers, failed patriarchy, the lies of love

Readings: *A Doll's House*, Act 3

Classwork: lively class discussion, reflective writing, small group presentations

Week 3: 24 – 28

Topics: Men and masculinity, women and femininity, courage and cowardice, strength through sacrifices

Classwork: watch excerpts from film adaptation of *A Doll's House*, in-class essay #1

October

Week 4: 1 - 5

Topics: fantasy vs. reality, family, lies and deception, betrayal. loss

Readings: *A Streetcar Named Desire*, Scenes 1 – 6

Classwork: group discussion, reflective writing, dialogue readings, introduction to research paper

Week 5: 8 – 12

Topics: power struggles, old South vs new South, family betrayal, conflicting desires and needs

Readings: *A Streetcar Named Desire*, Scenes 7 - 9

Classwork: class discussion, reflective writing, research, watch excerpts from Elia Kazan's film adaptation of *Streetcar*

Week 6: 15 - 19

Topics: winners and losers, sisterhood, societal injustice and sacrifices, fantasy vs reality, world of illusion

Readings: *Streetcar*, Scenes 10, 11

Classwork: in-class essay #2 on *Streetcar*; short in class presentations on chosen essay topics

Week 7: 22 – 26 – Mid-term week

Topics: families torn between compassion and suffering, alcoholism, society and the individual, fathers and mothers

Readings: "The Sojourner" "A Domestic Dilemma"

Classwork: class discussion, reflective writing

Week 8: 29, 30

Monday – only one class this week: Individual Appointments

TOUSSAINT HOLIDAY: Oct 31 – Sunday, Nov 4

November

Week 9: 5 – 9

Topics: group presentations, writing workshops and research

Classwork: in- class essay #3, McCullers, research statement of purpose submitted

Week 10: 12 – 16

Topics: difficulties of love and the fragility of human relationships; fleeing vs. facing self-truths, courage vs. cowardice, men vs women

Readings: “The Short Happy Life of Francis Macomber”

Classwork: class discussion, writer’s workshop, group presentations

Week 11: 19 - 23

Topics: family conflicts, hubris vs. reason, sibling rivalry, failed patriarchy

Readings: *Antigone*

Classwork: In-class essay #4 (Macomber)

group discussion, writing workshop, research and databases, research bibliography submitted

Week 12: 26 - 30

Topics: family conflicts, hubris vs. reason, sibling rivalry, failed patriarchy

Readings: *Antigone*

Classwork: group discussion, writing workshop, research and databases, oral defense of research papers

December

Week 13: 3 - 7

Topics: the public and private realms, the connections between masculinity and jihadism, the question of feminism and the hijab, and the intersection of parenthood, birthplace and national identity.

Readings: *Home Fire*

Classwork: Open class discussion; research draft submitted

Week 14: 10 – 12

Topics: the public and private realms, the connections between masculinity and jihadism, the question of feminism and the hijab, and the intersection of parenthood, birthplace and national identity.

Readings: *Home Fire*

Classwork: Open class discussion, research paper draft returned

Final exam: Monday Dec 17 2018 12:00PM

Textbooks

Title	Author	Publisher	ISBN	Required
A Streetcar named Desire	Tennessee Williams	Penguin Modern Classics	9780141190273	Yes

Antigone	Sophocles	PENGUIN	9780141397702	Yes
Home Fire	Kamila Shamsie	Bloomsbury	9781408886793	Yes
A Doll's House	Ibsen	Nick Hern	9781854592361	Yes

Attendance Policy

ATTENDANCE POLICY:

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

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH PROFESSORS 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. Excessive absences result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if it is 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 exam periods.*

ENGLISH LANGUAGE PROFICIENCY STATEMENT: As an Anglophone university, The American University of Paris is committed to effective English language mastery at the undergraduate level. Most courses require scholarly writing, both written and oral presentations in English, and AUP students are expected to strive to achieve excellence in their course work. To that end, professors include English proficiency among the criteria in student evaluation. Students are encouraged to visit the university Writing Lab where they may obtain help on specific academic assignments. Proficiency is assessed at various points throughout the student's academic career, most notably during the admissions and advising process. This includes when a student is completing general education requirements, and during the accomplishment of degree program requirements.

Grading Policy

Work for the course and Evaluation of Performance:

Regular attendance, class participation, oral presentation:

30%

- You are expected to attend every class meeting, on time, and be prepared to participate in the work scheduled for that class. Consistent tardiness will drop your grade by half a step (for example, from a C to a C-). If you miss more than THREE classes, 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.
- Good class participation involves contributing to the ongoing discussion of the class in an informed and responsible manner, being attentive to that conversation, and being respectful of the participants in it.
- I cannot reverse time! Once a deadline has passed, it has passed; once an assignment is done, it is done. Be in touch early, not later, if a problem arises.
- You will be required to give several group presentations and one individual 5-minute oral presentation on the outline and argument of your research paper.

**Five graded in-class essays (INCLUDING FINAL EXAM)
50%**

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

- Four 600 – 750 word essays: for each essay you will prepare a preliminary handwritten draft in class and submit several typed revisions.
- All revisions are due at the beginning of class on the day due.
- Revision is to be taken seriously. You should not merely “clean up” your original draft

by correcting writing errors and attending to my comments only. Rather, your revised work should offer substantive changes in the assertions you make, the quotations you bring in, and the argument you prove.

- On all written work, include in the upper left-hand corner your name, the course number, and the date. All written work should have a title: for example, *A Doll's House*, Revision #1. Number your pages. All papers should be stapled BEFORE CLASS.
- All work must be proofread carefully. The presentation of your work is important. Spell check is a good place to start, but make sure you READ through your essay yourself before you hand it in to me. You may correct in pen any last minute spelling and grammar errors that you find.
- **I will not read any work that has clearly not been proofread.**

Final paper 20%

Students will demonstrate and apply the skills developed through the course by selecting one work from our reading list in which to write their final paper. This paper must follow MLA format.

This 5 to 7-page paper differs from the earlier essays in that it includes a research element by which you have to include literary criticism on the text that you have chosen. Each student must come up with his/her own paper topic, after which he/she will discuss it with me at length. Since this assignment is longer and requires research, you should start thinking about possible paper topics soon. The paper will be submitted in SIX stages: proposal, list of sources, thesis statement or question, outline, first draft and final draft. The completed paper should include a title page, parenthetical citations and a page listing works cited.

The grading scale for essays for this class:

A excellent work

Original and thoughtful; a full, interesting and engaged response to the thesis; clear organization; paragraphs with tight and well focused topic sentences; a distinct conclusion; an efficient and clean writing style; a paper free from grammatical errors

B strong work: analysis, organization, mechanics, personal voice

C average or satisfactory work

D below average

Other
