

ENGLISH 110: THE CRAFT OF WRITING: WRITING AND THE WOMEN'S COLLEGE

Instructor: Dr. Amanda Golden
Office: Buttrick 206
Office Hours: M, W 9:30 a.m.-10:30 a.m.
in Mollie's Coffee and by appointment.

Spring 2012
MWF 8:30-9:20 a.m.
Buttrick G-13.

COURSE TEXTS

- Virginia Woolf, *A Room of One's Own* (1929). Ed. Susan Gubar. Harcourt Brace. ISBN: 0156030411
- Sylvia Plath, *The Bell Jar* (1963). Harper Collins. ISBN: 0061148512
- Mary McCarthy, *The Group* (1963). Mariner Books ISBN: 0156372088
- J. Courtney Sullivan, *Commencement* (2009). Random House. ISBN: 0307454967

COURSE OVERVIEW

Writing and the Women's College is a course in writing about century literature, history, and culture from the mid-nineteenth century to the present. Students will learn to assert more effective arguments that demonstrate creativity, critical thinking, and intellectual risk taking. Central themes and concerns in our analysis of the course texts will include the roles of language, audience, academia, gender, sexuality, race, culture, class, and the arts. In "Writing and the Women's College" we will analyze Virginia Woolf's arguments in *A Room of One's Own* (1929), novels representing women's colleges, such as Sylvia Plath's *The Bell Jar* (1963), Mary McCarthy's *The Group* (1963), and J. Courtney Sullivan's *Commencement* (2009), and the poetry, prose, and fiction of Emily Dickinson (Mount Holyoke College), Alice Walker (Spelman College and Sarah Lawrence College), and Elizabeth Bishop (Vassar College).

ASSESSMENT

- Essay 1 (3 pages) 10%
 - Essay 2 (4 pages) 15%
 - Essay 3—Research Paper (8 pages) 20%
 - Essay 4 (6 pages) 25%
 - Class Participation 30%
- Papers are due on Moodle at least thirty minutes before our class session begins.
 - Papers must be typed in 12-point Times New Roman font, and double-spaced with 1-inch margins on all sides. Students must use MLA format.
 - The last class session will be a class conference in which students will present their final papers. During the classes leading up to the conference, students will propose a theme for the conference and form groups based on their topics. The groups will not only serve as in class peer review groups for critiquing each other's paper drafts, but will also provide panels for the conference. Students' contributions to the conference will count toward class participation.

- **Late Policy:** Each day that a paper is late, the grade will decrease by 3 points.
- **Class participation** is 30% of your final grade. Participation consists of your contribution to class discussion, group work, in class writing, shorter writing assignments, and quizzes.
- **Attendance Policy:** After three absences (excused or unexcused) your final grade will decrease by three points for each additional missed class. Extended illnesses or other circumstances of which the college is aware do not count toward this total.

ACADEMIC HONESTY

- Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing -- as long as you cite them.
- If you are ever in doubt about whether you are citing something correctly, please contact the professor.
- You must list all sources you consult in your works cited list. You must cite web pages.
- In moments of crisis students sometimes make decisions that they would not otherwise make. If you find yourself in a situation that affects your work in this class, please see the instructor or the English Department.

THE HONOR CODE AND PLAGIARISM

- Intellectual communities are founded on principles of honesty and fair use. Teaching, learning, and the advancement of knowledge all depend on these principles. One of the most important things you will learn as an Agnes Scott student is how to use the writings of others in combination with your own ideas and research to create thoughtful papers that make contributions to the world of knowledge with full credit to all the minds that have participated.
- For many reasons, including the explosion of information available on the Internet, plagiarism is on the rise in colleges and universities across the country. In recent years it has become easier to find and copy or download papers or parts of papers and easier to find sources of papers or other works that are for sale. Of course it has also become easier for such crimes to be detected. Most of you will not be tempted to pass off others' work as your own, yet it is also possible to inadvertently use others' work in an improper way. One of the goals of this course is to teach you how to avoid making such mistakes and how to use sources properly and effectively in your written work.
- Nothing is more important in a college course than adherence to the Honor System. You have all signed the Honor Pledge, and its principles should govern all of your work for this course as for any other. If you directly (direct quotations) or indirectly (paraphrases, other borrowings) borrow ideas from others—whether those ideas appear in books, articles, or online, or develop during conversations—you must give proper and full credit to the original

sources.

- Please pledge individual papers and exams as a reminder for all of us that you are committed to upholding the Honor System. To make sure everyone understands how this system and its principles provide the foundation for all course work, we will spend a substantial portion of class time discussing academic and intellectual honesty and conducting a thorough examination of the proper use of sources in informal and formal writing.
- At any time during the semester, I will be happy to answer questions you may have about the Honor System, academic and intellectual honesty, the proper use of sources, or any related topic.

DISABILITY SERVICES

- Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, please contact Kelly Deasy in the Office of Academic Advising (X6150) to make complete the registration process. Once registered, please contact me so we can discuss the specific accommodations needed for this course.

STUDENT EVALUATIONS

- Course evaluations are completed online. Near the end of the semester, you will receive an e-mail message that will provide a link to follow in order to complete the evaluation online, outside of class. Student evaluations provide feedback that is valuable to the instructor, and I hope that all members of the class will complete this form.

ONLINE STUDENT RESOURCES

- Academic Advising: <http://www.agnesscott.edu/academics/academicadvising>
- The Writing Center: http://writing_center.agnesscott.edu/
- The Speaking Center: http://speaking_center.agnesscott.edu/
- Wellness Center: <http://www.agnesscott.edu/studentlife/wellnesscenter>

ASSIGNMENT SCHEDULE

Wednesday 1/18: First Day of Class. Introductions.

Friday 1/20: Woolf, *A Room of One's Own* (1-30).

Monday 1/23: Writing Assignment Due. Woolf, *A Room of One's Own* (30-70).

Wednesday 1/25: *A Room of One's Own* (70-end).

Friday 1/27: Susan Gubar's introduction to *A Room of One's Own*.

Monday 1/30: Writing Assignment Due. Begin Sylvia Plath, *The Bell Jar* (1-37).

Wednesday 2/1: *The Bell Jar* (38-86).

Friday 2/3: *The Bell Jar* (87-127).

Monday 2/6: Rough Draft of Paper 1 Due. In Class Peer Review.

Wednesday 2/8: Finish *The Bell Jar*. (127-153, 168-172, and 243-4).

Friday 2/10: Class Cancelled, Conferences.

Monday 2/13: Excerpts from *The Unabridged Journals of Sylvia Plath* (2000).

Wednesday 2/15: Paper 1 Due. Excerpts from *Letters Home*.

Friday 2/17: Read Sylvia Plath poems, particularly “The Colossus” (1959)

Monday 2/20: Read Plath, “Lady Lazarus” (1962). Discuss Plath’s drafts of “Lady Lazarus” in class.

Wednesday 2/22: Read Plath, “Daddy” (1962) and “Ariel” (1962). Read sample poetry essay.

Friday 2/24: Read excerpts from Brain, *The Other Sylvia Plath* (2001).

Monday 2/27: Rough Draft of Paper 2 Due. Peer Review.

Wednesday 2/29: Begin Mary McCarthy, *The Group* (1-50).

Friday 3/2: *The Group* (51-150).

Monday 3/5: Paper 2 Due. *The Group* (150-200).

Wednesday 3/7: *The Group* (201-250).

Friday 3/9: Writing Assignment Due. *The Group* (251-300). *Paris Review* Interview with Mary McCarthy (1962): <http://www.theparisreview.org/interviews/4618/the-art-of-fiction-no-27-mary-mccarthy>.

Monday 3/12-Friday 3/16. No Class: Spring Break.

Monday 3/19: Library Presentation. Meet in McCain 211. Read *The Group* (301-350).

Wednesday 3/21: Finish *The Group* (skim 351-439 and read 440-492). In class: Film of *The Group* (1966).

Friday 3/23: Blog Posting Assignment Due. Emily Dickinson poems and letters from Mount Holyoke.

Monday 3/26: Research Paper Proposal and Bibliography Due. Elizabeth Bishop, “The Map,” “The Fish,” “The Man-Moth,” “Roosters,” “In the Waiting Room,” and “One Art.”

Wednesday 3/28: Bishop continued. Chapter on Bishop from Bethany Hicok, *Degrees of Freedom: American Women Poets and the Women’s College, 1905-1955* (2008) and on Bishop and Plath from Michael Davidson, *Guys Like Us: Citing Masculinity in Cold War Poetry* (2004).

Friday 3/30: Skype discussion with Bethany Hicok about Bishop and Vassar College.

Monday 4/2: Alice Walker, “The Trip.”

Wednesday 4/4: Visit from the Speaking Center. **Rough Draft of Paper 3 Due. Online and in Class Peer Review.**

Friday 4/6: No Class: Easter Break

Monday 4/9: Research Presentations

Wednesday 4/11: Research Presentations

Friday 4/13: Paper 3 Due. Begin J. Courtney Sullivan, *Commencement* (1-30).

Monday 4/16: *Commencement* (31-130).

Wednesday 4/18: *Commencement* (131-230).

Friday 4/20: *Commencement* (231-330).

Monday 4/23: Finish *Commencement* (331-432).

Wednesday 4/25: Rough Draft Due. In Class Peer Review.

Friday 4/27: Class Conference: Part I

Monday 4/30: Class Conference: Part II and Skype Discussion with J. Courtney Sullivan, author of *Commencement*.

Wednesday 5/2: Final Paper and Optional Revision Due.