

SYLLABUS
English 102
Section 19, MWF 1-1:50, Bishop 326

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AUTOBIOGRAPHY: WRITERS WRITING THE SELF

This discussion based course will take a critical look at the autobiographies of Gabriel Garcia Marquez and Isabel Allende as well as selected readings of fiction by the same authors. In the course of the class we will ask such questions as: What is autobiography? What is the role of “truth” in such works? Why should we read autobiography? Three 5-7 page papers will explore answers to these questions and posit researched evidence to support an argumentative stance. Students will also complete short weekly responses to our reading and give one oral presentation.

REQUIRED COURSE TEXTS AND MATERIALS

- Anderson, Linda. *Autobiography: The New Critical Idiom*. Routledge, 2001.
- Allende, Isabel. *House of Spirits*. Knopf, 1985.
- Allende, Isabel. *Paula*. Perennial, 1996.
- Garcia Marquez, Gabriel. *Collected Stories*. Perennial, 1999.
- Garcia Marquez, Gabriel. *Living to Tell the Tale*. Knopf, 2003.
- Gregory Heyworth and Rosette Liberman, *The Writing and Revision Stylebook*. New Haven: Cooper Hill Press, second edition, 2004
- Access to a computer, word processor, or typewriter.
- A backup disk.
- An Ole Miss email account.

COURSE DESCRIPTION AND INFORMATION

English 102 is designed to teach you to write essays about literature that clearly and effectively communicate a central idea and argument to college-educated readers. To be successful in most college classes and professional careers, you will need to have well-developed skills for written communication. Because many people find it difficult to write essays, English 102 introduces you to ways of making essay writing more comfortable and useful to you. One of the best ways to improve your writing skills is to treat an essay as the result of a process of several steps rather than as something that happens all at once. By writing an essay in stages, you allow your ideas to develop and mature. You’ll learn how to present ideas fully and coherently.

In order to accomplish these goals, we will work closely throughout the semester. You will write three fully developed essays using the literature from the course as well as outside scholarship. You will learn to analyze your audience; to decide which of the various pre-writing techniques work best for you; to organize and develop your ideas in a coherent, unified way; and to draft, revise, and edit your own work so that you can have confidence in your ability to communicate through writing. Throughout the course, you will assemble all of the work you did for each essay in a portfolio to demonstrate your development over the semester and to show what you have done to improve your writing skills.

In addition to writing essays, we'll write weekly responses to our readings and present one oral presentation. The readings and class discussion should also help you generate ideas for your own essays and develop and reinforce your critical reading and thinking skills.

Writing Center Services

The Writing Center is a free service where all students can get individualized help with their writing needs at Ole Miss. Two writing centers are available. They are located in Ste 310 of the J.D. Williams Library and in Stockard Martin Residence Hall. There is an online sign up for tutoring sessions. Please schedule your session early to guarantee that a tutor will be available to meet with you.

More information about the Writing Center is available at the center and on-line at:

http://www.olemiss.edu/depts/writing_center/

On-Line Information About Ole Miss Library Resources

The Ole Miss Library Services has created a web page to help familiarize students with what our library has to offer. Several links are available from the main web page to help you learn more about the library and effective research strategies.

http://www.olemiss.edu/depts/general_library/

Library personnel are always ready to help with any questions you might have about library use. Stop by the Information/Reference Desk with your questions or concerns.

COURSE REQUIREMENTS

Essays

You will write three fully developed and revised essays this semester. At the end of the semester, all three of these essays will be evaluated for proficiency at the English 102 level. Ultimately, this portfolio assessment will determine whether you pass English 102. All final copies of essays must be typed or printed from a computer. If you do not use a computer, I recommend that you schedule an appointment with the Writer's Lab before the first essay is due to learn how to use one of the many word processing programs available in the labs throughout campus.

Please follow this format for all of your essay final copies:

- Final drafts should follow the MLA format.
- Essays must be typed, double-spaced, on one side of the paper, and with standard margins on both sides, top and bottom of the page.
- The font used for all drafts should be **12-point Times New Roman**.
- Pages must be numbered with your last name and page number in the upper right-hand corner.
- Your essays must have a title, but please do not make a separate title page.
- When you submit a final copy of an essay, please include with it a rubric, the assignment sheet, all of your drafts, and your prewriting.

Writing Conferences

You are required to schedule at least one conference during the semester with me outside of class. These times will allow us to consider questions and problems you may have on specific essays.

Readings and Reading-Response Assignments

We will be reading one novel, two autobiographies, one collection of short stories and one critical work. You will be required to prepare a reading-response assignment in addition to our regular essay work and to

post these weekly responses to blackboard. These assignments are designed to reinforce what you are learning in class and to help you understand the writing process. Your responses may be used for class discussion or for small-group discussion. You must turn in at least 10 of the 12 blackboard responses required. Every blackboard response missed after the allotted 2 will result in a deduction of one letter grade in your final grade. PLEASE NOTE: though you are allowed to miss up to 2 blackboard responses, you will still receive a zero (0) grade for that week's response.

Attendance

Daily attendance is required for this course. If you are excessively absent, for any reason, your portfolio will not be eligible for the final assessment process and you will not pass the course. Students are allowed a maximum of four (4) absences during the semester. If you miss more than four (4) classes, your final grade will be dropped a full letter grade. More than six (6) absences is cause for being dropped from the course. Students who miss a class are responsible for any assignment due at the next class meeting. There is no such thing as an "excused" absence.

Late Work

All work – blackboard responses and final drafts – must be turned in on time. I will not accept late work unless you have made a personal arrangement with me; essays turned in to my mailbox will not be accepted. If you are unable to turn in an assignment for emergency reasons, please inform me personally and as soon as possible. Please make use of my email if you are unable to contact me by phone. The decision of whether or not I accept late work, regardless of excuse, is solely mine.

Lost Essays

You are responsible for maintaining a copy of each draft of your essays. All of the essays will be returned after they have been evaluated, and all essays must be present in the portfolio at the end of the semester. Since occasionally essays are stolen, lost or destroyed, you are required to keep an additional copy of each essay and a back-up disk in a safe place. Ultimately, it is your responsibility to submit a complete portfolio. Incomplete portfolios will not be evaluated; students without portfolios will not pass the course.

Revision Policy

You will be required to write **multiple drafts** of each of your papers. I recommend that you put your efforts into working on your essays before turning them in as final copies. Take advantage of our class time, my office hours, and the Writers Lab to get the help you need for your essays. You may, however, revise **two** of your essays (you may choose from essays #1 or #2) once more after their original evaluation if you first schedule a conference with me to discuss your revision strategy. Note that a revised essay is due within one week after I return the original essay and should be turned in with the original essay and a new rubric.

Plagiarism

Please consult the university's academic honesty policy in the *M Book* for policies concerning plagiarism and academic honesty. All policies and penalties for violations stated in these materials apply to our class.

THE GRADING SYSTEM AND THE PORTFOLIO ASSESSMENT PROCESS

Essay Grades

I will collect final copies for each essay you write. I will also fill out an evaluation chart (called a "rubric") for the final copy to indicate the strengths and weaknesses of that essay. The grade for the essays will either be A, B, C, or NP (No Pass).

- **An A essay** clearly passes all categories of the rubric. It demonstrates a superior command of the subject matter and presents that information so effectively that the reader enjoys reading the essay

and learns from it. The A essay shows a clear pattern of organization which captivates the audience and keeps readers involved through all stages of the essay. Moreover, the A essay reveals a sophistication in style and an original voice; sentences are appropriately varied in length and construction; transitions and metadiscourse are used to produce a smooth flow for the reader; connections between sentences and ideas are clear. In addition, individual sentences are concise, clear, and highly specific. The A essay is the work of a writer who is able to deal comfortably with complex material and can present that material effectively for others. As a result of its careful organizational structure and development by example, all factors, both in content and style, combine to form a unified whole.

- **A B essay** clearly passes in all categories of the rubric. It contains few mechanical errors (none of which impede communication), and it effectively delivers a substantial amount of interesting information. The specific points are logically ordered, well-developed, and unified according to a clear organizing principle. The introduction and conclusion are effective, but not as engaging as in the A essay. The essay exhibits an understanding of metadiscourse, and transitions are adequately smooth and logical. Sentence structure is sufficiently varied in both length and construction, and the choice of words has been made selectively. The writing in a B essay is organized, clear, coherent, and correct.
- **A C essay** passes all categories of the rubric. It is generally competent and reasonably well-developed and organized. The C essay demonstrates an average knowledge of the subject matter, but the presentation of that information is often vaguely stated and superficially connected. The essay may lack adequate transitions and use of metadiscourse. The sentence structure is often not varied in either length or construction. It may contain some mechanical or grammatical errors, but they do not interfere significantly with meaning. Though the C essay fulfills the assignment, it is not especially engaging or enlightening.
- **An NP essay** does not pass in one or more categories of the rubric. It has serious flaws in organization, development, syntax, word choice, and/or mechanics and grammar.

The Portfolio Assessment Process

At the end of the semester, your essays will be evaluated for proficiency at the English 102 level. For your portfolio to be submitted for assessment, you must fulfill the following requirements:

- Write at least two “Passing” (A, B, or C) essays.
- Turn in all required written work on time.
- Attend all classes and participate meaningfully in class discussions and group work.
- Complete all reading assignments
- Attend all required conferences

The Course Grades

It is possible to receive a **WF** (withdraw fail) in this course. If you should stop attending this class for any reason without going through the university procedures for dropping a class, you will receive a WF for this course. If you receive a WF, the grade WF will appear on your transcript and an F will be calculated into your grade point average.

Letter Grade/Point Scale for English 102

Your final grade in English 102 will be based on the following point scale. Each assignment will be worth a varied amount of points as is noted below:

Essay Type	Grade and range of points which can be awarded			
	A	B	C	NP
Essay 1	8	7-6	5-4	3-0
Essay 2	10-9	8-7	6-5	4-0
Essay 3	10-9	8-7	6-5	4-0
Blackboard Responses (10 Req.)	5	4	3	2-0
Oral Presentation	10-9	8-7	6-5	4-0

You may receive 1-2 additional points for regular attendance and participation. Once all points have been awarded, add the total together and use the following scale to determine your final grade for the course:

100-91 points = A 90-81 points = B 80-71 points = C 70-61 points = D below 61 = F

Week 1

Wednesday, January 19

In Class Activities: Go over Achievement Requirements, introductions, textbooks, blackboard etc., Discussion of oral presentation assignment.

Assignment: Purchase the required texts at the campus bookstore. Bring *Autobiography: A Critical Idiom*, a three ring binder with paper and pen to the next class, and to every class afterwards.

Friday, January 21

In Class Activities: Freshman Writing Assessment – Part I

Assignment: Read the introduction to *Autobiography* (p. 1-17)

Week 2

Monday, January 24

In Class Activities: What is autobiography? A look at some definitions.

Assignment: Read p. 18-33 of chapter 1 in *Autobiography* as well as excerpts from St. Augustine's and John Bunyan's (pg. 1-10) autobiographies.

Wednesday, January 26

In Class Activities: Discussion.

Assignment: Read p. 33-59 of chapter 1 in *Autobiography* as well as the excerpt from Mrs. Thrale's *Thraliana*, Rousseau's *Confessions*, and Wordsworth's *Prelude*.

Friday, January 28

Blackboard #1 due by 12 noon

In Class Activities: Intro to Sigmund Freud.

Assignment: Read p. 60-70 of chapter 2 in *Autobiography* as well as the excerpt from Freud's *Autobiographical Study* (section I & II)

Week 3

Monday, January 31

In Class Activities: Intro to Roland Barthes.

Assignment: Read p. 70-79 of chapter 2 in *Autobiography* as well as the excerpt from Barthes' *Roland Barthes by Roland Barthes*

Wednesday, February 2

In Class Activities: Intro to Jacques Derrida.

Assignment: Read p. 79-91 of chapter 2 in *Autobiography* as well as the excerpt from Derrida's autobiography

Friday, February 4

Blackboard #2 due by 12 noon

In Class Activities: Intro to Virginia Woolf

Assignment: Read p. 92-102 of chapter 3 in *Autobiography* as well as the excerpt from Woolf's *Reminiscences*

Week 4

Monday, February 7

In Class Activities: Intro to Zora Neale Hurston.

Assignment: Read p. 102-110 of chapter 3 in *Autobiography* as well as the excerpt of Hurston's *Dust Tracks on the Road*

Wednesday, February 9

In Class Activities: Discussion

Assignment: Read p. 110-120 of chapter 3 in *Autobiography*

Friday, February 11

Blackboard #3 due by 12 noon

In Class Activities: Discussion

Assignment: Read p. 121-133, Chapter 4, in *Autobiography*

Week 5

Monday, February 14

Blackboard #4 due by 12 noon

In Class Activities: Discussion of chapter 4. Introduction to Essay #1.

Assignment: Begin thinking of your approach to essay #1

Wednesday, February 16

In Class Activities: Thesis statements, topic sentences and writing the literary essay

Assignment: Create a working thesis statement and rough outline for essay #1

Friday, February 18

In Class Activities: Writing the introduction & using quotes to support your argument

Assignment: Write the rough draft of essay #1 – due Monday

Week 6

Monday, February 21

Rough Draft of Essay #1 due at the beginning of class

In Class Activities: Peer Revision

Assignment: Begin revising your draft based on peer feedback - due Friday, February 25th

Wednesday, February 23

In Class Activities: Intro to Gabriel Garcia Marquez

Assignment: Read "The Third Resignation," "The Other Side of Death," and "Eva is Inside her Cat" in *Collected Stories*. Finish revising essay #1, due Friday.

Friday, February 25

Final Draft of Essay #1 DUE

In Class Activities: Discussion

Assignment: Read "Bitterness for Three Sleepwalkers," "Dialogue with the Mirror," and "Eyes of a Blue Dog" in *Collected Stories*

Week 7

Monday, February 28

Blackboard #5 due by 12 noon***In Class Activities:*** Discussion***Assignment:*** Read “The Woman Who Came at Six O’Clock,” “Nabo: The Black Man Who Made the Angels Wait,” and “Someone has been Disarranging these Roses” in *Collected Stories*

Wednesday, March 2

In Class Activities: Discussion***Assignment:*** Read “The Night of the Curlews” and “Monologue of Isabel Watching it Rain in Macondo” in *Collected Stories*

Friday, March 4

Blackboard #6 due by 12 noon***In Class Activities:*** Discussion***Assignment:*** Read chapter 1 in *Living to Tell the Tale***Week 8**

Monday, March 7

In Class Activities: Discussion***Assignment:*** Read chapter 2 in *Living to Tell the Tale*

Wednesday, March 9

In Class Activities: Discussion***Assignment:*** Read chapter 3 in *Living to Tell the Tale*

Friday, March 11

Blackboard #7 due by 12 noon***In Class Activities:*** Discussion***Assignment:*** Read chapters 4 and 5 in *Living to Tell the Tale* over the break. Blackboard will be due on Monday, March 21st by 12 noon.**Week 9****No Classes March 14-18, Spring Break****Week 10**

Monday, March 21

Blackboard #8 due by 12 noon***In Class Activities:*** Discussion of Garcia Marquez’ autobiography. Intro to essay #2***Assignment:*** Begin working on ideas for your approach to essay #2

Wednesday, March 23

In Class Activities: Create a working thesis statement and rough outline for essay #2***Assignment:*** Begin drafting essay #2

Friday, March 25

No Class – Work Day***Assignment:*** Complete the rough draft of essay #2 – due Monday, March 28th.**Week 11**

Monday, March 28

Rough Draft of Essay #2 Due***In Class Activities:*** Peer revision of essay #2***Assignment:*** Revise essay #2 – due Wednesday

Wednesday, March 30

Final Draft of Essay #2 DUE***In Class Activities:*** Introduction to Isabel Allende

In Class Activities: Questions? Discuss portfolios, out processing, etc.
Assignment: Complete oral presentation – presentations start Friday

Friday, April 29

In Class Activities: Oral presentations

Week 16

Monday, May 2 **Portfolios DUE**

In Class Activities: Oral presentations

Wednesday, May 4

In Class Activities: Oral presentations

Friday, May 6

In Class Activities: Freshman Writing Assessment – Part II

Week 17

Exams 5/9 – 5/13