



Writing about Love

English 111

Fall, 2015 MWF

Section D meets 8- 8:50am Hopwood 26

Section A meets 9-9:50am Hopwood 11

Instructor: Dr. Chidsey Dickson

contact:

dickson_c@lynchburg.edu

Office Hours: I will in my office (Carnegie 213) MWF 10:05-11:45 a.m. I am also in my office W 1:30-2:30 and 4:30-5:30 pm. For other appointments, *please email me* with the particulars of when you're available over the next couple days and the questions/topic you wish to meet about.

Required Books

How To Write. Fowler

Love: A Very Short Introduction. De Sousa

Minds Are Made For Stories. Newkirk

Other required materials

Journal Notebook + pen/pencil = ***these are required every day, AS WELL AS any reading that is assigned for that day***

Grades

Reading Journals and other Informal Writing	30 %
End of Semester Portfolio + Cover Letter	7%
Diagnostic Essay	3%
Writing Projects (4 x 15%)	60 %

About the Course: This is not an "English" class (in the sense of an inquiry into the meaning of literary works). It is a *writing* course (in the sense of how to use writing to investigate, explore, and develop ideas and present them to a variety of audiences for a variety of purposes). If you want to do well in college and in your career, you have to improve your ability to write.

I have chosen to theme the course on *love*—so over the semester you will reading, discussing, debating, analyzing, and reaching conclusions about this subject in several of its myriad facets. Because the word is so elastic—because its meaning varies from context to context—you will discover the need to clarify the instance/activity/context you’re focusing on in a given project. This is a good skill to pick up—making distinctions & providing (or ‘worrying’) definitions is one of the hallmarks of critical thinking.

Your Approach to this course: You *can* improve your writing ability but you will need to commit to devoting **2 hours** of work outside of class *per class meeting*, so a total of about 6 hours (minimum) per week. The course will sometimes require more time investment when there is a big project due. You will also need *to seek me out for help* if you are having trouble with the assignments. I am very approachable—very interested in talking with writers with ALL levels of prior experience: from none to extensive. You can also tap the resource of the Writing Center, where there are great peer-tutors waiting to assist you at any stage of the writing process.

Other Course Details:

- **Regular attendance is required.** This is a writing course which makes extensive use of instruction, discussion, and workshopping; consequently, your attendance is required for every class. Of course, emergencies, illnesses, and other obligations do occur, so you have **three ‘emergency’ absences**. Absence from more than three classes will result in a lowered final grade. For MWF classes: You are permitted no more than **8 absences (excused or unexcused)** for personal or medical emergencies. **Nine absences will result in your being withdrawn from the course or given a failing grade**, depending on the time in the semester. Exceptions to this policy may only be granted by the Director of Freshman Composition, Dr. Leslie Layne.
- **Being on time** shows respect to the teacher and seriousness about your education. If you are habitually late, this means you really cannot make the same effort your peers are making to contribute your part to the classroom community. Because its disruptive to the classroom, I have to make a policy that penalizes excessive tardiness. Two *consecutive tardies* will be considered equal to one absence. **Ten total tardies** is considered equal to 5 absences.
- It is not helpful—and probably counterproductive of a good relationship—to email me with vague misgivings about assignments (e.g., “I don’t understand the assignment”). It is helpful to be specific about what you understand and then take a stab at explaining to me what you don’t understand (e.g., “When you say that this project is a memo, I am not sure what you mean by that term”).
- ENGL 111 is a **Writing Enriched (WE)** course. In this course you will learn about the writing process which enables you to develop and organize ideas, draft papers, and revise your work. You will use writing to summarize, analyze, and evaluate ideas, information, and sources. You will learn how to develop a thesis (main idea) and provide sound reasons/evidence to support it in a logically

cohesive way that is explained clearly and easy for the reader to follow. You will also produce formal writing that addresses a certain audience and purpose.

- **Handbook Description of ENGL 111 COMPOSITION I (3 credits)** In this introduction to the writing process, students learn how to write, revise, and edit papers using a variety of expository forms to prepare for research and analytical writing done primarily in ENGL 112. The course includes a significant amount of reading related to writing, such as essays across the disciplines, classics, and modern literature. ENGL 111 and 112 must be completed as a sequence. That is, a student must take ENGL 111 until successful completion, and in the following semester, a student must take ENGL 112 until successfully completed. In English 111 you have opportunities to discuss your work in progress with your professor, others in the class, and the Writing Center tutoring staff. If you are having trouble with standard English grammar, your professor will help you with comments on your papers, and tutors in the Lynchburg College Writing Center will assist you in reshaping your writing habits to bypass errors. To make an apt. with a tutor, call 434-544-8279 or use the online form on MyLC to make an appointment. Walk-ins can be accommodated if the tutors are not already busy with other students.
- ENGL 111 meets the following LC General Education Goals: Goal 4 – Addressing problems that require the integration of ideas from multiple sources. Goal 5 – College-level skills in writing, speaking, critical thinking, reading and information literacy.
- ENGL 111 meets the following LC Core Goals:

Inquire: think analytically about a topic

Explore: read and understand sources; analyze and evaluate evidence from sources

Conclude: propose a thesis claim and discern details from sources that are useful to support the paragraph points and the thesis claim

Persuade: convince the reader of the validity of a thesis claim using evidence from sources in a well-structured and well-formatted essay

Engage: gain experience in reviewing the writing of others and responding to feedback from peers and the instructor

- The specific outcomes for ENGL 111 are as follows—by the end of 111, students should be able to do the following:
 - Think analytically about a topic
 - Read and understand sources
 - Analyze and evaluate evidence from sources
 - Discern details from sources that are useful to support the paragraph points and the thesis claim
 - Incorporate source details into an essay without plagiarizing (e.g. using quotation marks, adequate paraphrasing and summarizing)

- This course is designed to assist students preparing to meet Virginia Department of Education, Teacher Licensure Competencies in English as follows: Components of Reading, Writing, and Research strands of Virginia Standards of Learning (SOLS) 4-8.6, 4-8.7, 4-8.8, 4-8.9 and 9-12.5, 9-12.6, 9-12.7, 9-12.8
- If you are absent from class, you **will** have missed something—so please do not email me and ask: Did I miss anything? You CAN (and are encouraged to) email a peer in the class so that if you do miss a class, you can ask them what you missed. If you want to know what you miss, you can look at the syllabus's schedule of assignments or consult with me before/after class. It is your responsibility to find out from others what you missed and acquire all the necessary notes and handouts. Due dates for work remain applicable regardless of absence. If you are absent from class, you must submit the work that is due in that class period by email or have someone bring it to class or to me directly after class, unless you have notified me of the situation ahead of time and made arrangements for an extension. If you are absent on a day when work is turned back, you must pick up your work from the wall holder to the left and outside Dr. Dickson's office (Carnegie 213).
- **Plagiarism** occurs when the writer presents writing, words, or ideas as his/her own which have actually originated with someone else. **When you submit an assignment with your name on it, you are vowing that it contains only your own work.** Because plagiarism presents another's work as one's own, it is unethical and dishonest and is therefore **prohibited by the Lynchburg College Honor Code**. For example, if you use another student's work as a basis for what you submit as your own work, or if you copy sections of a book or web page into what you submit as your own work, you will be sanctioned for an **Honor Code violation for Academic Integrity** (see the Student Handbook <http://www.lynchburg.edu/student-handbook-policies/honor-code>). Penalties may include a zero on the assignment, failure of the course, and referral to the Dean of Students for a possible Student Judicial Board hearing. For more information on plagiarism, see <http://www.lynchburg.edu/knight-capron-library/plagiarism>.
- Lynchburg College is committed to providing all students equal access to learning opportunities. The Disability Services Office, located in Academic & Career Services (2nd floor of Hall Campus Center), works with eligible students with disabilities to make arrangements for appropriate and reasonable accommodations. Students registered with Disability Services who receive memos outlining their approved accommodations are **required to contact their professors to talk about their accommodations if they want to implement any of them.** For information about requesting accommodations, please e-mail the Disability Services Coordinator, Mrs. Julia Timmons, at timmons.j@lynchburg.edu or 434.544.8687. Information is also available on the LC webpage at <http://www.lynchburg.edu/disability-services>
- The college classrooms require a professional decorum so that serious academic work can take place. *The Hornet* specifies the following behavioral standards:
 - Arriving on time and being prepared to begin taking notes and/or discussing the work you've been assigned or the project currently underway.
 - Refraining from chit chat with your neighbor or eating.
 - Using a courteous tone/appropriate language when speaking
 - Refraining from leaving class *regularly* for bathroom breaks.

- Treating others with respect.

Schedule of Assignments Fall 2015	
F 21	Distribution of Syllabus/Schedule of Assignments
M 24	Q: Can you love a dog? R: read Kathryn Miles “Dog Is Our Copilot”. <i>W</i> : Annotate Miles’ piece. (Journal) Also: Work on your Diagnostic Essay—act if it is due on Monday. Then you will be prepared to turn it in via Turnitin.com on Wednesday.
W 26	DUE : Diagnostic Essay (via turnit.com; instructions on Moodle2) Q: What does it mean (if you’re medieval monk) to love God? R: Excerpts from Rolle’s <i>Incendium Amoris</i> (<i>The Fire of Love</i>) <i>W</i> : Annotate Rolle’s pieces. (Journal)
F 28	R: Chapter One <i>Love: A Very Short Introduction</i> (LAVSI) <i>W</i> : Identify 3 questions and/or areas of ambiguity concerning this notion/framework. (Journal) ****BRING ALL THREE BOOKS TO CLASS TODAY****
M 31	Q: Does loving a place/person require you to unconditionally accept all of it? R: Kingslover’s piece on the confederate flag: http://www.theguardian.com/commentisfree/2015/jul/03/south-flag-confederate-pride-hatred-racists R: HTW pgs 6-17 L: Listen to a podcast of Kingslover discussing her article with a constitutional scholar: http://www.montpelier.org/center/radio W: What’s Kingslover’s strongest argument? Can you identify any of her assumptions? (Journal)
W Sept 2	Q: What’s (cultural/social) context got to do with love? R: HTW pgs18-47 R: Watch and take notes on the following spoken word performances and monologues on Love. https://youtu.be/mdJ6aUB2K4g https://youtu.be/9BrS1c8h2I https://youtu.be/7-fjBCzgO5U https://www.youtube.com/watch?v=tRFOTqTicvY
F 4	Q: Is romantic love the same for everyone or different for everyone? R: HTW pgs 49-61 R: pgs 51-65 LAVSI W: (Journal)
M 7	Q: According to Nilsson, is it easy to shed or adopt a belief? R: UB Chapters 1& 2. R: HTW pgs 101-115; 179-186 W: 1-2 pages (typed, single-spaced) of brainstorming for WP#1

W 9	Q: What does it mean to say that beliefs “entail” other beliefs? R: UB Chapters 3 & 4 W: 1-2 more pages (typed, single-spaced) of brainstorming on WP#1
F 11	Q: What’s a “belief trap”? Do you think you have R: UB Chapter 9 W: One (long) paragraph introduction for WP#1 (hard copy)
M 14	Q: What does it mean—to “love” oneself? R: Chapter Two LAVSI R: Joan Didion’s essay, “On Self-Respect:” http://www.vogue.com/3241115/joan-didion-self-respect-essay-1961/
W 16	W: Revised Introduction and Outline of WP#1 (hard copy)
F 18	*****DUE: Draft of WP#1 (upload to Turnitin.com and bring a hard copy to class).*****
M 21	R: Chapter Three (LAVSI)
W 23	R: Chapter Four (LAVSI) R: HTW pgs 136-149
F 25	R: Chapter Five (LAVSI) R: HTW pgs 161-171
M 28	*****DUE: Revision of WP#1 R: Chapter Six (LAVSI)*****
W 30	R: HTW pgs 62-81
F Oct 2	R: HTW pgs 82-92; 116-128
M 5	DUE: 2-3 pages brainstorming on WP#2
W 7	DUE: 1-2 more pages of brainstorming on WP#2
F 9	<i>FALL BREAK</i>

□ **Other Important Course Details:**

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- **Being on time** shows respect to the teacher and seriousness about your education. If you are habitually late, this means you really cannot make the same effort your peers are making to contribute your part to the classroom community. Because it's disruptive to the classroom, I have to make a policy that penalizes excessive tardiness. Two ***consecutive tardies*** will be considered equal to one absence. **Ten total tardies** is considered equal to 5 absences.
- **No eating in the classroom.** If you bring a drink, don't leave empties or spills.
- Learn right now to email in a professional manner—it will make your life easier in the long run. It is not helpful to email me with vague misgivings about assignments (e.g., "I don't understand the assignment"). ***It is helpful*** to be specific about what you understand and then take a stab at explaining to me what you don't understand (e.g., "When you say that this project is a memo, I am not sure what you mean by that term").
- **Writing Center Visits**
All writers can benefit from discussing their work with another interested writer; hence, the individual attention provided by the Writing Center tutors is a helpful resource for all students in ENGL 111-112. You should decide at what point in your writing process discussion with a tutor would be most helpful:
 - ★ invention and focusing the thesis in the early stages
 - ★ developing and organizing ideas in the rough draft
 - ★ integrating and documenting sources in a second draft
 - ★ editing and proofreading before the final draft

You may like to visit the Writing Center more than once per assignment as your purpose changes at various points in the writing process, but all ENGL 111-112 students should consider visiting the Writing Center several times per semester. Call 434-544-8279 or use the online form on MyLC to make an appointment. Walk-ins can be accommodated if the tutors are not already busy with other students.