

ENGLISH 1110.02 Autumn 2018
First-Year Writing: This Writing Life
MW 2:20-3:40 LeFevre 158

Amrita Dhar

धार.24@osu.edu

Office hours: MW 1-2 Reese 236

Course Description

In this class on writing and academic inquiry, we shall focus on the creation of complex, analytic, well-supported arguments addressing questions that matter in academic and wider contexts. The course will also hone your critical thinking and reading skills. Working closely with your peers and your instructor, you will develop essays and other written assignments through workshops and extensive revision and editing. Readings will often serve as models or prompts for assigned essays. With a particular look at life-writing of various kinds—and by people of various backgrounds—we shall ask what the position of the self is with respect to the society it inhabits; what the risks and rewards of writing from experience might be; and how stories of individual lives touch countless others through verbal, emotional, and intellectual devices.

Course Goals

1. Developing your methods and strategies for sustained good reading, writing, revising, and editing;
2. Improving your ability to interpret literary works and to explain those interpretations in writing;
3. Inculcating critical thinking and writing;
4. Inspiring a sense of pleasure with textual interactions.

Course Requirements and Breakdown of Final Course Grade

Attendance and participation	20% of course grade
Blog posts over the course of the semester (200-300 words each)	30% of course grade
Short paper (close reading)	20% of course grade
Final paper (creative or critical engagement)	30% of course grade

Course Policies

1. Our class is a learning community; remember that every member is an equal and valued participant.
2. Be aware that this is a reading-and-writing intensive class. Remember to make time outside class to review class material, prepare for the following class, and complete assignments in a timely manner.
3. If you require extra time or any other adjustments in order to fulfil course expectations, please let me know in the first few meetings of the term. I will do my best to enable the best learning conditions for you. (For more information on the support available to you, please see here: <https://newark.osu.edu/students/student-life/disability-services.html>).
4. Please try to attend all classes and stay for the entire class duration. If you *must* miss a class, however, please let me know in advance so that we may together plan the best means for you to make up work. It would be smart as well to arrange early in the term to trade notes with a classmate in case you do have to be absent.
5. I expect that the work you turn in will be entirely your own, written specifically for this course. Plagiarism will result in a failing grade for the assignment, and possibly for the course. Understand that I

am also *required* to report all academic misconduct to the Office of Academic Affairs, which may impose other penalties. (For further information, please see here: <https://oaa.osu.edu/academic-integrity-and-misconduct>).

6. Please bring the relevant texts, a notebook, and a pencil/pen to class each day. (If you prefer to take notes electronically, do so. However, please make sure that neither you nor those around you are distracted by the technology you are using.)
7. The format for all written assignments for this class is as follows: 1-inch margin on all sides of the page; 12-point Times New Roman font; double-spaced. If the assignment is to be submitted in print, please print on both sides of the paper, and staple (if applicable). If the assignment is to be submitted electronically, please submit as a PDF.

Required Materials

Jesmyn Ward, *Men We Reaped: A Memoir* (New York: Bloomsbury, 2013)
Course materials as made available on Carmen

Schedule

Wednesday, 22 August

Welcome, introductions, and introduction to the course

Monday, 27 August

Alice Walker, “When the Other Dancer Is the Self”

Wednesday, 29 August

Amy Tan, “Mother Tongue”

Monday, 3 September

Labor Day; no class

Wednesday, 5 September

Maya Angelou, “Graduation”

Monday, 10 September

Lauret Savoy, excerpts from *Trace*

Wednesday, 12 September

Lauret Savoy, excerpts from *Trace*

Monday, 17 September

Lauret Savoy, excerpts from *Trace*

Wednesday, 19 September

Anne Kaier, *Home with Henry*

Monday, 24 September

Anne Kaier, *Home with Henry*

Wednesday, 26 September

Anne Kaier, *Home with Henry*

Monday, 1 October

Library Instruction Session (meet in Warner 175)

Wednesday, 3 October

Writing Day: no class; complete short paper drafts

By **Friday, 5 October**: complete revised drafts

By **Sunday, 7 October**: complete and *proofread* final version

Monday, 8 October

Katie Ives, “Transgressions”

Due in class: short paper

Wednesday, 10 October

Katie Ives, “Transgressions”

In-class exercise: “author interviews” of Katie Ives

Here onwards, students will complete at least one blog post each week in their designated online spaces at u.osu.edu

Monday, 15 October

Andre Dubus, “A Father’s Story”

How to create a thesis statement for a critical essay

Wednesday, 17 October

Andre Dubus, “A Father’s Story”

How to create a thesis statement for a critical essay

Monday, 22 October

Tillie Olsen, “I Stand Here Ironing”

How to create an outline for a critical essay

Wednesday, 24 October

Tillie Olsen, “I Stand Here Ironing”

How to create an outline for a critical essay

Monday, 29 October

Jesmyn Ward, *Men We Reaped*

Writing practice: summarising a piece of writing

Wednesday, 31 October

Jesmyn Ward, *Men We Reaped*

Writing practice: generating a thesis statement for a critical or reflective essay

Monday, 5 November

Jesmyn Ward, *Men We Reaped*

Writing practice: generating a thesis statement for a critical or reflective essay

Wednesday, 7 November

Jesmyn Ward, *Men We Reaped*

Writing practice: generating an outline for a critical or reflective essay

Introduction to vocabularies of intersectionality

Monday, 12 November

Jesmyn Ward, *Men We Reaped*

Writing practice: how to generate an outline for a critical or reflective essay

Continued discussion of terminologies of intersectional criticism (race, gender, sexuality, disability)

Wednesday, 14 November

Jesmyn Ward, *Men We Reaped*

In-class discussion: intersectional analyses of Ward's memoir through the lenses of race and gender

Monday, 19 November

Jesmyn Ward, *Men We Reaped*

In-class discussion: intersectional analyses of Ward's memoir through the lenses of race and gender

Wednesday, 21 November

Thanksgiving Break; no class

Monday, 26 November

Due in class: final project proposal (300 words)

In-class workshoping of final project proposals

Wednesday, 28 November

In-class workshoping of final project proposals

Monday, 3 December

In-class peer-review of final paper drafts

Wednesday, 5 December

In-class peer-review of final paper drafts

Monday, 10 December

Final paper due, along with one-page self-assessment of your learning over the semester (both documents must be submitted through Carmen by noon)