

## ENGLISH 1110 Autumn 2020

### First-Year English Composition: The Hope of Poetry, the Poetry of Hope

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Class meetings: asynchronous, OSU Carmen

Office hours: online by appointment

#### Course Description

This class is about writing and academic inquiry. Good arguments stem from good questions, and academic essays allow writers to write their way towards answers, towards figuring out what they think. In this course, you will focus on the creation of complex, analytic, well supported arguments addressing questions that matter in academic contexts. The course will also hone your critical thinking and reading skills. The theme for this writing class is “The Hope of Poetry, the Poetry of Hope.” Through our readings, we shall explore the poetic language of hope, and through our writing for this class, we shall examine that language to understand how it functions. We shall also think about what constitutes hope, what counts as poetry, and why poetry is a matter of hope.

#### Course Objectives

At the end of this semester, you will have:

1. Developed methods and strategies for sustained and good reading, writing, revising, and editing;
2. Improved your ability to interpret literary works and to explain those interpretations in writing;
3. Honed your critical thinking skills;
4. Gained a new sense of pleasure with textual interactions.

#### Course Policies

1. The class is a learning community; understand that each member is a valuable and equal part of it. Treat your community with respect, kindness, and consideration, especially now, in our unprecedented and deeply challenging time.
2. This is a reading-and-writing-intensive course. Allow sufficient time for reading, writing, re-writing, and editing.
3. If you require extra time or other adjustments to fulfil course expectations, please let me know in the first few days of term so that I can plan any necessary adjustments to assignments and due dates. I want you to succeed, and I will make every effort to meet your needs.
4. This course expects you to adhere to OSU’s academic integrity policies. See details here: <https://oaa.osu.edu/academic-integrity-and-misconduct>. Importantly: know that I shall expect the work you turn in for this class to be entirely your own, written specifically for this course. Plagiarism will result in a failing grade for the assignment, and possibly for the course. I shall also refer any plagiarism case to the Office of Academic Affairs, who may impose other penalties.

## Course Tasks

Every week, look for: 1. a brief **lecture**, 2. assigned **readings**, 3. a writing **assignment** (most weeks), and 4. a **journal assignment** or a **discussion board submission** (most weeks).

1. You must listen to the weekly lectures **early in the week**. In these lectures, I shall lay out that week's agenda and homework. You want to have listened to each week's lecture by **Monday** evening at the latest, in order to start implementing that week's lesson throughout the week. The lectures will be activated on Carmen by Monday morning each week.
2. You will maintain a **Writing Journal** in which you write every day for **at least** 15 minutes. This could be a folder in your computer, or a physical journal. Use the format that is easiest for you, because this is a place you will want to have handy **every single day of the week** (Monday to Friday) of this semester! Feel free to write about any aspect of the work that you are doing for this course. For instance, you might, to start with, journal to yourself about "what do I want out of this course?" Later, you may want to journal simply by freewriting your thoughts about the poems we are reading. I encourage you also to record your *feelings* about the *experience* of the reading or writing that I am asking you to do. You are not required to share all your journal entries either with me or your class. The point of the journal is to get you writing, writing, writing, every day, every day, every day. That's all. Just get in there and write! Sometimes, of course, you *will* be asked to share a particular entry or answer a particular question. Check the weekly assignments on Carmen for what needs to be submitted, and when.
3. You must do the assigned reading for each week by **Tuesday** at the very latest. This will allow you time to do your homework well. (Hint: do **not** leave the reading until the last moment; the more hurriedly and last-minute-ly you read, the less you will absorb from what you read—and this will show when it comes to your homework. Give yourself **time** to read—and to **process** what you read.)
4. If you have any **questions** about your homework, you **must** ask me those questions through the discussion board for questions ("Questions for Dr Dhar and The Class") by **Wednesday** morning (11:59am) at the latest. I will respond each Wednesday afternoon (by 5pm). This will ensure that you have time to implement any strategies or advice for that week's homework, which will be due on Friday. (Hint: Once on the discussion board for questions, check first to see if someone has already asked your question, and if someone has already answered.)
5. **You must submit all homework through Carmen by 11:59pm on Friday each week. All journal entry submissions should be 200-250 words. All discussion board posts should be 100-200 words.** All essay submissions should follow the precise directions provided in the essay prompts. Note: late submissions will forego credit for that assignment unless you and I have already come to an agreement about an adjustment to the due date or time. Only emergent situations are exceptions to this rule.

## Course Requirements and Grading Breakdown

Journal entry submissions (throughout the term)	20% of course grade
Writing Habits and Process Narrative (3 pages)	10% of course grade
Close Reading Essay 1 (5 pages)	20% of course grade
Close Reading Essay 2 (5 pages)	20% of course grade
Letter to Reader accompanying Close Reading Essay 2 (3 pages)	10% of course grade
Reflective Essay (4 pages)	20% of course grade

## Grading Standards

- All assigned essays will be marked with a letter grade.
- All journal entry submissions will be marked with a complete/incomplete. (As long as you complete the assignment—and meet the word limits and submit work without grammatical or syntactical errors—you automatically get full credit for that assignment.)
- All discussion board posts will be marked with a complete/incomplete. (As long as you complete the assignment—and meet the word limits and submit work without grammatical or syntactical errors—you automatically get full credit for that assignment.)
- Informal writing assignments will not be graded. They are meant to be prompts to help you get better at your craft. They are, quite simply, for good practice.

For the essays: remember that grades are measures, not rewards. And many factors go into evaluating each essay. However, as some general guidelines, I have listed these outlines below:

**Grade A:** Advances a clear and persuasive thesis through a thoughtful selection of evidence. Demonstrates engagement with and a clear understanding of the prompt. Goes considerably beyond lecture/class/group discussion in developing an independent reading/argument. Does not generalise but develops specific and well supported interpretations.

**Grade B:** Develops a clear thesis, well supported by evidence. Tends to be a little more superficial and obvious than an A essay, either in the thesis, or in the specific details considered, or in repeating some of a lecture/class/group discussion. Shows a serious attempt to understand and respond to the prompt. Does not generalise.

**Grade C:** Provides some analysis, while remaining relatively general. Uses the prompt minimally. Tends to be over dependent on lecture/class/group discussion and does not develop an appropriately independent analysis. Tends to generalise and to be impressionistic in advancing interpretations.

**Grade D:** Fails to analyse or argue. Forgets what the prompt was. Deals not in evidence, but in generalisations.

**Grade E:** Work plagiarised, or not turned in.

## OSU standard grading scale:

Grade	Range	
A	100 %	to 93.0%
A-	< 93.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 83.0%
B-	< 83.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 73.0%
C-	< 73.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 60.0%
E	< 60.0 %	to 0.0%

## Schedule

**Week 1** (24-28 August 2020): Orientation and Introduction to the Theme  
L. Lennie Irvin, "[What is 'Academic' Writing?](#)"

**Week 2** (1-4 September 2020): Active Reading 1: Pencil in Hand  
Sarah Allen, "[The Inspired Writer vs the Real Writer](#)"  
Juan Felipe Herrera, "[Imagine](#)"  
Juan Felipe Herrera "[Social Distancing](#)"

**Week 3** (7-11 September 2020): Active Reading 2: The Start of Writing  
Mike Bunn, "[How To Read Like a Writer](#)"  
Ada Limón, "[Instructions on Not Giving Up](#)"

### **WRITING HABITS AND PROCESS NARRATIVE DUE THIS WEEK**

**Week 4** (14-18 September 2020): Writing 1: Ideas and Notes  
Kate McKinney Maddalena, "[I need you to say 'I': Why First Person Is Important in College Writing](#)"  
Evie Shockley, "[women's voting rights at one hundred \(but who's counting?\)](#)"

**Week 5** (21-25 September 2020): Writing 2: Argument and Evidence  
What Is Close Reading, and How Do You Do It? (handout on Carmen)  
Leah Lakshmi Piepzna-Samarasinha, "[Brown Love](#)"

**Week 6** (28 September - 2 October 2020): Writing 3: Sentences, Paragraphs, Organisation  
Italics vs Quotes, and How to Write Author Names (handout on Carmen)  
Naomi Shihab Nye, "[Kindness](#)"

**Week 7** (5-9 October 2020): Writing 4: Bringing it All Together: Thesis, Introduction, Conclusion  
No new reading assigned for this week; work on your close reading essays  
**CLOSE READING ESSAY 1 DUE THIS WEEK**

**Week 8** (12-16 October 2020): Consultations, Break, Catch-Your-Breath  
Instructor meetings; one-to-one coaching

**Week 9** (19-23 October 2020): Revision and Editing 1: Refining, Streamlining, Proofing  
Emma Lazarus, "[The New Colossus](#)"  
Patricia Smith, "[Practice Standing Unleashed and Clean](#)

**Week 10** (26-30 October 2020): Revision and Editing 2: Reading Back and Forth, Making Each Word Count  
Langston Hughes, "[I, Too, Sing America](#)"  
Allison Adelle Hedge Coke, "[America, I Sing Back](#)

**Week 11** (2-6 November 2020): Interval: Writing Your own Poems  
Naomi Shihab Nye, "[Red Brocade](#)"  
Alberto Ríos, "[A House Called Tomorrow](#)"  
Ada Limón, "[A New National Anthem](#)

**Week 12** (9-13 November 2020): Back to Writing  
Jericho Brown, "[Bullet Points](#)"  
Danez Smith, "[Juxtaposing the Black Boy and the Bullet](#)

**Week 13** (16-20 November 2020): Back to Revising and Editing  
No new reading assigned for this week; work on your close reading essays  
**CLOSE READING ESSAY 2 AND LETTER TO READER DUE THIS WEEK**

**Week 14** (23-28 November 2020): Final Takeaways, Catch-Up and Wrap-Up  
Joy Harjo, "[Perhaps the World Ends Here](#)

**Week 15** (30 November - 4 December 2020): Course Conclusion and Reflection  
No new reading assigned for this week; work on your reflective essays  
**REFLECTIVE ESSAY DUE THIS WEEK**