

English 101: Critical Reading and Composition
“Reading and Writing about Sex and Power from Pre-Modern to Present”
Fall 2019

Instructor: Kristin Harrell

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Office Location: TBD

Office Hours: Monday and Wednesday 2:30-3:30 or by appointment

Course Description

English 101 provides you with structured, sustained practice in critical reading, analysis, and composition. During the semester, you will read a range of challenging, linguistically rich texts in a variety of genres—which may include academic, literary, rhetorical, cultural, and multimedia works—and write expository and analytical essays in response to them. Through these reading and writing assignments, you will explore the interconnectedness of reading and writing and learn how to use both reading and writing as venues for inquiry, learning, thinking, interpretation, and communication. The course offers instruction and individualized feedback to help you advance as a thoughtful reader and as an effective writer.

Learning Outcomes

After completing this course, students will be able to:

- Identify and demonstrate appropriate means of communication for varied audiences and purposes.
- Reason clearly in writing to inform, persuade, and exchange views.
- Articulate a critical, informed position on an issue and engage in productive and responsible intellectual exchanges that demonstrate the ability to grasp and respond to other positions as well as to set forth their own.

Required Materials:

- Access to Blackboard
- Access to a computer with MS Office 365 ([free to students](#))

Course Policies:

Attendance

In First-Year English, you are required to attend class and participate in the discussions as the classroom is a key space for learning. With that in mind, life does happen, and ENGL 101 does allow for some absences.

- If you have more than 3 unexcused absences, your grade will be penalized one letter grade per additional unexcused absence. If you miss more than 7 classes, excused or unexcused, you will fail the course.
- If you need to miss a class for severe illness, religious holiday, athletics, etc., please contact me AT LEAST TWO DAYS BEFORE the day of your absence to request an excused absence and discuss

your plan for making up missed work. This may include providing documentation for me such as a doctor's note or a note from a coach.

- If you are absent, you are responsible for learning the material we cover in class, which might mean gathering notes and assignments from your classmates or visiting your instructor during office hours. You are also expected to turn in all of your work on time unless arranged otherwise with your instructor.
- You are expected to arrive to class on time. Tardiness will impact your participation grade.

Technology

- This is a technology-free classroom unless otherwise required for the day's lesson. Cell phones, laptops, and other devices should be put away at the start of class. Failure to do so will result in a loss of participation points.
- Technology issues are not an excuse for turning in late work. If your computer is malfunctioning, you should use a computer located in a computer lab or in a library on campus. The same applies with printing. Saving your work in multiple places—on your computer plus a USB, cloud, email, or external hard drive—can help prevent lost work in the case of a technology malfunction.
- If you have a disability that requires the use of technology, please contact Student Disability Services and your instructor as soon as possible.

Communication

- You must use your UofSC email address so I can send you announcements and answer any questions that come up between class periods.
 - Mass emails sent through Blackboard often end up in the “spam” or “clutter” folder. You should check these regularly to make sure you have not missed important information.
- I try to respond to emails within two business days, but this will not always be possible. If you have a policy or assignment question, you should consult the syllabus, the calendar, and your classmates as many questions can be answered through these resources. I am also available before, during, and after class and during office hours to answer questions.

The Writing Center

The Writing Center is here to support your writing in one-to-one sessions. We welcome students, faculty, and staff from across UofSC's Columbia campus, and we can help you with writing at any stage of the writing process, from receiving an assignment and needing help with brainstorming ideas to start a first draft, to developing a thesis, to polishing a final draft, and all the other steps in between. The Writing Center staff consists of graduate students in English, and they can help students learn how to use primary and secondary sources ethically, which means integrating the sources into your own writing as evidence or citing those sources. The staff is familiar with MLA, APA, and Chicago citation styles, and they're seasoned academic and professional writers who want

to share their knowledge and tips with you. The staff invites students to come for as many consultations as they need to feel more confident about their writing. While the staff will not edit or proofread student writing, they will help students learn skills that writers use to revise and polish papers, and they will offer support through the revision process. What does that mean? A tutor will show you one or more proofreading strategies they use, explain why this strategy is effective, and then help you use the strategy. In other words, you're not alone as a writer; the Writing Center is here to be an audience member and consultant of your work. The staff will not grade your work or evaluate it like your instructor does, but the tutors will share their honest feedback about the effect your writing has on them as readers and then teach you new ways to think about writing to improve the product you bring into the appointment. Whether you consider yourself a "strong" writer or are terrified of your FYE course, you can find support and learn new strategies as writers in the Writing Center. You can drop in or make appointments online: <http://artsandsciences.sc.edu/write/university-writing-center>

Peer Writing and Communications Lab

The Peer Writing and Communications Lab offers one-on-one sessions with experienced undergraduate writing tutors who can help students navigate the expectations of college writing. PWC tutors can help with everything from brainstorming a thesis to revising a final draft—and all challenges in between. The PWC lab is located at Women's Quad in Sims S109. Students are encouraged to make an appointment online at:

sc.edu/about/offices_and_divisions/student_success_center/tutoring/writing_lab.php,

but drop-in sessions are available on a first-come, first-serve basis. The PWC Lab hours of Operation are: Monday - Thurs: 12-10; Friday: 10-2; Sunday: 4-9.

Academic Honesty

You are bound by the university's policies on academic honesty, which bar you from presenting another person's work or ideas as your own, allowing someone to write an assignment or part of an assignment for you, or failing to properly acknowledge source materials. First-Year English policy also prohibits you from recycling work—that is, from turning in a paper completed in another class for credit in this class. The university takes violations of these policies seriously; penalties include failing the course and expulsion from the university. See the Academic Honesty section of the *First-Year English FAQ*:

https://sc.edu/study/colleges_schools/artsandsciences/english_language_and_literature/first_year_english/faq/index.php

Non-Discrimination and Accommodation

University of South Carolina Policy EOP 1.04 states: “The University of South Carolina does not discriminate in educational or employment opportunities or decisions on the basis of personal characteristics that are not relevant to an individual’s abilities, qualifications, or job performance. Under federal and state law, these characteristics include age, race, color, sex, religion, national origin, and disability status. It is the policy of the University that an individual’s sexual orientation be treated in the same manner.” In keeping with the University of South Carolina’s commitment to non-discrimination and providing program accessibility for qualified students with disabilities, your instructor will be happy to provide reasonable accommodation through the Student Disability Services office. Students with disabilities needing academic accommodations should contact the Student Disability Services office at 803-777-6142 or visit: <https://www.sa.sc.edu/sds>. Students wishing to make such arrangements should do so as soon as possible, as your instructor will be unable to provide accommodations without the proper documentation.

Counseling Services

University of South Carolina’s Counseling and Psychiatry (CAP) Department provides assessment, medication management and/or short term, time-limited therapy to students who are experiencing developmental, psychosocial, academic, career, and/or mental health concerns. They also provide services to help with stress management, mindfulness, and other emotional and mental wellness concerns. You can find more on UofSC’s services at:
https://www.sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php

Grade Breakdown and Assignments

You are required to earn at least a C to complete English 101 and progress to English 102:

Passing Grades:

- A (100-90)
- B+ (89-87)
- B (86-80)
- C+ (79-77)
- C (76-70)

Failing Grades:

- D+ (69-67)
- D (66-60)
- F (59 or below)

Short Writing Assignments (SWA) (15% of the Overall Grade; 5% Each):

SWA One: Topic, Thesis, and explanation for Essay One

SWA Two: Thesis/Annotated Bibliography for Essay Two

SWA Three: Thesis/Detailed Outline for Essay Three

Essays (45% of the Overall Grade):

Essay One (10%): 1000 - 1300 Word Close Reading of a Visual Text

Essay Two (15%): 1300 - 1700 Word Cultural-Historical Reading of a Text

Essay Three (20%): 1700 - 2100 Word Comparative Reading of One Written and One Visual Text

Final Reflection (5% of the Overall Grade)

Throughout the semester, you will be making and reflecting upon your revisions for your various assignments and your development as a writer. This 750-word Final Reflection is a cumulative document in which you reflect upon your revisions throughout the semester and revise into a composed final reflection for the end of the semester.

Peer Review Workshops (10% of the Overall Grade; 5% Each)

We will be doing group-based peer review of drafts of essays. You are expected to read and comment thoroughly on the drafts of your peers for each workshop. You will be graded on turning in completed drafts and your engagement with your peers.

Participation (25% of the Overall Grade)

You should be taking notes every class, as well as engaging in in-class writing, group work, or class activities. These assignments will vary in number, length, difficulty, and complexity. In addition, your active participation in discussion and activities will count towards a participation grade. You will be expected to participate in almost every class.

Assignment Expectations**Paper Format**

All work completed outside of class should be typed and double-spaced using 12- point Times New Roman or Garamond font with 1" margins all around. Place your name, my name, the course and section number, the date, and the word count at the top left corner of the first page. Include the page number in the top right header. Use MLA style to cite and properly document any outside sources you use. We will talk more about MLA format and citation in class.

Late Work

All papers are due on the specified dates in the form required for that assignment. I do grant extensions with good reason and advance notice of at least 48 hours for **SWAs and revised drafts only**. Late work will be docked a letter grade for each day it is late, starting from the minute after the assignment is due. Shorter assignments, such as daily homework, will not be accepted if they are late. Technology issues/submitting blank assignments/corrupted files etc. are not excuses for late papers. It is your responsibility to make sure your assignments are submitted correctly and on time. Back up your files on a separate drive and ask me in advance if you have any concerns about using Blackboard's assignment submission platform. Give yourself ample time to complete and submit your assignments.

Incomplete Work

Assignments not meeting the minimum word count (not including formatting and references) will be docked a letter grade (10%). If you are 200 words or more under the minimum, you will be given an automatic 0. Word count does not include the heading, title, or works cited page.

File Format

All documents should be in either a .DOC or .DOCX format. As a student at UofSC, [you are eligible to receive a free copy of MS Office 365](#), which contains a word processor that natively produces .DOCX files. You should use this program for all of your work. I do not accept PDFs, Pages, or other file formats.

Revision

English 101 is a process-based writing course. All major assignments will have three drafts. In order to develop your best work and have the potential for the best grade, it is important that each draft is completed and submitted on time:

- 1) **Pre-Peer Review Draft:** Your First Draft will be graded based on completion (must meet basic requirements for credit).
- 2) **Post-Peer Review Revised Draft:** You will go through peer review and revise based on your peer's comments. You will then submit a Revised Draft. Because the Revised Draft is crucial to your writing process, turning in a Revised Draft late or not at all will impact your Final Draft grade. For every day your Revised Draft is late, you will lose 5 points from your Final Draft grade. If your paper is 6 days or more late, you will not receive higher than a 70 on your Final Draft.
- 3) **Final Draft:** Using the feedback provided, you will revise your work another time and turn it in again as the Final Draft at the end of the course. You must submit your paper into the final draft submission spot on Blackboard. If you are pleased with the revised-draft grade you received, you must still submit the draft with written confirmation that you intend to keep the "revised draft" grade. If you do not submit to the final draft spot at all, you receive a 0 on the final draft *regardless of the revised grade*.

Your final grade on each major assignment will be determined by the quantity and quality of the changes you make to your work. To improve your revised grade, you need to IMPROVE the thoughts of your paper, not merely edit punctuation, grammar, etc.

Sex and Power from the Pre-Modern to the Present

Fall 2019—Engl 101—Prof. Harrell

COURSE SCHEDULE

(subject to change with advance notice)

| DAY | DATE | AGENDA/TOPIC | DUE ON THIS DAY |
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| Mon | 26-Aug | Introduction: What is Pre-Modern? * Syllabus Review * Discussion of Assignments * Opening Lecture: "Cultural Unity and Divisions" | |

SECTION ONE: DEFINING GENDER DIFFERENCES THROUGH CULTURE

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| Wed | 28-Aug | Revisionist History—Who Painted the Lion * Discussion of Readings About Medievalism * Overview: How to Conduct Research [LAST DAY TO DROP WITHOUT a W] | R: On Medievalism |
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| Mon | 2-Sep | LABOR DAY— NO CLASSES | |
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| Wed | 4-Sep | Classical Notions of Gender * Lecture: "Aristotle, Galen, the Trotula, and Bodily Differences" * Discussion on Close Reading | * SWA #1 due on BB |
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| Mon | 9-Sep | Overview of Medieval Sexuality * Discuss <i>Sexuality in the Middle Ages</i> by Ruth Mazo Karras * Possible Topics for Essays | * Reading: excerpts from Ruth Mazo Karras |
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| Wed | 11-Sep | Trans[ating] Gender * Discussion of <i>Roman de Silence</i> * Pronouns, Grammar, and "Deadnaming" * Nature v. Nurture | * R: from <i>Silence</i> |
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| Mon | 16-Sep | Conduct Literature * Group Work: "How the Goode Wife Taught Hyr Doughter" and "How the Goode Man Taght Hys Sone" | * ESSAY 1 DUE IN CLASS |
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| Wed | 18-Sep | The Clothes Maketh the Man (or Woman) * Discussion of Sumptuary Laws * Discussion of The Trial of Joan of Arc * Writing Annotated Bibliographies | * R: Sumptuary Laws * R: Trial of Joan of Arc |
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SECTION TWO: POWER IN LOVE, COURTSHIP, AND MARRIAGE

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| Mon | 23-Sep | How Should One Pursue Love? <ul style="list-style-type: none">* Discussion of excerpts from Ovid's <i>Ars Amatoria</i>* Discussion of excerpts from Capellanus's <i>The Art of Courtly Love</i>* The Thrill of the Chase | <ul style="list-style-type: none">* R: <i>Ars Amatoria</i>* R: <i>The Art of Courtly Love</i> |
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| Wed | 25-Sep | Happily-Ever-After Medieval Style <ul style="list-style-type: none">* Lecture: "Marie de France and Breton Lais, Courtly Love, and Adultery"* Discussion of "Guigemar"* Discussion of "Equitan" | <ul style="list-style-type: none">* R: "Guigemar"* R: "Equitan" |
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| Mon | 30-Sep | Beasts of Love <ul style="list-style-type: none">* Lecture: "Bestiaries and Allegory"* Discussion of <i>Bestiaire d'Amour</i> | * R: <i>Bestiaire d'Amour</i> |
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| Wed | 2-Oct | Beasts of Love (Revisited) <ul style="list-style-type: none">* Lecture: "Love Debates and the Medieval "Friendzone"* Discussion of the <i>Response to Bestiaire d'Amour</i> | * R: <i>Response to Bestiaire d'Amour</i> |
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| Mon | 7-Oct | The Purpose of Marriage <ul style="list-style-type: none">* Lecture: "The Writings of Jerome, Anselm, and Aquinas"* About Writing up Your Research | * SWA #2 due on BB |
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| Wed | 9-Oct | Romance of the Rose and Conquest <ul style="list-style-type: none">* Lecture: "Romance of the Rose, Erotica, and Conquest"* Discussion of excerpts from <i>Roman de la Rose</i> | * R: selections from <i>Roman de la Rose</i> |
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| Mon | 14-Oct | Humor and Controversy (Continued) <ul style="list-style-type: none">* Lecture: Christine de Pizan* Discussion of the writings of Christine de Pizan | * R: writings by Christine de Pizan |
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| Wed | 16-Oct | Consent and Compliance <ul style="list-style-type: none">* Discussion of Wife of Bath's Tale | * R: Wife of Bath's Tale |
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SECTION THREE— RELIGION AND SACRIFICE

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| Mon | 21-Oct | Suffering Bodies/ Peer Review <ul style="list-style-type: none">* Lecture: "Reactions to the Suffering Body of Christ"* Overview of Peer Review* Exchange Papers for Peer Review | <ul style="list-style-type: none">* HARDCOPY of Essay 2 DRAFT due in CLASS |
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| Wed | 23-Oct | Sin, Sexual Restraint, and Salvation <ul style="list-style-type: none">* Discussion of St. Augustine's Writings | * R: excerpts from St. Augustine |
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| Mon | 28-Oct | Sinners and Saints <ul style="list-style-type: none">* Lecture on Harlot Saints in Middle Ages | * ESSAY 2 DUE ON BB |
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| Wed | 30-Oct | Holy Superheroes: Virginity, Dissent, and Sacrifice * Lecture: "Saints' Lives as Exemplary" * Discussion of <i>The Life of St. Christine</i> * Discussion of <i>The Life of St. Margaret</i> | * R: Life of St. Christine * R: Life of St. Margaret |
| Mon | 4-Nov | Seduction and Tragedy * Lecture: "Abelard and Heloise, the Original Star-Crossed Lovers" * Discussion of <i>The Letters of Abelard and Heloise</i> | * R: selections from <i>The Letters of Abelard and Heloise</i> |
| SECTION FOUR—WARFARE AND POLITICS | | | |
| Wed | 6-Nov | Bodies on the Battlefield * Discussion of the <i>Alliterative Morte</i> * Violence, Carnage, and the Erotics of the Battlefield | * R: <i>Alliterative Morte</i> |
| Mon | 11-Nov | Bodies on the Battlefield (Continued) * Discussion of <i>Jerusalem Delivered</i> * Love is a Battlefield | * R: <i>Jerusalem Delivered</i> |
| Wed | 13-Nov | For Love or Country * Lecture: "The Legend of King Arthur" * Discussion of the <i>Stanzaic Morte</i> | * R: <i>Stanzaic Morte</i> |
| SECTION 5—HUMOR AND LANGUAGE | | | |
| Mon | 18-Nov | Insult Battles * Lecture: "Flyting" * Discussion of "The Flyting of Dunbar and Kennedie" * Overview of Essay #3 | * SWA #3 due on BB |
| Wed | 20-Nov | Chaucer's Fabliaux * Lecture: The Genre of Fabliaux * Discuss Humor in <i>The Miller's Tale</i> | * R: Fabliaux Overview * R: The Miller's Tale via Youtube |
| Mon | 25-Nov | What's So Funny About Shakespeare? * Discussion of excerpts from Shakespeare and Early-Modern humor | *R: Comedy in Shakespeare |
| Wed | 27-Nov | THANKSGIVING BREAK—NO CLASS | |
| Mon | 2-Dec | Peer Review In-Class of Essay 3 | * ESSAY 3 DRAFT DUE IN CLASS |
| Wed | 4-Dec | LAST DAY OF CLASS * Closing Discussion * Students Share Personal Research | |
| EXAM TIME Portfolios due including All Final Essays (Uploaded to Blackboard) | | | |