

## **COR 102: NARRATIVES OF SELF II, Spring 2015**

**Dr. Reshmi Hebbar**

**M, W, F 9:15-10:15, Hearst 103**

**Office hours:** M, W, F 8:10-9:10 a.m.

M, W 12:30-2:00 p.m. (or by appointment)

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**Course Overview & Objectives:** All of the “classics” or masterworks of literature assigned for this second part of your Narratives series continue to highlight social mores and values from different historic eras. Beginning with the early modern era and moving to our own contemporary moment, we will keep learning how to read and write about narrative texts as products of their cultural moments (text and context). Moving towards modernity with Cervantes’s seventeenth-century *Don Quixote* all the way up to *Beloved* (by Toni Morrison, winner of the Nobel Prize for literature), we will be able to witness how authors construct selves that challenge social traditions and expectations.

This section will train you to read fictional narratives with an eye towards identifying whether literary selves are in balance with society’s standards or selves at war with social conventions; we will pay attention to those particular factors that cause social displacement or alienation. Our supplemental texts will help to shed light on whose stories often go untold and other general questions of social injustice.

This course assumes that reading complex and sometimes difficult texts will **stretch and condition your reading comprehension and critical thinking skills** while you build a foundation in the Liberal Arts that is applicable to your professional futures, wherein advanced communication and analytical skills are paramount. For our purposes, this means you will be challenged to have a greater grasp of how culture, history, and the production of narratives come together. You will learn how to assign a **context for texts**, and you will learn how to approach reading materials with a more disciplined eye (analysis of purpose, rhetoric, main points, and tensions). To that end, the “self” in our course is a metaphor for the production of narratives; what do our writings suggest about what we believe? How do our beliefs shape our stories and other forms of communication?

Class discussions and workshops will focus on reading and **writing towards critical argumentation by practicing revision, and polishing skills** that will be invaluable to you as you continue to learn and grow at OU. Please note that this is a **writing intensive course**. \*Students will be asked to bring in laptops and/or writing notebooks on specific days (TBA) to workshop writing assignments. In addition to writing essays, students in this class will complete one research “task” in the library, an individual revised journal about cultural connections to CORE texts, and a group oral presentation.

**This Course, the Core, and the General Education Curriculum:** This is the second semester of a two-semester sequence entitled *Narratives of the Self*. The sequence is required of all first-year Oglethorpe students. It is then followed in the second year by the study of the self in community. Third and fourth year Core courses build upon the intellectual experiences of the first two years. Our intention is to provide students with an interdisciplinary series of integrated courses which, together with the fine arts, mathematics and foreign language, constitute a compelling “second major” for all Oglethorpe students in the best tradition of a liberal arts education. In addition, this course features instruction that is directly relevant to goals # 1-3 of the Core (see 2006-08 Bulletin); that is, it seeks to teach students the following aptitudes and skills:

1. The ability to reason, read and speak effectively, instilled through frequent and rigorous writing assignments and the reading and discussion of primary texts.
2. An understanding as well as a critical appreciation of how knowledge is generated and challenged.
3. The ability to reflect upon and discuss matters fundamental to understanding who we are and what we ought to be.

### **Course Requirements:**

Paper 1	4 pages	15%
Paper 2	4 pages	20%
Paper 3	5 pages	20%

Popular Textual Connections Journal (7 pages revised)	10%
Reading Quiz(zes) multiple choice/10 questions (2=5% each)	10%
Group Oral 5-7 minutes	5%
*Participation (includes Attendance* @ 5%)	20%

*(includes prompt submission of rough drafts, materials brought to class, attentiveness, participation in workshops, providing answers and samples, etc.)*

(\*Attendance= 100% for all students who don't miss more than 3 classes)

**Grading Criteria:**

- **A (90-100):** This grade represents **superiority in composition, content, and style (which assumes structural integrity, or the essay's ability to stand alone and not seem like random answers to questions by a professor, AND no sentence errors or other serious mechanical errors like fragments, run-ons, incorrect semicolons and/or free-floating or "naked" quotations .** An "A" is the result of originality of thought, depth of understanding, and outstanding articulation of literary terms and engagement with theory.
- **B (80-89):** This grade is indicative of a paper in which the material has been presented in an above-average manner but may have a minimum number of errors and/or need for slightly better clarity or development.
- **C (70-79):** This grade equals **average work.** A "C" paper presents a clear and adequately developed thesis, and more serious patterns of error are absent; however, the "C" paper lacks the sustained vigor of thought, demonstration of clarity, development, and expression required for a higher grade.
- **D (60-69):** This grade denotes below-average, unsatisfactory work. This essay fails to clearly respond to the assignment and/or lacks the content, organization, structure, and/or readability to be awarded a grade higher than this.
- **F (59-below):** This grade denotes failing, wherein a student's work fails to meet most of the basic assignment criteria and/or objectives and demonstrates severe mechanical and structural errors.

**Final Semester Grades at Oglethorpe:**

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66
		F	59 and below.

***\*I reserve the right to change both the grading criteria and the distribution of points for assignments at any point in the semester in order to maintain productivity.***

**Other Policies:**

- **Participation grades will be given for attentiveness, completion of 2 Individual Project deadlines on Calendar,** materials brought to class, actual work completed/samples offered during class workshops, and responding to questions. As noted on the Course Calendar, you should be receiving 3-4 Participation grade updates during the term. These are subject to change and may be listed at or after the midterm point on Moodle.
- **All student work must be completed alone** (including research, planning, drafting, and editing); unless I give you specific instructions to, you are not allowed to take ideas or words and phrases from your

peers' assignments for graded work. Failure to do so is an Honor Code violation. You **must pledge/sign that you have acted honorably at the end of every assignment** you turn in (online and off). Please review the OU's Honor Code policy and learn how to pledge at the end of each assignment.

- **Plagiarism for this class is defined, at minimum, as any 2-3 words that are not your own** put together **without quotation marks and/or a citation** in written work. Make heavy use of quotation marks and parenthetical references as you take notes to avoid this.
- Please remember that **Oglethorpe maintains an Honor Code and no cheating or plagiarism will be permitted or tolerated in this course**. I will follow the university's policy (discussed at length in the bulletin (O:\Public\2012-2014) should any violations of the Honor Code occur.
- \* I will have to deduct points from your Attendance grade/average for **every absence greater than 3**. Not missing more than 3 classes is thus an easy way to earn 100% for 5% of your semester grade. More than 3 absences for any reason (including excused sicknesses, college field trips) will reduce your final grade. If you have 5 or more absences, you will get a "O" for Attendance and Participation, which equates earning a "O" on a paper (15 % total). 3 tardies equals 1 absence.
- If you are tardy, come and see me after class to make sure I counted you as present. This is your responsibility.
- **I do NOT discuss grades or your performance on written work over e-mail**. Please come in and discuss these matters with me in person.
- **Please do not ask me to forecast your grade for midterms or for the semester**. I do NOT answer questions about what your grade is likely to be, though I do give back assignments very efficiently. Like in most college courses, writing assignments are designed to be rigorous training for intellectual and professional development. If you keep at it, your grade will improve by the end of the term.
- **I do NOT keep an accurate average of your semester grade on Moodle** since you can average your grades yourself (as they come in).
- You **SHOULD use any portion of your earlier writing** (sentences/paragraphs) and revise it to use in subsequent assignments. That is, **you may reuse your own material as long as you revise it** for clarity.
- **I do NOT grant extensions on papers or other deadlines**. Papers and projects will lose 5 points for every day late.
- **If you do not turn your papers in within a week of their deadlines**, you will earn a "U" at midterms and probably earn a "D" or "F" in the course and should think about withdrawing when the deadline looms.
- There will be **NO make-ups** for missed Reading Quizzes.
- IF A CONFLICT or CRISIS arises that may threaten your performance in my class, do NOT wait until the week of a deadline or the end of the semester to let me know what you were dealing with. It will be better for you and your grade if you do NOT make me ask you for late work.
- **DO NOT e-mail me with any questions that need less than 2 days** for an answer (please give me 3 days during the weekend). Please note that e-mail will be the best way to contact me besides coming to my office hours (and slipping a note under my door if I happen to have stepped out). But also note that in order to emphasize the skills of professionalism and planning ahead, I do not believe in your having instant access to me (texting or cell phones, etc.).
- PLEASE NOTE that **you have every other student's e-mail in class due to Moodle** and should use it (or check the syllabus again) to find answers to general questions.
- You will be notified by Moodle and/or a sign on the door in the event of a class cancellation.

- DO NOT e-mail me a question that any other person in class could answer. E-mail someone else on Moodle (see above). Do the same for notes if you miss class.
- All written work is turned in to me as Microsoft Word attachments (no web links or pdfs please) via Moodle AND **Turnitin.com** (or my e-mail as a backup). You must double check that you have formatted your submissions in MSWord as a doc or docx every time you submit your work. If you send me something I cannot open, you will lose points.
- All quoted material and ideas taken from another source should be documented in **MLA style parenthetical references**. See [Purdue Owl Lab](#) on MLA formatting (grammar web site) for more info. **All grammar and style mistakes discussed in class WILL COUNT OFF MORE on subsequent papers.**
- **You will receive your papers back online only (no hard copies). Comments and/or corrections to your papers will appear in Track Changes/Review mode on Microsoft Word** or bubble and summative comments on the Turnitin.com/Moodle interface. Your grade and summative comments will appear *on the last page* of your essays or under the speech bubble icon on your Moodle submission.
- You are responsible for reading your comments and corrections **BEFORE coming to discuss any graded essays with me.**
- You must thus **wait ONE WEEK** after receiving a paper back before coming to discuss your performance on it with me.
- I cannot review paper drafts via e-mail and tell you how you are doing. That is what in-class writing workshops and office hours are for. Please come and see me after during office hours *with a print out of your draft* in order to have me review your progress.
- We will be using Moodle for class work and announcements; please regularly check the site before coming to class.
- In general, I will follow the university's policy on **Incompletes** for the course (see University Bulletin).
- All grades are finals.

**Writing Center and Academic Success Center:** in basement of library; make appointments online.

**Disability Services:** OU provides accommodations for learning disabilities. See Assistant Director for Disability Services and Tutoring Mark Gross ([mgross@oglethorpe.edu](mailto:mgross@oglethorpe.edu)) or [disabilityservices@oglethorpe.edu](mailto:disabilityservices@oglethorpe.edu).

**Course Texts:**

<u>*The Ingenious Gentleman Don Quixote of La Mancha</u>	Miguel de Cervantes	1605 and 1615
<u>Incidents in the Life of a Slave Girl (selections on reserve)</u>	Harriet Jacobs	1861
<u>*Notes from the Underground</u>	Fyodor Dostoyevsky	1864
"The Yellow Wall-Paper" (story on reserve)	Charlotte Perkins Gilman	1892
<u>*Beloved</u>	Toni Morrison	1987
<u>*Wonder</u>	R.J. Palacio	2012

(\*Please purchase these texts. The others will be available on reserve.)

**102 Graded Assignments:** (All assignments can build on previous assignments, if revised)

*\*Subject to slight changes. **All final assignments will be up on Moodle with final due dates.***

**-Papers 1, 2, 3:**

- **4 and 5 pages, close readings (or in-depth critical analysis of passages) using literary terms**, explaining text and context, making detailed comparisons, answering assignment questions and/or prompts on Moodle, actively improving grammar and style by applying my comments and corrections
- **\*Papers 1 and 2 have Rough Draft deadlines 1-2 days before final versions are due.** To receive high Participation marks, you must meet these deadlines; failure to turn in rough drafts to Moodle before the start of that day's class (see Calendar) will result in a low participation grade.

**-Popular Textual Connections Journal / Finding Narratives of Selves in Culture**

Should strive for 2-3 pages per response and look for themes found in narratives of the self that are apparent in popular media (see Moodle for more detailed info); make sure you write about a specific connection to 1 or more of our course texts (101 texts are fine, too) —rough installment due before Paper 1 (see Calendar). **Revised 7 pages writing/** loose essay or journal responses, total number your choice:

- \*First 2 deadlines for Participation/ completion; last deadline for Grade **I will only grade the last, revised version of this journal** (due 5/8). The other earlier deadlines are for completion, and you will receive points for Participation if these are met appropriately.

**-Group Oral:**

- Use individual journals as pool of ideas for group oral presentation ideas. You will be assigned to a group early in the semester in order to share ideas from your journals in order to come up with the *best* topic for a group presentation. Groups meet separately to work towards Group Oral presentation. ***If your group picks your topic to present on, you get 5 points added onto to your Popular Textual Connections Journal grade!***

\*\*\* readings on calendar should be divided up by number of days covered, unless otherwise noted.

**Course Calendar:** Note that readings are subject to change. (TBA in class.)

<b>Text and Theme</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
			Due this week on Moodle on Friday.
1	1/12 Intro	1/14	1/16 <i>Don Quixote</i> (pp. 11-30)
2 Selves, Imagination, Madness	1/19 MLK Holiday (Read) <i>Don Quixote</i> (pp. 30-58-)  ***Tuesday, Jan. 20 is the <b>Last Day to Drop/Add</b>	1/21  <i>Don Quixote</i> (pp. 58-82)	1/23  <i>Don Quixote</i> (pp. 82-112)
3	1/26 <i>Don Quixote</i> (pp. 146-165) Workshop	1/28  <i>Don Quixote</i> (pp. 165-176/ 483-497)	1/30 <b>First Popular Textual Connections Journal Installment Due-</b> graded for Completion only**  <i>Don Quixote</i> (pp. 497-509)  *Participation grade 1
4	2/2 <i>Don Quixote</i> (pp. 509-532)	2/4 <i>Don Quixote</i> (pp. 532-551)	2/6 <i>Don Quixote</i> (pp. 551-581)
5	2/9 <i>Don Quixote</i> (pp.765-791)	2/11 <i>Don Quixote</i> (pp. 845-864)  Workshop	2/13 <i>Don Quixote</i> (pp. 917-934; 961-982) Conclusive remarks) Workshop  <b>**Rough Draft Paper 1 due to Moodle 9:00 a.m.</b> (3 pages)
6 Towards the Modern Self: Fighting Social Ills	2/16  Workshop  <b>Paper 1 due on Moodle @ 10 p.m.</b>	2/18  <i>Notes from the Underground</i>	2/20  <i>Notes from the Underground</i>
7	2/23  <i>Notes from the Underground</i>	2/25  <i>Notes from the Underground</i> <b>Reading Quiz 1</b>	2/27  <i>Notes from the Underground</i>

8	3/2  <i>Notes from the Underground</i>	3/4  <i>In Library</i>  <i>Incidents in the Life of a Slave Girl</i>	3/6  <i>In Library</i>  <i>Incidents in the Life of a Slave Girl</i>  <i>*Midterm grades/Participation 2</i>
	3/9  SPRING BREAK	3/11  SPRING BREAK	3/13  SPRING BREAK
9	3/16 "The Yellow Wallpaper" on reserve	3/18  <b>**Rough Draft Paper 2 due to Moodle 9:00 a.m.</b>  "The Yellow Wallpaper" on reserve	3/20  <b>Paper 2 due 10 p.m. today on Moodle</b>
10  (His)tory and Selves: Whose Stories Get Told?	3/23  <i>Beloved</i>  <b>*Last Day to Withdraw with "W"</b>	3/25  <i>Beloved</i>	3/27  <i>Beloved</i> <b>Second/Last Installment of Popular Textual Connections due - graded for Completion</b>  <i>*Participation grade 3</i>
11	3/30  <i>Beloved</i>	4/1  <i>Beloved</i>	4/3  <i>Beloved</i>
12	4/6 <i>Beloved</i>	4/8  <i>Beloved</i> <i>In Library</i>	4/10 <i>Beloved</i>
13	4/13  <b>Paper 3 due 10 p.m. today on Moodle</b>	4/15  <i>Wonder</i>	4/17  <i>Wonder</i>

14	4/20 <i>Wonder</i>	4/22 <i>Wonder</i>	4/24 <i>Wonder</i>
15	4/27 <i>Wonder</i>  <b>Reading Quiz 2</b>	4/29 <i>Wonder</i>	5/1 <i>Wonder</i>
16	5/4  <b>Group Orals</b> LAST DAY of classes		5/8 <b>Popular Textual</b> <b>Connections Journal-</b> <b>- Revised -7 pages</b> <b>at 10:00 p.m.</b> <b>to Moodle</b>