

Welcome to ENG 181.10: Contemporary British Literature, Culture, and Film

Instructor name: Molly Slavin

Contact information: msslavin@emory.edu

I strive to answer all emails within 24 hours; most times, I will answer more quickly than that, but sometimes (with travel, reduced availability, etc), it might take me 48.

Office hours: Tuesdays 2-4, Thursdays 10-12 in Peet's (basement of library)

Class meeting time and place: Tuesday/Thursday 8:30-9:45 a.m., Callaway N204

Course description: In this 181 course, we'll be looking at contemporary Britain through literature, film, and secondary readings and using our readings to generate our own compositions. The class is arranged into three units, each of which is made up of one novel, one film, and assorted secondary articles and readings. As we read and watch texts, we'll be working on our own writing about contemporary Britain, in the form of class assignments and activities (see below). We will discuss such issues as imperialism, multiculturalism, war, identity, immigration, racism, and neocolonialism. Do not expect to leave an issue behind just because we have moved on from its unit; all these topics are interrelated and linked! As the fall of the British Empire looms large in the late twentieth century and early twenty-first, expect a great deal of discussion surrounding questions of imperialism and colonialism. We will be doing a variety of both out-of-class and in-class assignments designed to familiarize you with a broad variety of "types" of academic writing (please see assignment descriptions).

Learning outcomes: This is a composition course, and so it is writing intensive. I expect you not only to hone your writing skills but to also deepen your understanding of the central critical issues considered in the class. By the end of the semester, you should be able to:

- Develop written work with a clearly defined focus, thesis, and argument and employ critical thinking and writing skills to articulate your thoughts
- Communicate your thoughts eloquently through prose and use writing as a way to further develop those thoughts
- Develop an understanding of the revision process, especially as it relates to longer academic writing
- Apply historical and social issues to your own writing, debate, and analysis

- Highlight key issues in our readings and in the culture of 21st century Britain
- Identify current British cultural debates and arguments as exemplified through our readings and viewings

These learning outcomes are drawn from and modeled on the Council of Writing Program Administrators' Outcomes Statement for First-Year Composition. The full list of outcomes and original language can be found here:

<http://wpacouncil.org/positions/outcomes.html>.

Course texts: The following is a list of texts and films that we will be discussing in this class. All books are available in the Emory bookstore. You may acquire the films through Emory's Music and Media Library, by rental or purchase, or from an online service such as Netflix or Amazon Video. As of late July 2014, all films on this list were available on Netflix streaming.

Print books:

- Barnes, Julian. *England, England*. New York: Vintage International, 1998.
- Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. 3rd edition. New York: W.W. Norton & Company, 2009.
- McEwan, Ian. *Saturday*. New York: Anchor Books, 2005.
- Smith, Zadie. *White Teeth*. New York: Random House, 2000.

Films and Other Visual Media:

- *East is East*, 1999 (dir. Damien O'Donnell)
- *The Crying Game*, 1992 (dir. Neil Jordan)
- *This is England*, 2006 (dir. Shane Meadows)

Academic honesty policy: Academic honesty and plagiarism are completely unacceptable. I am happy to meet with you individually to discuss this in more detail or if you have specific concerns. For a detailed explanation of Emory's honor code and academic honesty policy, please see:

http://catalog.college.emory.edu/academic/policy/honor_code.html

Disability policy: If you have a documented disability, Emory's Office of Disability Services promises to be "diligent and intentional in our efforts to ensure access for faculty/staff, students, and visitors" (language from the ODS website). Please familiarize yourself with your rights and responsibilities in this

area and speak with me early in the semester about reasonable accommodation. The website for the Emory Office of Disability Studies is located here:

<http://www.ods.emory.edu/>

Attendance policy: Attendance is of the utmost importance in any college course, but especially in a writing-intensive and topic-cumulative class such as this one. Attendance and active participation will count for 15% of your grade; you will receive three excused absences before your grade will begin to suffer. As there are always extenuating circumstances, crisis situations or extended illnesses will be dealt with on a case-by-case basis.

Technology policy: The classroom is like an airplane: all electronic materials should be off, stashed, and stowed away. If we are discussing a reading that was made available online, you must print it and bring it with you to class. No computers or phones are allowed.

Email policy: It is your responsibility as an adult and a scholar to read and respond to all emails. On this note, you are expected to check your Emory email at least once every 24 hours. There is no need to respond to class-wide emails, but if the instructor contacts you personally, it is good etiquette to respond within 24 hours (except on weekends).

Emory Writing Center: The Emory Writing Center offers 45-minute individual conferences to Emory College and Laney Graduate School students. It is a great place to bring any project – from traditional papers to websites – at any stage in your composing process. Writing Center tutors take a discussion- and workshop-based approach that enables writers of all levels to see their writing with fresh eyes. Tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they will not proofread for you. Instead, they will discuss strategies and resources you can use to become a better editor of your own work. The Writing Center is located in Callaway N-212. Visit writingcenter.emory.edu for more information and to make appointments.

Writing Workshops: The Emory Writing Program and the Emory ESL Program offer weekly workshops dedicated to the key elements of the writing process. These hour-long sessions provide structured, guided time to work on those elements as they pertain to your actual assignments. While some workshops will begin with brief remarks from the facilitator, the bulk of the workshop time will be dedicated to allowing you to work individually and/or collaboratively on assignments for your actual classes.

Registration is required. For more information, to see the workshop schedule, and to register to attend, please visit the website (as of the start of the semester, the website was not live, but I will provide the url once I have that information). Please be sure to check the event description on the website before you attend for a list of materials you'll need to bring in order to make the workshop useful to you.

English as a Second Language (ESL) Tutors: If English is not your first language and you need help with class assignments, you may benefit from working with specially trained ESL Tutors. These tutors are undergraduates who will support the development of your English language skills. Like Writing Center tutors, ESL tutors will not proofread your work. Language is best learned through interactive dialogue, so when you come to an ESL tutoring session, be ready to collaborate! ESL tutors will meet with you in the ESL Lab in Callaway S108 and other designated locations, and they will help you at any stage of the process of developing your essay or presentation. You may bring your work on a laptop or on paper. If you schedule an appointment in the ESL Lab, you may also bring your work on a USB stick - computers are available in the lab.

Visit www.epass.emory.edu and click on "ESL Services" to schedule an appointment, read the appointment policies, and view the offerings of the ESL Program. If you do not have a scheduled appointment, you may meet with a drop-in tutor in the ESL Lab. Here, you may have less time with a tutor if other students are waiting, but you can briefly discuss an assignment and some of your concerns. For more information, visit the website or contact Dr. Levin Arnsperger, Assistant Director of the ESL Program and Tutoring Coordinator (larnspe@emory.edu). You may also get in touch with me and I can send you more information.

Assignment and late work policy: Papers must be handed to the instructor in hard copy at the beginning of the class in which the assignment is due. Please also email me a copy before class. YOU MUST PROVIDE ME WITH A HARD COPY FOR GRADING. For each day the paper is late (e.g. not handed to the instructor in hard copy), you will lose one-third of one letter grade. This includes weekends.

Assignments and Weights: This is a composition course, and so your writing will count for the vast majority of your grade. We will complete seven assignments total, although four of these assignments are geared towards your final paper (further explanation below). Attendance and participation will also count as part of your grade. Once again, I require all assignments to be handed to me in hard copy in class on the day that they are due.

The grading breakdown is as follows:

- *First assignment:* Our first assignment is a low-stakes way to introduce you to collegiate-level academic writing. It will serve as a way for me to give you feedback on your writing before we get to higher-stakes, graded assignments. I will give you an assignment sheet with more details as the date draws closer, but expect to write about 2-4 pages on the texts we've read or viewed so far in the class. This paper will be worth 5% of your grade, although you will receive full credit if all requirements are met and the paper is turned in on time.
- *Playlist:* You will assemble a playlist of 15-20 songs that relates to a central moment in one of the texts we have read or viewed in the class. You will also be required to write a short annotation explaining the logic of selection. We will go over this in more detail as the due date comes closer, and this will be worth 10% of your grade.
- *Paper proposal:* Worth 5% of your grade, this short proposal will sketch out the topic for your final paper. I will approve topics or suggest tweaking and hand them back as soon as possible to ensure you can begin the research process.
- *Annotated bibliography:* After the paper proposal has been completed, the second step in your final project will be an annotated bibliography. This means that you will assemble 5-7 sources you intend to use for your final paper and will submit those sources to me, along with about a paragraph of explanation as to why you chose the sources and what you intend to do with them. I will distribute examples in class to help you model your assignments. This will be worth 15% of your final grade.
- *Rough draft:* You will submit a rough draft of your final paper of at least 6 pages. The feedback and commentary I leave on this will shape your editing and revision for the final draft. The rough draft will be worth 15% of your final grade.
- *Final paper:* Due in finals week, the final paper will need to be 8-10 pages and will be worth 20% of your final grade. What you write for this will be determined by the feedback I have given you on the prior three steps. Your final paper will also include a cover letter that reflects on what you have learned throughout the class.
- *Presentation:* On the first day of class, we will divvy up the units and topics and each student will choose one to present. These presentations will take place on Thursdays throughout the semester and should involve analysis and questions for discussion, as well as a typed summary of your presentation, which you will hand to me for grading. You will be expected to complete one presentation, which will count for 15% of your grade. We will go over this in more detail in class.
- *Attendance and participation:* As stated above, attendance and participation is a very key component to this class. You will be allowed three excused absences; after that, your grade will begin to suffer. It is important,

however, not only to show up, but to participate in a meaningful way. Attendance and participation are necessarily related. While talking the most is not necessarily being the most engaged participant, it is important to show me that you are aware of what is going on around you and fully engaged in the discussion. Participation may affect borderline grades either positively or negatively. Attendance and participation will count for 15% of your grade.

First assignment	5%
Playlist	10%
Paper proposal	5%
Annotated bibliography	15%
Rough draft	15%
Final draft	20%
Presentation	15%
Attendance and participation	15%

Grading Criteria:

An A paper (excellent) will have a clear and articulate thesis that puts forth a strong, persuasive, and provocative argument. The body of the paper will be in line with the ideas proposed in the introduction and will include clear transitions and topic sentences. Ideas will be expressed coherently and connections between subjects will be clear and thoughtfully expressed. A conclusion that summarizes the main ideas and ends on a thoughtful note should also be included. The A paper will be virtually free of spelling and grammatical mistakes.

A B paper (above average) will have many of the same attributes as an A paper, although it will not be executed as cleanly. An introduction, body, and conclusion will all be present, although prose may be “clunky” or ideas may be poorly articulated or not completely thought out at times. The argument may at times be unclear or confusing. A B paper may miss opportunities to draw connections across areas and may be marred by a sizeable number of spelling and grammatical errors.

A C paper (average) will have met the assignment requirements at the minimal level. The thesis may be shallow or unoriginal. Obvious connections may be made, but the lack of depth and creative insight will make it clear that the writer has not thought as deeply about the issues as the writers of A and B papers. The argument will be weak or obfuscated in some or many areas. A conclusion will be present, although it might be flat or incomplete. There may be a high number of spelling and grammatical errors.

A D paper (below average) will have a missing or extremely weak thesis. As opposed to the skeletal presence of an argument in a C paper, in a D paper, the argument may not be discernible or comprehensible, and connections and transitions will be at a minimum. The body paragraphs will not succeed in advancing the argument (if there is one to begin with), and the conclusion may be weak or missing altogether. A D paper may have a large number of spelling or grammatical errors.

A paper will receive an F if:

- it is not turned in
- it is off-topic or on an unapproved topic
- it is completely incomprehensible
- it includes no sources or is written as an unsubstantiated opinion

Calendar: Subject to change. Topics are cumulative and will build upon each other; do not expect to leave a topic behind just because its allotted time is over.

Thursday, August 28: Introductions

Tuesday, September 2: Preface, Introduction, Chapter 12 of *They Say, I Say*

Thursday, September 4: Part 1, Chapter 1 of *They Say, I Say* and **Begin Unit 1: Multiculturalism.** Chapters 1-3 of *White Teeth*.

Tuesday, September 9: Part 1, Chapters 2-3 of *They Say, I Say* and Chapters 4-5 of *White Teeth*.

Thursday, September 11: Chapters 6-8 of *White Teeth*.
First assignment due.

Tuesday, September 16: Chapters 9-10 of *White Teeth*.

Thursday, September 18: Chapters 11-12 of *White Teeth*.

Tuesday, September 23: Chapters 13-15 of *White Teeth*.

Thursday, September 25: Chapters 16-17 of *White Teeth*.

Tuesday, September 30: Chapters 18-20 of *White Teeth*.

Thursday, October 2: *East is East*.
Playlist assignment due.

Tuesday, October 7: Part 2, Chapters 4-7 of *They Say, I Say*.

Thursday, October 9: **Begin Unit 2: Militarism.** Pages 1-50 of *Saturday*.

Tuesday, October 14: Fall break. No class.

Thursday, October 16: Pages 50-142 of *Saturday*

Tuesday, October 21: Pages 142-199 of *Saturday*

Thursday, October 23: Pages 199-242 of *Saturday*

Tuesday, October 28: Pages 243-289 of *Saturday*

Thursday, October 30: *The Crying Game*.

Paper proposal due.

Tuesday, November 4: Part 3, Chapters 8-11 of *They Say, I Say* and LIBRARIAN VISIT TO CLASS.

Thursday: November 6: **Begin Unit 3: Identity and Englishness.** Pages 3-65 of *England, England*

Tuesday, November 11: Pages 65-107 of *England, England*

Thursday, November 13: Pages 100-150 of *England, England*.

Tuesday, November 18: Pages 150-202 of *England, England*.

Annotated bibliography due.

Thursday, November 20: Pages 202-275 of *England, England*.

Tuesday, November 25: *This is England*.

Rough draft due

Thursday, November 27: Thanksgiving Day. No class.

Tuesday, December 2: No class today; individual conferences throughout the week re: rough draft and final paper.

Thursday, December 4: Wrap-up.

Final paper will be due in finals week.