Course Overview

The rise of the novel as a literary form dates back to well before the 18th century. But the form as we know it dates to around the 18th century. Stories of adventure, longing, plight, horror, and lost love continue to entertain, amaze, and instruct. Have you considered that novels often offer important catalysts for change? *Things Fall Apart* by Chinua Achebe offers a theme of preserving cultural history in the face of Western Domination. Similarly, Robert Conrad’s *Heart of Darkness* offers a scathing indictment of British colonization practices and attitudes. Bradbury’s *Fahrenheit 451*, Orwell’s *1984* and Huxley’s *Brave New World*, all considered great novels of the 20th century, offer startling warnings about losing our identities to technology and allowing ourselves to be controlled by big government.

For centuries, men and women delivered treatises to lobby for social, political, or religious change. After the invention of the printing press and the written word became more available to the common man or woman, voices for change became more and more powerful. From its humble beginnings as flyers nailed to public bulletin boards to electronic notes pinned to websites, the written word went from informing an audience of a few people standing on a street corner to billions across a shrinking globe. Its format ranges from essays to novels, poetry to musical lyrics, blogs to online newspapers, and live performances to full feature motion pictures. Today, our words are conveyed in nanoseconds and, as a result, have enormous potential to influence lives all over the world.

Our Theme

Do you recognize any of these: *King Arthur, Oedipus, Othello, Wuthering Heights, The Great Gatsby,* or *The Scarlett Letter*? What do these have in common? Their heroes and heroines are involved in love triangles. And even when you are not reading them for a literature class, they captivate you. But there is more to the greatness of these works than good stories. Dig deeper and you are engaged in stories that reveal many things about the human condition.

Our course is inspired by a few examples of Love Triangles in Literature. Together we will explore novels from the perspective of persons involved in love triangles and dig deeper into the meanings behind the words. Literature offers the venue through which we may become better informed and more tolerant of one another. It is a venue through which we can express our likes, dislikes, positions, and fears. It is a vehicle for change.

Texts

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Jane Eyre</em></td>
<td>Charlotte Brontë</td>
<td>Norton Critical Edition</td>
</tr>
<tr>
<td><em>The Age of Innocence</em></td>
<td>Edith Wharton</td>
<td>Dover Thrift Edition</td>
</tr>
<tr>
<td><em>The Sun Also Rises</em></td>
<td>Ernest Hemingway</td>
<td></td>
</tr>
<tr>
<td><em>Peony In Love</em></td>
<td>Lisa See</td>
<td></td>
</tr>
<tr>
<td>Various Handouts, Videos, and a Film that I will provide</td>
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</tbody>
</table>
Good writers read. Reading expands our experience and offers ideas and models that serve to influence our critical thinking and writing skills. This course is as reading intensive as it is writing intensive. Keep up with the reading in order to participate and respond appropriately. Expect to produce essays, responses to assigned reading, free writing, and presentations. By the end of this course, you will have produced and edited three major essays, one of which will include a presentation, and furthered the development of critical thinking skills necessary for your academic success.

**Communication**

Generally, I am on campus only on class days; therefore, email is our primary means of communication. Provide me with your preferred email address during our first class meeting. It is your responsibility to check your email frequently for assignment updates, class news, and important announcements. Exchange contact information with a classmate for sharing notes and information you may have missed in class.

If you have an unusual situation or emergency, email me as soon as possible. We will communicate via email, telephone, or in person. I will be glad to meet with you to work through your individual circumstances.

I will acknowledge your emails as quickly as possible. Should you not receive a response to an email within 48 hours, please send me another email. This is especially important if you are attempting to submit an assignment via email. If I don’t acknowledge your email, I did not receive your assignment.

When emailing assignments, please do not name the file you attach something generic like “essay 1” or “my assignment.” Include your name, the assignment, and the date submitted in the file name.

**Use this format to name your documents:**

Last Name_Assignment Name_Date  
example: Thompson_Memoir Draft 1_012513

During the semester, one mandatory individual conference is required. I am also happy to make additional conference times available by appointment.

During the drafting stage of an assignment, you will be required to bring a printed copy of your draft to class for workshops; otherwise, emailed drafts are an efficient means through which I can provide feedback to you. **If you are having a problem with an assignment, you may email me or schedule a time to discuss your issues with me.**

Technology issues are not valid excuses for late or missing assignments. Save your work in more than one manner (flash, Google docs, CD). Plan ahead. Draft early. Revise in a timely manner. Expect the unexpected where technology is concerned. I ran out of ink or my computer crashed is no excuse for a missed assignment.

**Deadlines**

You are responsible for turning in your work on time. **With the exception of certain emergencies, I do not accept late assignments.** If you suffer an emergency, you must contact me as soon as possible. Assignments are gathered on the date due at the beginning of class. Writers who arrive late on these days may expect points deducted from the assignment’s grade. Emailed assignments are due in my email in-box by 11:00 p.m. the day they are due to avoid a points deduction.

**Attendance**
Your success in this class depends on your attendance and participation. If you miss class, you do not have to provide a reason for the absence; however, any work that is due on a day you are absent is still due that day. Quizzes or in-class work missed when absent may not be made up. If you are absent more than four times, we will conference to determine if you should remain in the course or not. Failure to attend this conference or respond to my email regarding a conference will result in a failing grade for the course. If you are asked to leave the class for any reason, you will be counted absent.

Excessive tardiness is unacceptable as is a habit of leaving early. Naturally, I understand that unforeseen circumstances affect our ability to arrive on time or dictate the need for an early departure; however, excessive behaviors like these will negatively affect your participation grade.

**Conduct & Technology**

Our class discussions will provide a venue for self-expression and honesty, both of which should be communicated respectfully. Appropriate conduct and respect for one another is expected of everyone in this class.

All mobile communications devices will be turned off and put away when you enter the classroom. Texting, email, photography, or filming of any kind is absolutely forbidden in this classroom unless it is a pre-approved component of a class project. Laptops may only be used when necessary for a class presentation.

**Academic Integrity**

Plagiarism is a serious academic offense. Familiarize yourself with AASU’s Student Code of Conduct and understand that intentionally pirating someone else’s intellectual property is not tolerated. Your AASU handbook states, “All students at AASU must agree to abide by the Honor Code and Code of Conduct.” Remember, it is far easier to cite a source correctly or spend a little time composing your own work than fail your 1101 English class. If you are not sure how or whether to cite something, please ask.

**Grading**

**Reading Response Journals**

Each Thursday, submit your reading journal at the beginning of class. Journal your reactions to the week’s reading but do not summarize the stories. By the end of the term, you should have submitted 10 journal entries that are one to two double-spaced typewritten pages. Each week’s journal will be graded for content, compositional correctness, and adherence to instructions. No late journals will be accepted.

**Essays**

Two formal essay assignments; at least one with a research component.

**Presentation**

A collaborative presentation.

**Participation**

My assessment of your participation that includes in-class work or quizzes, assignment timeliness, punctuality, participation in class discussions and attendance.

**Final Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>≤59</td>
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If you are asked to leave the class for any reason, you will be counted absent.
General

- I will schedule individual conference times with each one of you at least once during the semester. In addition to these conferencing opportunities, we can set up appointment times to meet if necessary.
- All in-class assignments must be neatly hand-written in ink, double-spaced, and submitted on loose-leaf paper.
- All major essays and writing assignments must be word processed. Format your papers according to MLA guidelines.
- When an oral presentation is assigned, I look forward to seeing creative, modern compositions and encourage your use of technology. We will discuss this more when the assignments are made.
- You should complete the plagiarism tutorial on the Lane Library’s web page (http://www.library.armstrong.edu/) and submit the completion verification to my email (Susan.Thompson@Armstrong.edu) by August 20 at the beginning of class. Your score factors into your participation grade.
- Writing tutors are available. If you are on the main campus, The Writing Center is located in Gamble Hall, Room 123. The trained assistants can help guide you through your writing process. Visit their website at http://www.armstrong.edu/Departments/writing_center/writing_center_welcome or give them a call at 912.344.3072 to set up an appointment with a tutor.
- Armstrong Atlantic State University provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in Student Affairs in MCC.

Schedule

This is the order in which we will approach our texts. I will provide handouts from time to time. We will view at least one film during the semester.

Please note that we do not meet again after Thanksgiving; therefore, our last meeting will be important.

<table>
<thead>
<tr>
<th>Aug</th>
<th>13 &amp; 15</th>
<th>Introductions ~ Expectations ~ <strong>Charlotte Brontë ~ Jane Eyre</strong></th>
<th>Journals Due on Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>20 &amp; 22</td>
<td><em>Jane Eyre</em></td>
<td>#1</td>
</tr>
<tr>
<td>Aug</td>
<td>27 &amp; 29</td>
<td><em>Jane Eyre</em></td>
<td>#2</td>
</tr>
<tr>
<td>Sep</td>
<td>3 &amp; 5</td>
<td><em>Jane Eyre</em></td>
<td></td>
</tr>
<tr>
<td>Sep</td>
<td>10 &amp; 12</td>
<td>Essay Assignment #1; Workshop; Discussion</td>
<td></td>
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<tr>
<td>Sep</td>
<td>17 &amp; 19</td>
<td>Edith Wharton ~ <em>Age of Innocence</em></td>
<td>#3</td>
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<tr>
<td>Sep</td>
<td>23 &amp; 26</td>
<td><em>Age of Innocence</em></td>
<td>#4</td>
</tr>
<tr>
<td>Oct</td>
<td>1 &amp; 3</td>
<td>Film Nights; Discussion; Essay #1 Final Draft Due</td>
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<tr>
<td>Oct</td>
<td>8</td>
<td>Fall Break</td>
<td></td>
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<tr>
<td>Oct</td>
<td>10</td>
<td><strong>Ernest Hemingway ~ The Sun Also Rises</strong>, Presentation Assignment</td>
<td>#5</td>
</tr>
<tr>
<td>Oct</td>
<td>15 &amp; 17</td>
<td><em>The Sun Also Rises</em></td>
<td>#6</td>
</tr>
<tr>
<td>Oct</td>
<td>22 &amp; 24</td>
<td><em>The Sun Also Rises</em>, Workshop Presentations</td>
<td>#7</td>
</tr>
<tr>
<td>Oct</td>
<td>29 &amp; 31</td>
<td>Deliver Presentations</td>
<td>#8</td>
</tr>
<tr>
<td>Nov</td>
<td>5 &amp; 7</td>
<td>Lisa See ~ <em>Peony In Love</em></td>
<td>#9</td>
</tr>
<tr>
<td>Nov</td>
<td>12 &amp; 14</td>
<td><em>Peony In Love</em>; Essay Assignment #2</td>
<td>#10</td>
</tr>
<tr>
<td>Nov</td>
<td>19 &amp; 21</td>
<td>Essay Workshop; Discussion</td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>26</td>
<td>Last Class Night ~ Wrapping Up the Semester; Final Paper Due</td>
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The "A" Paper: excellent, showing originality in thought and expression.
- The paper clearly responds to the assignment.
- The thesis is precise. A provocative introduction provides necessary background information.
- Organization is logical, clear, and structured to stress key points.
- Development is accurate, thorough, and convincing in its support of the thesis and topic statements.
  Paragraphs include a variety of supporting examples and vivid details.
- Style reflects a mature use of language and syntax. Word choice is interesting, precise, and appropriate to the audience and purpose. Sentence structure is varied and fluent.
- Mechanics are sound; the paper is free of all major errors and has few if any minor errors.
- The paper is formatted correctly. When documentation is warranted, the paper cites correctly in MLA style, both in parenthetical citations and on the works cited page.

The "B" Paper: good but shows limited creativity or originality.
- The paper clearly responds to the assignment.
- The thesis is precise but not necessarily original, with an effective introduction.
- Organization is clear, yet transitions lack distinction.
- Development is accurate, adequate, and convincing but may lack range, variation and vividness in supporting examples and details.
- Style is appropriate but may lack freshness and variation. Diction reveals accurate use of words. Sentence structure is competent.
- Mechanics are sound with few if any errors.
- Format and documentation, if applicable, are generally correct.

The "C" Paper: average, predictable, unexciting in ideas and expressions; reads like a next-to-final draft.
- The paper responds to the assignment.
- The thesis is clearly stated but unoriginal or shallow in thought, with a perfunctory introduction.
- Organization reveals logic; may also reveal some lack of unity, incoherence, or awkward transitions.
- Development includes accurate examples and/or details, but they may be few, unvaried, or poorly explained.
- Style is undistinguished. Word choice is clear but occasionally imprecise or inappropriate in tone. Sentences may lack variety.
- Mechanics are mostly correct but may include some errors.
- Format and documentation, if applicable, may include occasional errors.

The "D" Paper: poor with problems significantly obscuring its message.
- The paper may not respond to the assignment.
- The thesis may not be clearly stated, thoughtfully conceived, or effectively introduced.
- Ideas may lack a clear logical plan. Paragraphs may lack unity or coherence. Topic sentences and transitional elements may be absent or imprecise.
- Development may be characterized by inaccuracy, repetition, vagueness, or invalid support.
- Style is inappropriate or inconsistent. Word choice is incorrect or careless. Sentences are poorly constructed, sometimes tangled or choppy.
- Errors in grammar, punctuation, or usage occur with distracting frequency.
- Format and documentation, if applicable, may include serious or frequent errors.

The "F" Paper: fails to communicate a coherent message to the reader; resembles a 1st draft or free-write
- The paper does not satisfy the requirements of the assignment.
- The thesis is unclear or nonexistent.
- The paper lacks a clear organizational plan.
- Development may be insufficient with inaccurate, inappropriate, or inadequate support.
- The style does not demonstrate college-level competency.
- Errors in grammar, punctuation, or usage occur with unacceptable frequency.
- Format and documentation, if applicable, include egregious errors or blatant omissions.