



## Haunted Ireland

ENG 181- 001

Fall 2015

Meeting Time: Tues and Thurs 11:30-12:45

Meeting Place: Calloway Center N203

Instructor: Sarah Harsh

Contact: [sharsh@emory.edu](mailto:sharsh@emory.edu)

Office Hours: Thursdays 2-4 Calloway N112 and by appointment

Course website: Blackboard

### Course Information

**Course Description:** Ireland is a haunted country. From its mythological foundations in a mysterious Otherworld to the abandoned suburban homes that litter today's post-recession landscape, Ireland has always had a close relationship with the supernatural. In this class, we'll look at Irish faeries, vampires, mermaids, zombies, and ghosts. We will ask what these representations of the supernatural mean in the Irish context. What can they tell us about fear, memory, and difference in Ireland? We will examine short stories, poems, plays, films, novels, websites, and digital art projects. Students will be exposed to a wide range of literary texts and become comfortable reading and writing about different genres. This is a writing intensive course; students will be asked to write brief blog posts about the readings for each class. In addition, students will build a portfolio with assignments about the literature we've studied. For the final project, students will investigate supernatural creature and write a literary research paper on their chosen topic.

**Learning Outcomes:** These outcomes have been constructed around the Council of Writing Program Administrator guidelines for First Year Composition and modified for our course.

**Outcome 1: Rhetorical Composition.** Students compose texts in multiple genres, using multiple modes with attention to rhetorical situations. Through composing a variety of texts such as blog posts, proposals, literary analysis, bibliographies, and research papers, students demonstrate understanding of audience, purpose, and constraints. They use and adapt generic conventions, including organization, development, and style.

**Outcome 2: Critical Thinking and Reading Resulting in Writing.** As they undertake scholarly inquiry and produce their own arguments, students summarize, analyze, synthesize, and evaluate the ideas of others. Students will encounter the ideas of others in a variety of ways from research to peer edits. Students learn accepted and ethical ways to integrate other texts into their work, rightly handling citation and adaptation. Students use writing as a critical thinking tool.

**Outcome 3: Writing as Process.** Students understand and practice writing as a process, incorporating strategies of research, drafting, revision, editing, and reflection. In learning about their own writing process and doing guided reflective writing about that process, students learn to critique their own and others' works. Through their own experiences as well as through archival explorations, students will become aware that it usually takes multiple drafts to create and complete a successful text.

**Outcome 4: History and Culture of Ireland.** Students articulate Ireland's historical contexts, literary tradition, and current situation. As they respond to texts in their papers and blog posts, students frequently and accurately reference relevant Irish contexts.

**Outcome 5: The Supernatural.** Students interrogate the place of the supernatural in culture. Students will research and report what the supernatural indicates about a culture's fears, beliefs, and memories.

## **Required Texts:**

Texts for purchase:

- Janet E. Gardner, *Reading and Writing about Literature*, 3<sup>rd</sup> Edition
- Oscar Wilde, *The Picture of Dorian Gray*

Texts recommended for purchase, but available free online via Project Gutenberg:

- Sheridan LeFanu, *Carmilla*
- Bram Stoker, *Dracula's Guest*

Additional texts will be made available online via course reserves direct. Please bring all the assigned readings with you to class.

## Course Policies

**Attendance Policy:** Attendance is of vital importance in a discussion based and writing intensive courses like ours. It is your responsibility to notify me ahead of time if you intend to miss a class. Unless otherwise arranged, you are still responsible for handing in that day's work, including your blog post. If you miss more than two classes, your participation grade will be lowered by 5% for each skipped class. Please speak to me if you have an extenuating circumstance that will necessitate numerous absences.

**Late Work Policy:** You are expected to turn in your work on time. Late work will be penalized 10% for each class period past the deadline. If you have a valid reason to hand in your work late, you must contact me *at least 24 hours before* the deadline to arrange an alternative. Extensions are not guaranteed.

**Technology Policy:** If you prefer to use a computer in class, I ask that you do so respectfully. Cell phone use will not be tolerated. I reserve the right to ask students to stop using their devices if they become a distraction. Students who are using their devices for purposes unrelated to the class will be marked absent for the day.

**Academic Honesty:** I take academic honesty very seriously. Violations of the Emory Honor Code, especially those involving plagiarism, will not be tolerated. I am happy to meet with you and answer questions if you have concerns related to your project for this class. For a detailed review of Emory's Honor Code, please visit:  
[http://catalog.college.emory.edu/academic/policy/honor\\_code.html](http://catalog.college.emory.edu/academic/policy/honor_code.html)

**Email policy:** Email is the best way to contact me. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your Emory-based email account at least once every 24 hours.

**Public nature of course:** In this course, we will engage in peer editing exercises where your writing will be circulated amongst your classmates. Learning to respond to others' feedback is an important part of the writing process. As such, please regard all writing for this course as "public." However, if a situation arises where you would like to keep a select assignment private, please let me know and an exception can be made.

**Revision Policy:** Revision is an important part of the writing process. You will be given the opportunity to revise the assignments that comprise your portfolio. You will be given grades for both your initial submissions and the revisions in your portfolio.

**Workshopping:** We will have a number of workshopping days scheduled throughout the semester. We will discuss an element of writing and do group work as practice. Often, this will include peer editing. You're expected to give thoughtful, sensitive feedback and your active involvement in the workshop process will count towards your participation grade.

## Student Resources

**Access and Disability Resources:** I want you to succeed in this course and in your career at Emory. Please contact me if anything is impeding your optimal performance in our classroom. This can include your own learning style, any classroom dynamics that make you feel uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that will impact your work. I will hold any conversations of this nature in the strictest confidence.

Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR formerly the Office of Disability Services, ODS) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your professor at the beginning of the semester, or when the letter is received. See the Emory Office of Disability Studies for more information: <http://www.ods.emory.edu>

**Emory Writing Center:** The Emory Writing Center offers 45-minute individual conferences to Emory College and Laney Graduate School students. Their discussion- and workshop-based approach enables writers of all levels to see their writing with fresh eyes and to practice a variety of strategies for writing, revising, and editing. The EWC is a great place to bring any project—from traditional papers to websites—at any stage in your composing process. EWC 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 won't proofread for you. Instead, they'll discuss strategies and resources you can use to become a better editor of your own work.

The EWC is located in Callaway N-212. They encourage writers to schedule appointments in advance as they can take walk-ins on a limited basis only. They require hard copies of traditional paper drafts and encourage you to bring a laptop if you're working on a digital or multi-modal text. Please bring a copy of your assignment instructions, too. In addition to their regular conferences in Callaway, they host Studio Hours every Tuesday from 7-9 pm in Woodruff Library 214. Studio Hours provide a supportive, focused workspace and are open to all students. EWC tutors circulate to encourage writers, provide resources, and address questions. For more information about the EWC, or to make an appointment, visit <http://writingcenter.emory.edu>.

**Tutoring for Multilingual Students/ ESL Tutoring:** If English is not your first language, you may benefit from working with specially trained ESL Tutors. The 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 designated locations across campus (visit ASST to view the list), 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. Each regular appointment lasts 50-55 minutes. Each student may only schedule two ESL tutoring appointments per week. Additional walk-in hours without appointment will be offered on five Sundays at the end of the semester: on November 8, 15, 22, 29, and on December 6. On these days, walk-in hours will be held from 4-6pm in Math &

Science E301A. You may have less time to work with a tutor if other students are waiting, but you can briefly discuss an assignment and some of your concerns. For more information, go to the website (see below) or contact Dr. Levin Arnsperger: [larnspe@emory.edu](mailto:larnspe@emory.edu). Visit the website of the Office for Undergraduate Education (<http://college.emory.edu/oue/>) and select “Student Support” and then “ESL Program” to schedule a regular appointment via ASST, to read the tutoring policies, and to view the offerings of the ESL Program. Here is the direct link to ESL Tutoring: <http://college.emory.edu/oue/student-support/esl-program/esl-tutoring.html>.

**Emory Counseling Center:** Freshman year can be a difficult time for many students. If you feel overwhelmed, I encourage you to take advantage of the services offered by the Emory Counseling Center. Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be. <http://studenthealth.emory.edu/cs/>

## Course Assessment

**Assignments:** Detailed assignment sheets will be presented well in advance of due dates and we will discuss all assignments in class. Here is a brief overview:

- **Blog Posts** (100-200 words): For **most classes**, you will post a brief paragraph reflecting on the readings on our course’s blackboard page. Blog posts might include summaries, key quotes, and reactions to the assigned readings. Unless otherwise specified, you must conclude your paragraph with at least one question for class discussion. Some days, I will ask you to read aloud from your response or to share your response with other students. **Blog posts are due by 9pm the nights before class (Monday and Wednesday by 9pm).**
- **Literary terms and Irish history quiz:** To ensure strong discussions throughout the semester, you will be quizzed on the introductory material in the first two weeks of class.
- **Close Reading:** For this paper, you will make an argument about what, how, and why one of our texts makes meanings.
- **Archival Study:** Our class will take a trip to Emory’s Manuscript, Archive, and Rare Book Library to look at the papers of W.B. Yeats and his fellow writers. In class and in MARBL, we will discuss how to best engage with the artifacts in the archive. You will then write a study of your archival findings, exploring how Yeats understood the writing process.
- **Research Project:** You will chose a supernatural character, idea, or place and make an argument about its significance in literature and culture. For example, you might argue that vampires in literature serve as a metaphor for the colonial relationship. In addition to the literature we’ve looked at in class, you will incorporate outside sources. The research project will include a proposal, annotated bibliography, drafts, and a reflection.
- **Submission of portfolio:** Throughout the semester you will assemble a portfolio of your work. The portfolio will include short writing assignments, drafts, reflections about writing in progress, and final drafts. Toward the end of the semester, you will use this collection as evidence to argue in a reflective essay that you have achieved the learning outcomes for the course. For this course, your portfolio will consist of the final draft of an exemplary blog post, your final research paper, one revision, and a letter of reflection on your revision process and how your work achieves our course outcomes.

**Final Exam:** This course will not have a final exam. Instead, students will submit a portfolio via email on December 15. See above for more about portfolios.

### Weight of Assignments (How Grades are Calculated):

Literary terms & Irish history quiz	5%
Object History Presentation	5%
Close reading paper (3-5pgs)	10%
Archival study (2-3pgs)	10%
Research paper proposal (500 words)	5%
Annotated bibliography (4 sources)	10%
First draft research paper (5-7pgs)	5%
Submitted portfolio and reflection	30%
Attendance, participation, blog posts	20%

### Explanation of Letter Grades:

- **A:** An “A” paper is a thoughtful response to the assignment that demonstrates exemplary rhetorical skills. “A” papers are well organized, transition smoothly, and have clear and insightful thesis statements.
- **B:** “B” papers demonstrate a thorough understanding of the topic and a well-crafted response to the assignment. While they may contain some minor errors, “B” papers still demonstrate above-average rhetorical skills.
- **C:** “C” papers are average responses to the assignment. They reflect some understanding of the topic and assignment, but lack insight or reflection. These papers contain several errors, but still demonstrate some rhetorical skills.
- **D:** “D” papers are poor responses that reflect a lack of understanding or a misunderstanding of the topic at hand. They have numerous errors, and demonstrate below average rhetorical skills.
- **F:** “F” papers are papers that do not respond to the assignment appropriately, contain an unacceptable number of errors and/or demonstrate a lack of rhetorical skills.

## Grading Scale:

### Percentage Scale:

Points/Percentage	Letter Grade
92.00-100	A
90.00-91.99	A-
86.00-89.99	B+
83.00-85.99	B
80.00-82.99	B-
76.00-79.99	C+
73.00-75.99	C
70.00-72.99	C-
66.00-69.99	D+
60.00-65.99	D
0-59.99	F

### Emory Point Scale:

Points	Letter Grade
4.00	A
3.70	A-
3.30	B+
3.00	B
2.70	B-
2.30	C+
2.00	C
1.70	C-
1.30	D+
1.00	D
0.00	F

