

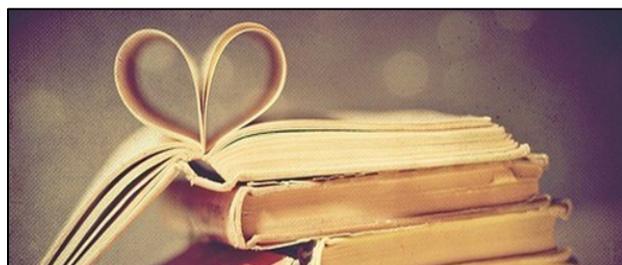
English 115C
Dr. Anna Gibson
AMOR Learning Community
Fall 2016
3-4:15PM MW
Fisher 335

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Fall Office Hours: Mon. 10:30-11:30
Mon. 1:30-2:30
Weds. 4:30-5:30
or by appointment

ENGLISH 115C: LOVE OF BOOKS

COURSE DESCRIPTION AND OBJECTIVES

Why do we read books? Which books do we love, and why? How can we use books as tools for social justice? And how can and do books shape who we are and how we understand ourselves in the world? AMOR students will explore these questions as we investigate the cultural meaning of books, from criticism to celebration and from book collecting to book burning. We will delve into some book history, consider the impact of technology on books and reading, and discuss access to books. A central component of this class will be how books function in the face of violence and oppression, and we will discuss how reading books can either be dangerous or offer us freedom. We'll read books that deal specifically with the love of books (Jane Austen's *Northanger Abbey*) and the need for and censorship of books (Ray Bradbury's *Fahrenheit 451*, Azar Nafisi's *Reading Lolita in Tehran*). We'll read books that are considered "classics" (*Northanger Abbey*, *Lolita*, *Fahrenheit 451*) and investigate why they are considered "good" books. We will also spend some time considering the love *in* books – love of other people, love of country or religion, sexual and even perverted love. We will also work with Book'Em, an organization in Pittsburgh that sends books to prisoners throughout Pennsylvania.



Learning Objectives for the AMOR Learning Community:

- Explore and articulate the meanings of love and what it conquers, resists, and produces in literature and culture from the classical period to the present.
- Analyze representations of love and violence in literature, mythology, rhetoric, media, and art.
- Assess in discussions and written work how ideologies, social status, gender, and race shape the meanings of love and violence
- Evaluate how acts of reading and writing shape cultural experiences of love and violence.

Learning Objectives of Love of Books:

- Assess in discussions and written work how acts of reading shape cultural experiences of love and what it conquers, resists, and produces
- Develop critical reading and analysis skills and demonstrate those skills in written assignments, exams, presentations, and class discussion
- Demonstrate analysis of the cultural meaning of books as objects of social and personal meaning and as tools of social and personal change
- Articulate the ways in which love can be directed to and mediated through books as both objects and sites of meaning

READINGS

Please make sure you have the specified editions of the books and that you bring them to class on the days when we discuss them. You need physical (rather than electronic) copies of the Austen, Bradbury, Nabokov, and Nafisi because we will often refer to specific pages in class discussion and in our writing. The first four are available at the Duquesne Bookstore.

- Jane Austen, *Northanger Abbey*. ISBN: 9780199535545
- Ray Bradbury, *Fahrenheit 451*. ISBN: 9781451673319
- Vladimir Nabokov, *Lolita*. ISBN: 9780679723165
- Azar Nafisi, *Reading Lolita in Tehran*. ISBN: 9780812971064
- A “New Book” (more information to follow in week 3 of the class)

Additional readings uploaded as PDFs to Blackboard. Please make sure you bring these to class, either as a printout or on a computer/tablet.

An important note on reading: There is a **LOT** of reading in this class, and you will need to carefully complete all of it. Please make sure you plan your time accordingly. I suggest you carefully annotate or take notes on your reading (we will discuss this in class).

ASSIGNMENTS

Participation (10%)

I expect you to participate actively in class discussions. This is a big class, and I know it can be difficult to talk every time, but I expect you to make every effort to do so. I am not measuring your participation on the complexity or profundity of your comments, but I am looking for you to respond to the topic and text that we are discussing thoughtfully and to make substantive contributions to discussion. Please see attendance and electronics policies for more information about participation.

Grading for In-Class Participation:

A: Comes to class on time with clear evidence of having read and thought about the material beforehand.

Contributes actively and significantly to discussion in most classes.

B: Comes to class on time with clear evidence of having read the material. Contributes some to class discussion in most classes.

C: Comes to class on time with clear evidence of having read the material. Contributes occasionally to class discussion.

D: Comes to class but does not participate in most class discussions.

F: Comes to class but does not show evidence of engaging with the material or participate in class discussion.

0: Does not attend class, sleeps during class, uses electronic devices outside of approved usage, or causes substantial disruption to class.

Grade % at a Glance

20%	4 APAs
15%	Midterm Exam
15%	Final Essay
10%	Participation
10%	Free Writes/Quizzes
10%	Book History Presentation
10%	Book’Em Visit & Reflection
5%	Book List
5%	New Book Response

Free Writes/Quizzes (10%)

You will have frequent (unannounced) free-writes or quizzes at the beginning of class. Free writes ask you to respond to a prompt I give you with *details* from the text we have read for that day. In some cases a free write will ask you to formulate one or two discussion questions about the material for that day. The best way to prepare for these free writes/quizzes is to do all the reading carefully and take notes about your ideas, thoughts, and questions about the reading before class. Free writes and quizzes serve two purposes. First, they let me know that you have done the reading for class. For this reason they will be graded on a Pass/Fail basis. Second, they help you to organize your thoughts about a text and topic before we begin our class discussion, which can make it easier for you to participate. There are no make-ups offered for free writes/quizzes, but I will drop the lowest free write/quiz when calculating final grades to make up for this. Please note that free writes/quizzes will take place at the beginning of class, so if you are late to class you will miss the quiz/free write.

Argument Paragraph Assignments (APAs) (5% each x 4 = 20%)

You will write four separate paragraph responses, one for each of the major texts we are reading this semester (*Fahrenheit 451*, *Northanger Abbey*, *Lolita*, *Reading Lolita in Tehran*). These paragraphs should identify a very specific element of the section of reading for that day and make an argument about it. See the assignment sheet for more information. You have been placed randomly into a group (A, B, C, or D) for these APAs, and *each group is scheduled to submit an APA on a different day no later than noon*. Please write these dates in your planner at the beginning of the semester. If for some reason you find that this assigned due date will be difficult for you because it clashes with an assignment in another class, you must make a request to switch to a new deadline *at least two weeks before your listed due date* and have that request confirmed by me.

Group A	Group B	Group C	Group D
Virginia Haseleu Alexandra Kennedy Rachel Kosoglow Alexandra Lugares Rachel O'Neil Jenna Sbeitan Madison Stumpo Samantha Zapach	Miranda Alchimowicz Megan Aller Alecia Folino Kaylan Haight Paul Martorelli Heather Svitavsky Garrett Whitten	Madison Baker Gabraelle DiPaolo Jenna Gardner Kierstin Grillo Sara Jobes Dana Krawczak Genevieve Skaryak	Alexis Adrian Chelsea Campbell Maria Carberry Megan McGinnis Randi Morgan Maritere Texidor Taylor Wall

Midterm Exam (15%)

This exam is meant to offer you the opportunity to synthesize your thoughts and learning during the first part of the semester. It will offer a mixture of short answer, fill-in-the-blank, and essay questions about the texts and topics we have covered in class so far. If you do the reading, come to class, take notes, and review your notes, you can expect to do well on this exam. *The midterm exam will take place in class on October 10 and will be a closed-book exam.*

Final Essay (15%)

For this final assignment (*due electronically on Blackboard during our scheduled exam session on December 15 by 1:30PM at the latest*) you will choose one of the APAs that you wrote and expand and develop it into a 3-4-page essay that makes an argument and backs it up with evidence from the text. You will receive more guidance on this assignment in a separate assignment sheet.

Book History Presentation (10%)

You will work in six groups to research and present upon an aspect of Book History *during the October 19 and 24 class periods*. Earlier in the semester you will have the opportunity to evaluate sources in UCOR 100 in preparation for this presentation. You will begin this research outside of class and have a chance to work together on the presentation during the October 17 class session. Your group presentation should be accompanied by either a visual or an engagement component. You will also turn in a group list of works consulted for this presentation. This assignment will receive a group grade.

Book'Em Visit and Reflection (10%)

During the two weeks after midterms, every student will participate in one of three scheduled late afternoon/evening Book'Em packing sessions. Book'Em is a Pittsburgh non-profit organization that donates books to prisoners around the state. Book'Em's mission is "to turn the time served in prison into a period of growth and education... We believe that educating individuals during incarceration is an integral part of rehabilitation."¹ We will learn about this organization early in the semester, and you can find out more at www.bookempgh.org.

At the packing session you will open letters from prisoners with book requests and select books to send to them. *These packing sessions will be on Monday Oct. 17, Thursday, Oct. 20, and Tuesday, Oct. 25*. You will be asked to let me know which of these packing sessions you absolutely cannot attend because of other classes or scheduled extra-curricular activities; I will assign dates for these visits accordingly. In the unlikely event that you cannot attend *any* of the scheduled sessions, you will have the opportunity to attend (and document your attendance at) one of Book'Em's scheduled Sunday packing sessions. Our packing sessions will last approximately 1.5 hours and take place at Book'Em headquarters at the Thomas Merton Center (5129 Penn Avenue). We will cancel one regular class session and the final exam period meeting time (which otherwise counts as contact hours) to accommodate this visit and transportation time. We will make transportation arrangements ahead of time, and you will have the option to drive yourself, take the bus, or ride with a faculty member or graduate student volunteer.

We will prepare for the Book'Em packing session with a series of discussions and readings about books in prisons, and this learning module will culminate in a 2-page written reflection in which you write about your experience of the Book'Em visit in relation to the topics and issues you have learned about as a member of the Amor Learning Community. This reflection is *due on Blackboard before our last class session on December 5*.

If you have any personal reasons why you do not wish to participate in this activity, please speak with me by the end of September to discuss an alternative assignment.

Book List (5%)

Make a list of 25 books that you have not read but that you consider "important" for you to read. Decide on a time goal you want to set (e.g. by the time you finish college, by the time you are 25 or 30, etc.). You can interpret "important" however you wish—personally, intellectually, vocationally, spiritually, politically, socially, etc. You might want to ask for advice from friends, professors, family, or do some research. At the top of your list, write a few sentences about how and why you made your selections. *Due in hard copy at the beginning of class on August 29*.

¹ "About Us." Book'Em Pittsburgh. Web. 15 Dec. 2015. <<http://bookempgh.org>>.

New Book Personal Response (5%)

This assignment will ask you to write a response to a book that you have not read before (to be decided within specified guidelines, which will be provided during week 3 of the semester). You should also be prepared to discuss this book with the class during the post-Thanksgiving week. More information about this assignment will be provided before midterms. ***Due on Blackboard before class on November 30.***

ASSESSMENT

Some important points about grades:

- Grades are not negotiable.
- I do not discuss grades via email. This is for privacy reasons and because it is much more productive to discuss these matters in person. I am happy to talk to you about any aspect of your learning experience in the class, including concerns about assessment, in person. Just make an appointment with me or come to my office hours.
- All grades will be posted to Blackboard and are calculated using the grading scale below (with the exception of free writes/quizzes, which are pass/fail). Please check Blackboard regularly.
- I will make every effort to post all grades for assignments that are turned in on time within one week of turn in. If you do not see your grade for an assignment posted on Blackboard within two weeks of completion/turn in, feel free to email me to ask about this.
- If you are concerned about your performance in the class or with any of the assignments, please do come talk to me as early as possible. There is not much I can do to help you if you come to me the week before the final paper to ask me how to get an A if you have a B-average. If you have particular concerns about writing or presentations, talk to me about these things early in the semester so that I can help you develop strategies and direct you to useful resources.
- Your group presentation will receive a group grade unless it is obvious to me that certain members of the group are not contributing. If you have any concerns at all about working with your group, please come to talk to me as soon as possible so that I can help.

Grading Scale:

A	93-100 %	Consistently excellent; demonstrates mastery of material
A-	90-93 %	Very good to excellent
B+	87-90 %	Very good
B	83-87 %	Consistently good
B-	80-83 %	Fair to good
C+	77-80 %	Acceptable
C	73-77 %	Falls short of expectations, but acceptable
C-	70-73 %	Falls short of expectations
D	60-70 %	Poor
F	0-60 %	Failing

COURSE POLICIES

Expectations Overview:

I expect you to come to class prepared and having read and thought about the assigned material. You cannot learn and do well in this class unless you do all the reading. Please arrive on time, remain in the room during class (e.g. if possible, please try to use the bathroom before class), and remain attentive during the class. I also expect you to participate in class discussions so that we are all engaged in the learning process (this is part of your participation grade). However, please refrain from side-conversations with your neighbors.

To make this class a positive environment, I ask that you all adhere to a social contract of mutual respect. We need to respect one another's opinions, abilities, differences, and backgrounds. This applies to me too: as your professor, I expect your respect, and you can also expect me to treat you with respect. This policy extends beyond the classroom to email correspondence.

Attendance:

You are expected to attend all class meetings, to complete all reading and written assignments and exams, and to participate in class discussions. Attendance involves being on time and attentive in class; you can be marked as absent if you are excessively tardy, asleep, or using electronic devices for reasons unrelated to the course material. I do understand that certain emergencies and life events might mean you need to miss class (e.g. illness, personal emergencies, active military duty). Because of this, you have up to but no more than 4 absences without attendance negatively affecting your grade. For each absence after four, your final grade will be dropped by ONE grade level (e.g. from B to B-). Six absences (the equivalent of three weeks) will result in automatic failure of this class.

Please note that this absence policy is meant to accommodate emergencies and illnesses; it is not an excuse to skip class. I suggest you carefully save up all of these allowed absences in case of emergency towards the end of the semester, since there will be no exceptions to this policy. Also note that if you miss a class it is your responsibility to find out from another student what you missed in class. Please do not email me to see if you missed anything; assume that you have missed something and contact a classmate. If work is due on a day you miss class, you must still turn in that work by the due date to avoid grade penalty (see below). Please arrange with a classmate to turn in your work for you, place it in my mailbox, or upload it to Blackboard when appropriate.

Late Work:

Work due in class is due at the beginning of a class session. Blackboard assignments are usually due by noon on the day specified (unless otherwise listed). Please contact me as far in advance as possible if you need more time for an assignment because of a crisis, illness, or family emergency. I will only grant extensions if they are requested at least 48 hours in advance of the due date (since you should have already started working on the assignment before then) and if you offer a valid reason. The midterm exam and final essay are exempt from this allowance. If you know that you will be unable to attend an exam, you must make prior arrangements with me well in advance to take the exam *before* the scheduled exam date.

Meetings/Contacting Me:

I am very happy to discuss any aspect of this class with you during my office hours. I'm here to talk to you! My office is College Hall 626, and my office hours this semester 10:30-11:30AM and 1:30-2:30PM on Mondays and 4:30-5:30PM on Wednesdays. If these times do not work for you, just send

me an email with your availability and we can set up an appointment at a different time. It is my policy not to discuss grades via email. If you have any question about your progress in the class you need to set up a meeting to discuss this with me in person.

Email:

Please check your Duquesne email account daily for any announcements or messages from me (and from your other professors). I am happy to receive emails from you. In emails to me (or any professor), please be courteous and professional. This means including a subject line, beginning with a salutation (Dear Dr./Professor X.), using full sentences and proper grammar and capitalization, refraining from text shorthand, and including a closing remark (Sincerely/Best/Regards) with your full name. Impolite or unprofessional emails forfeit the right to a response. Please check the syllabus before emailing with a question. If the answer to your question is on the syllabus, I will refer to you to the syllabus in my reply. Please note that I do not accept assignments via email unless I have agreed to do so in advance.

Format for Written Assignments:

Standard 1-inch margins, 12-point standard font (e.g. Times New Roman), single-spaced header (no longer than 2 lines), double-spaced text, pages numbered. Please use MLA in-text parenthetical citations and works cited. Please upload all Blackboard assignments as Word files (doc or docx).

Blackboard:

You will be using Blackboard frequently in this class, as in many other classes at Duquesne. You need to learn to use Blackboard efficiently. In this class we will use Blackboard for readings, APAs and other written work, announcements, grades, and group discussion. Please familiarize yourself with our Blackboard page. Failure to successfully upload an assignment to Blackboard is NOT an excuse. Please upload your work as a Word document. Each Blackboard assignment allows you to try more than once to upload, so if you have a problem just try re-uploading the assignment. If you have any problems, contact Blackboard Student Help.

Electronics:

In this class you are welcome to use laptops or notebook devices to take notes, consult the syllabus, or view reading assignments (except for the texts by Bradbury, Austen, Nabokov, and Nafisi, which you should purchase and bring to class as hard copies). In other words, you can use your devices for *course related materials*. However, if you use any device for anything other than class related work you will receive a “0” (F) for participation that day. For egregious misuse you will be marked as absent. I will not inform you of this “0” or absence. Continual misuse of electronics will result in failure of the participation grade, which is worth 10% of your grade. If I see you texting, checking social media, chatting, answering the phone, shopping online, etc., I also reserve the right to immediately revoke your electronic device privileges for the rest of the semester, ask you to leave the class, or collect your devices from you at the beginning of class periods. Please be professional and responsible with electronics use. All cell phone ringers should be turned to silent. Remember that even if you finish a task before the rest of the class or if you are engaged in group work your devices should only be used for class-related material. Please note that the use any electronic device during an exam is grounds for failure.

Accommodations:

Students who feel they may have a disability that requires special accommodation should contact the Office of Freshman Development and Special Student Services, 309 Student Union, 412-396-6658.

Please also contact me privately/come to talk to me by the second week of class so that we can make necessary arrangements. Per university rules, I can only accommodate disabilities and learning difficulties if they are documented with Special Services.

Athletics:

If you are involved in a university athletic program and will miss class because of it, you must bring an official list of the classes you will be missing from the athletic department in the first week of class. Moreover, ALL work is to be submitted prior to the excused absence. You are responsible for any announcements and/or class notes that you miss.

Academic Honesty:

The Student Handbook defines plagiarism as follows: “Plagiarism includes, but is not limited to, the use, whether by summary, paraphrase, or direct quotation of the published or unpublished work or specific ideas of a person without full and clear acknowledgment. It also includes the use of material prepared by another person or agency engaged in selling of term papers or other academic materials.” This means that plagiarism includes using language or ideas you find on the Internet or in another source and not clearly attributing them to their source. Make sure you cite and document your sources clearly.

If you do plagiarize, you will receive one of the following penalties as specified in university guidelines: “0” (F) on an assignment or portion of the course, failure of the course, suspension, or expulsion from the university. In order to avoid these penalties, ask questions, carefully cite and document your sources, and come to see me or visit the writing center if you are using outside sources and you are not sure whether your incorporation of the material is fair use. Start writing your APAs, reflections, and essay well in advance, and consult with me if you are having trouble interpreting an assignment, generating ideas, or documenting sources. I am here to help you, so please come to talk to me if you have any concerns.

TENTATIVE SCHEDULE

DATE	TOPICS / IN CLASS DISCUSSION AND WORK	HOMEWORK & ASSIGNMENTS (due on the day listed)
M 8/22	Introduction Amor Community; Syllabus; Intros Love of/in Books?	
W 8/24	Loving Books, Collecting Books, Children's Books <i>Where the Wild Things Are</i> (in class) Syllabus quiz and contract	Homework: Review syllabus thoroughly Written Notes: Bring notes on a favorite children's book. What was its impact on your childhood? Why did/do you love it?
M 8/29	Book Lists / Good Books Discuss: Criteria for Book Lists and "Good" Books; Book History Project group assignments	Reading: Book lists (BB) Assignment: Book List due as hard copy in class (remember to print it!)
W 8/31	Amor Team-Taught Class Single Texts and Dangerous/Censored Ways of Reading	Homework: Watch Adichie's "The Danger of a Single Story" TED Talk
M 9/5	NO CLASS (Labor Day)	
W 9/7	<i>Fabrenheit 451</i> Discussion: Annotating and effective note-taking while reading Discussion: Writing APAs	Reading: <i>Fabrenheit 451</i> Part 1 (pp. 1-65)
M 9/12	<i>Fabrenheit 451</i> Discussion: New Books Assignment	Reading: <i>Fabrenheit 451</i> Part 2 (pp. 67-106) Groups A&B: APA Due BB @noon
W 9/14	<i>Fabrenheit 451</i>	Reading: <i>Fabrenheit 451</i> Part 3 (to end) plus selected extra material at end of book Groups C&D: APA Due BB @noon
M 9/19	Access to Books Book'Em visit: Jason Clearfield	Reading: Books In Prison reading packet (BB)
W 9/21	Access to Books and begin <i>Northanger Abbey</i>	Reading: <i>NA</i> chs. 1-7 (p35)
M 9/26	<i>Northanger Abbey</i>	Reading: <i>NA</i> to end ch. 14 (p.85) Group C: APA Due BB @noon
W 9/28	<i>Northanger Abbey</i>	Reading: <i>NA</i> to end v. 2 ch. 5 (p.118) Group D: APA Due BB @noon
M 10/3	<i>Northanger Abbey</i>	Reading: <i>NA</i> to end v.2 ch.12 (p. 161) Group A: APA Due BB @noon
W 10/5	<i>Northanger Abbey</i> Exam Review	Reading: <i>NA</i> to end Group B: APA Due BB @noon Homework: Review for exam. Come to class prepared with questions.

M 10/10	MIDTERM EXAM	
W 10/12	Intro to Book History/Books as Objects Book History Research Planning Session What makes an effective presentation?	Homework: Book History project research
M 10/17	Book History Research Session In Class	Homework: Gather research to bring to class; discuss research with group members; make plan for in-class research session
M 10/17	BOOK'EM VISIT #1. TIME: TBA	
W 10/19	Book History Presentations <ul style="list-style-type: none"> • Books Before Books • Medieval Manuscripts • Gutenberg Press 	Homework: Prepare for presentation and begin reading <i>Lolita</i>
Th 10/20	BOOK'EM VISIT #2. TIME: TBA	
M 10/24	Book History Presentations <ul style="list-style-type: none"> • History of Libraries • Typesetting and Bookbinding • Ebooks and the Future of the Book 	Homework: Prepare for presentation and begin reading <i>Lolita</i>
Tu 10/25	BOOK'EM VISIT #3. TIME: TBA	
W 10/26	<i>Lolita</i>	Reading: <i>Lolita</i> Part One
M 10/31	<i>Lolita</i>	Reading: <i>Lolita</i> Part Two to end of ch.10 Group A&B: APA Due BB @noon
W 11/2	Reading Day/No Class (Professor at a conference)	
M 11/7	<i>Lolita</i>	Reading: <i>Lolita</i> to end Groups C&D: APA Due BB @noon
W 11/9	Class meets in Gumberg Library to view and discuss FUBAR Exhibit	Homework: Begin reading Nafisi
M 11/14	<i>Reading Lolita in Tebran</i>	Reading: Nafisi Part 1: <i>Lolita</i> (to page 77)
W 11/16	<i>Reading Lolita in Tebran</i>	Reading: Nafisi Part 2: <i>Gatsby</i> - read to page 136, end of chapter 18 APA Due (all groups) BB @noon
Thanksgiving Break		
M 11/28	<i>Reading Lolita in Tebran</i>	Reading: Nafisi Part 4: Austen: read chapters 1-7 (pp. 258-283) and 12-14 (pp. 299-307)
W 11/30	New Books Discussion	Due: New Book Response BB @noon
M 12/5	Book Prizes, Review, Wrap Up	Due: Book'Em Reflections BB @noon
T 12/15	FINAL ESSAY Due BB by 1:30PM	