**ENWR 1510, sec. 8: Writing and Critical Inquiry**

***Rebellion in Black and White***

**Spring 2016**

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Office hours: MWF 2-3 p.m. and by appointment

This class meets MWF 1-1:50 p.m. in Bryan 334.

**Required Books**

1. *Elements of Style* (3rd or 4th edition), eds. Strunk and White
2. *Declaration of Independence and Other Great Documents of American History,* ed. John Grafton
3. *Narrative of the Life of Frederick Douglass, An American Slave, Written By Himself*
4. *Howl and Other Poems,* Allen Ginsberg
5. *Gospel of Freedom: Martin Luther King, Jr.’s Letter from Birmingham Jail and the Struggle That Changed a Nation,* Jonathan Rieder
6. *We Should All Be Feminists,* Chimamanda Ngozi Adichie

Note: Additional reading will be posted on Collab.

**Recommended Books**

* Collegiate dictionary
* *MLA Handbook for Writers of Research Papers* (7th edition)

**Course Description**

ENWR 1510 is designed to improve your writing and critical thinking skills. The theme for this section is “Rebellion in Black and White.” You will read and analyze texts that articulate, through argument or other means, significant rebellions and counterviews in American history and culture. We will pay special attention to the assertion of rights regarding race and gender, although these will not be our only concerns.

Class will take the form of brief lectures, discussion, in-class writing, and writing workshops. Please come prepared to discuss—with energy and passion—the assigned reading. Take notes, mark up your copies of the texts, and connect what you learn here with your other courses and life experience. You will keep a journal (this can be a section in your class notebook) in which you complete in-class writing assignments. *Note that you are required to bring the day’s reading assignment and a notebook to class. I ask that you use a notebook rather than a laptop computer.*

**Attendance**

Attendance is required. If you miss more than two classes or if you are often late, you may earn a lowered grade or fail the course. Contact me if you must miss more than two classes.

**Course Requirements**

In addition to attending class regularly, you will complete all reading assignments, take an active role in class discussion, write five formal papers, and complete a series of quizzes. You must turn in all papers to qualify for a passing grade. I don’t offer makeup quizzes, so missing a quiz means an F for that assignment.

**Grades**

Here is how your final grade will break down:

* Papers 1-2 10% each
* Paper 3-5 20 each
* Quizzes 20

Class participation will be a factor if you are between two grades at the end of the semester.

**Academic Honesty**

In this course, you will learn how to cite outside sources and give full credit to others where credit is due. Not giving proper credit constitutes plagiarism. Outside our writing workshops, furthermore, you will not seek help from anyone besides tutors at the UVa Writing Center or me. Note that the tutors will not help with proofreading. We will discuss ways to improve your own proofreading skills.

**The Writing Center**

The Writing Center is available to all students and has several locations, including 314 Bryan Hall and Clemons Library (2nd floor). For more info, see <http://www.engl.virginia.edu/undergraduate/writing/center>.

**Accommodations**

If you will miss a class due to a religious observation, let me know a few days in advance so we can work together to make sure you don’t fall behind in the class.

If you may require instructional or exam accommodations, let me know within the first two weeks of the semester. For info on UVa’s Student Disability Access Center, see <http://www.virginia.edu/studenthealth/sdac/sdac.html>.

**Inclement Weather**

See the UVa website for news of closings or delayed starts, and check email and Collab for changes in assignments if our class is canceled for the day.

**Syllabus**

*Note: Quizzes during the first half of the semester will mainly address material in* Elements of Style*, but you should be prepared to answer questions related to class discussions on writing, research, and documentation. Quizzes during the second half of the semester, on any topic covered in class, are a possibility.*

W Jan 20: Introduction to course. Discussion of the writing process.

F Jan 22: *Elements of Style,* I: “Elementary Rules of Usage.” Practice quiz. Continue discussion of the writing process. Also: What makes an excellent paper?

M Jan 25: Patrick Henry’s “Give Me Liberty or Give Me Death,” Declaration of Independence, and Constitution of the United States, with focus on the Bill of Rights.

W Jan 27: *Elements of Style,* II: “Elementary Principles of Composition.”

F Jan 29: Meet in Small Library to see exhibit on Declaration of Independence. Also: begin *Narrative of the Life of Frederick Douglass.* Start with William Lloyd Garrison’s “Preface.”

M Feb 1: **Paper 1 due:** 750-word essay analyzing the significance of the Declaration of Independence or Patrick Henry’s speech. Also: *Elements of Style,* III and IV: “A Few Matters of Form” and “Words and Expressions Commonly Misused.”

W Feb 3: *Narrative of the Life of Frederick Douglass,* “Preface” through ch. 4.

F Feb 5: **Quiz** on *Elements of Style,* I-IV. Also: *Narrative*, chs. 5-8.

M Feb 8: Finish *Narrative*, including “Appendix.” Also: discussion of research methods.

W Feb 10: Discussion of library resources and documentation. Bring a relevant outside source to class—a book from Alderman or Clemons or a printout of a journal article from the library database.

F Feb 12: Writing workshop for Paper 2.

M Feb 15: **Paper 2 due:** 1,200-word essay analyzing the importance of one key episode in the *Narrative* to Douglass’s overall argument. Also: Thoreau, “Civil Disobedience,” available on Collab.

W Feb 17: “Civil Disobedience,” continued.

F Feb 19: *Elements of Style,* V: “An Approach to Style.” Also: “Civil Disobedience.”

M Feb 22: Frances E.W. Harper, “Women’s Political Future,” and selected poems by Harper and others, on Collab. Also: Sign up for one-on-one meeting with me for this week or next.

W Feb 24: “Declaration of Rights of the Women of the United States” (1876), on Collab.

F Feb 26: W.E.B. DuBois, excerpts from *The Souls of Black Folk,* and “The Damnation of Women,” on Collab.

M Feb 29: Writing workshop for Paper 3.

W Mar 2: **Paper 3 due:** 1,500-word essay analyzing what remains pertinent and relevant today, in your view, in any of the prose works we’ve discussed since Feb. 15.

F Mar 4: Quiz on *Elements of Style* (whole book).

M Mar 7-11: **Spring Break**

M Mar 14: Ann Petry, “In Darkness and Confusion,” on Collab.

W Mar 16: Ann Petry, “The Witness,” on Collab.

F Mar 18: Critical essays on Petry’s fiction, TBA, on Collab.

M Mar 21: Allen Ginsberg, *Howl and Other Poems:* “America,” “Sunflower Sutra,” “A Supermarket in California.” Also: Look up unfamiliar terms and words in these poems, and be prepared to identify them during discussion.

W Mar 22: “Howl.”

F Mar 24: “Howl,” plus more poems by Ginsberg, on Collab.

M Mar 28: Writing workshop for Paper 4.

W Mar 30: **Paper 4 due:** 1,500-word essay analyzing the complex portrayal of rebellion or nonconformity in any of the works we’ve discussed by Petry or Ginsberg.

F Apr 1: Martin Luther King, Jr., “Letter from Birmingham Jail,” and Jonathan Reider, “Introduction: The Cry for Justice,” both in *Gospel of Freedom.*

M Apr 4: *Gospel of Freedom,* chs. 1-2.

W Apr 6: *Gospel of Freedom,* chs. 3-4, and “Epilogue: Words Spoken to Mankind.”

F Apr 8: James Baldwin, “My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation,” on Collab.

M Apr 11: Adrienne Rich, “What Does a Woman Need to Know?,” “The Soul of a Women’s College,” and selected poems, Collab.

W Apr 13: Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” and selected poems, Collab.

F Apr 15: Poems by Lucille Clifton, Collab.

M Apr 18: Planning workshop for Paper 5.

W Apr 20: Chimamanda Ngozi Adichie, “We Should All Be Feminists.”

F Apr 22: “We Should All Be Feminists,” continued.

M Apr 25: Rough draft workshop for Paper 5.

W Apr 27: Revision workshop for Paper 5.

F Apr 29: **This class will not meet.** I will hold drop-in office hours from 11 a.m. to 2 p.m. to meet with anyone who wants help with Paper 5.

M May 2: **Paper 5 due:** 2,400-word essay analyzing the contribution to American society of a modern or contemporary rebellion—loosely defined, for our purposes, as a social, political, cultural, or literary movement that has had some staying power and has been thoroughly documented.