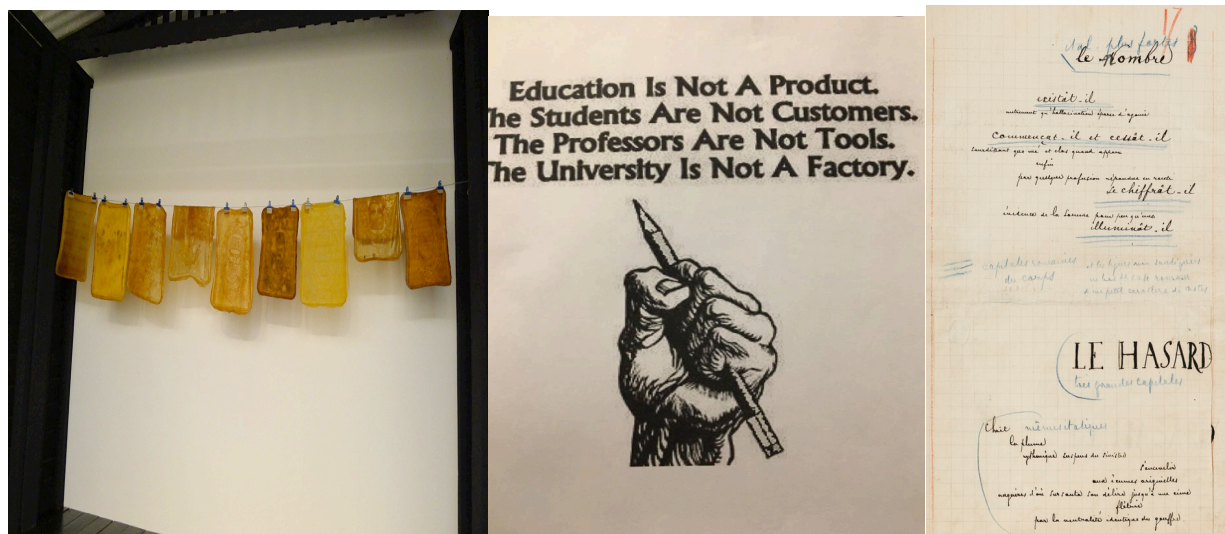


ENGLISH 102.01: Academic Writing Seminar
“Reading Materials”
Fall 2018 / TTh 1:00pm-2:20pm

Instructor: Dr. Ann Garascia
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Office: TBA
Office Hours: TBA / by appointment



(Image one: sheets of aging, yellow-brown pages hanging from clothes line against white wall.
Image two: white poster with illustration of a fist clutching a pencil.
Image three: red, blue, black handwritten print on white paper)

“Everything in the world exists in order to end up as a book” – Stéphane Mallarmé
“Everything in the book exists in order to end up in the world” —Jerome Rothenberg

The exchange between nineteenth-century artist Stéphane Mallarmé and current book historian Jerome Rothenberg poses an exciting possibility: extending beyond the enclosures of its covers or sewn bindings, the book is an expansive and multi-bodied object. The above images cohere in their commitment to one of the book’s fundamental units—the page—but each offers a different interpretation of what it means to be a book and what it means to read a book. Malaysian artist Shooshie Sulaiman’s installation of exhumed book pages cast the book as a site of decay, prompting us to think about how books materialize relations between life and death. A student-made broadside from the University of Seville with its raised fist and urgent message taps into the public political power of book objects. And finally, Mallarmé’s *Le Hasard* initiates an explosive reordering of the printed word that calls into question the practice of reading.

ENG 102: Academic Writing Seminar (titled: “Reading Materials”) introduces students to different practices, processes, and conventions for critical reading and analytical writing through a unifying question: “what is a book?” That is, this course acquaints students with academic writing through investigations of books for both their content and materiality. Each unit in this course will feature a different writing assignment, such a literacy narrative/object biography, an

ethnography of a discourse community, an annotated bibliography with a creative, hands-on bookmaking project, and a culminating keywords assignment. Because this is a writing-centered course, throughout each unit we will participate in repeated practices for generating, organizing, and refining our ideas in a workshop setting. Restricted grading option: students must earn a grade of 2.0 to receive credit.

Course Objectives

1. To introduce students to critical and semiotic reading practices that they may apply to fiction and non-fiction texts, as well as the material condition of book objects.
2. To develop awareness of how the conventions of academic research and writing inform and are informed by our lived experiences.
3. To explore how reading and writing practices intersect with different discourse communities.
4. To gain experience in the material practices of making different book objects, including chapbooks, broadsides, and zines.
5. To cultivate revision strategies applicable to different genres of academic writing.

Required Texts

Writing About Writing: A College Reader. Elizabeth Wardle & Doug Downs. Bedford St. Martins, 2011. 978-0-312-53493-6

Book Was There: Reading in Electronic Times. Andrew Piper. University of Chicago Press, 2012. 978-0-22666-978-6

**other readings will appear on our course website. Please make sure to print these out or to have them prepared on your electronic device at the start of class.

Grading

Assignments

Writing Assignment #1, *Biography of a Book*: 15%
Writing Assignment #2, *Library Ethnography*: 20%
Writing Assignment #3, *Making Ephemera*: 15%
Annotated Bibliography, *Making Ephemera*: 10%
Final Assignment, *Course Keywords*: 20%
Journal Entries/Invention Writing: 10%
Participation/Quizzes: 10%

Journal Entries for ENG 102:

Since this is a writing course, it is key that everyone works on developing consistent and useful writing strategies. To support your growth as writers, you will complete regularly assigned journal entries that are posted on Blackboard. You will respond to an open-ended question about class readings and the writing assignments. You are expected to write a full paragraph for each

journal entry. If you have any questions about length requirements, you must write at least 5-6 sentences to receive credit for your entries. These are due by 12:00pm the day of our class meeting. Your journal entries will then be used to organize classroom discussions and activities.

Quizzes / Participation

Reading Quizzes: We will have short reading quizzes that cover the material you will have read in the texts. Generally, reading quizzes will take place at the beginning of class, and will include grammatical questions. You cannot make up reading quizzes if you are absent or late.

Participation: in class discussions, activities, and group work are integral parts of the course, and are required.

Course Policies

Attendance and Participation: Your success in this course depends on regular attendance and active participation. Please understand that English 102 is a seminar, not a lecture course where you can get notes for classes you've missed or easily make up class work. This is a writer's workshop that requires your **presence and constructive participation**. *Bring the required texts to class every day.*

Attendance will be taken daily, and absences, late arrivals, and early departures will be penalized and ultimately affect your ability to pass the course. Please note that I generally do not distinguish between "excused" and "unexcused" absences. You are permitted **TWO (2)** absences for any reason. After that, the "Participation, In-Class Writing, and Quizzes" portion of your grade will be lowered by 25% for each additional absence. You are responsible for all class material, whether or not you are present. I encourage you to exchange phone numbers and/or email addresses with at least two other students so that if you must miss class, you can be informed of any information and come prepared to the next class

Late Work: Class absence does not extend the due date. Depending on the circumstances, late work may or may not be accepted. In these circumstances, you must come speak with me to make alternate arrangements for turning your work in. Do be advised, late work that is accepted will be lowered by one-third a letter grade per day that it is late—and this includes weekends. For example, if any essay is one date late, it will drop from a B to a B-.

In-class Communication: I expect you to respect your fellow classmates and myself. Please turn off or silence your cell phones before class begins. You may use electronic devices in the classroom, such as laptops, iPads, etc. since a lot of your readings will be found online. However, if I find students using these for non-class-related or personal readings, I will discontinue electronic use in the classroom and require all students to print out the class readings. Any disruptive behavior (speaking while someone else is speaking, texting, frequently arriving late to class, frequently leaving class early, sleeping in class, etc.) will negatively impact my assessment of your final performance in the course.

Out-of-class Communication: This course will make heavy use of the online Blackboard system, which is located at. Please check this site daily because I will post important instructions for completing class assignments, as well as class announcements and reminders here. I will also contact you via your University of Redlands e-mail address, so I expect you to check that least once a day as well. This is also the best way to contact me: I welcome e-mailed questions and will try to answer them promptly. Please note that if you e-mail past 11:00pm, you will most likely not hear from me until the next morning. Also, keep in mind that e-mail can be unreliable. Servers may down or computers may malfunction. As a result, I cannot be responsible for any e-mail messages that are lost or addressed incorrectly. Similarly, if you e-mail right before class, I probably will not be able to read your message until after class. All e-mails should be legible and reasonably professional.

Plagiarism: University of Redlands has posted clear guidelines on plagiarism and academic dishonesty that can be found here: <https://library.redlands.edu/academichonesty>. Students are expected to be familiar with these rules and to follow them. Failure to do so can result in a broad spectrum of penalties, ranging from loss of points on assignments to a failing grade in a class. Cheating and plagiarism may include the following: presenting the work of someone else as your own, presenting falsified source information, presenting your own work from a previous class, and collaborating on individual assignments.

Special Needs: If you have a physical, psychiatric/emotional, medical, or learning disability that may affect your ability to carry out assigned course work, I urge you to contact the staff with Disability Services who will review your concerns and determine with you what accommodations are necessary and appropriate. All information and documentation are confidential. Disability Services contact information: <http://www.redlands.edu/student-affairs/academic-success-and-disability-services/disability-services/>

Reading Schedule

**** denotes reading found on course website**

****WaW = Writing About Writing**

Unit 1:

Reading Books

text vs. book

Tuesday, September 4: introductions & in-class experience of www.earlyprintedbooks.com

Thursday, September 6: Andrew Piper, “Turning the Page (Roaming, Zooming, Streaming)”

Tuesday, September 11:

1. **from Leah Price, *How to Do Things with Books in Victorian Britain*
2. **preface from Nicole Howard, *The Book: The Life Story of a Technology*

Thursday, September 13: Donald Murray, "All Writing is Autobiography" (*WaW*)

Tuesday, September 18:

1. **from Junot Diaz, "The Brief Wondrous Life of Oscar Wao" /
2. **Jhumpa Lahiri "Trading Stories"

Thursday, September 20:

1. Malcolm X, "Learning to Read" (*WaW*) /
2. Victor Villaneuva, *Bootstraps* (*WaW*)

Tuesday, September 25: in-class peer review

Thursday, September 27th: Paper #1 DUE

Unit 2
Keeping Books
access vs. restriction

Thursday, September 27: Paper #1 DUE / in-class reading: **Anthony Grafton, "Codex in Crisis: The Book Dematerializes"

Tuesday, October 2: Andrew Piper, "Take It and Read"

Thursday, October 4: John Swales, "The Concept of Discourse Communities" (*WaW*)

Tuesday, October 9: **Chained Libraries

1. BBC Culture video, "Chained Libraries"
2. Wells Cathedral website
3. Hereford Cathedral website
4. Francesca Mari, "Shelf Conscious" from *the Paris Review*
5. Colin Schultz, "Libraries Used to Chain Their Books to Shelves, With the Spines
6. Hidden Away" from *Smithsonian Magazine*
7. from Ta-Nehisi Coates, *Between the World and Me*

Thursday, October 11: **Reading Room(s)

1. Margaret J.M. Ezell, "The Social Author: Manuscripts Culture, Writers, Readers"
2. from Chusichi Tsuzuki, *Edward Carpenter 1844-1929: Prophet of Human Fellowship*

Tuesday, October 16 **Reading Room(s), continued

1. from Virginia Woolf, *A Room of One's Own*
2. from Melissa Adler, *Cruising the Library*

*Thursday, October 18 **Forbes Magazine Library Controversy*

1. Kate Lyons, “‘Twaddle’: librarians respond to suggestion Amazon should replace libraries” *from* The Guardian
2. Oleg Kagan, “The Return-On-Investment from Your Public Library is Unbelievable!”
3. Twitter hashtags: #ALA, #letmelibrarianthatforyou

*Tuesday, October 23 **The Little Free Library*

1. www.littlefreelibrary.org
2. ML Nestel, “Dozens of Neo-Nazi Booklets Found Stashed in Little Free Libraries”

Thursday, October 25: in-class peer review paper #2

Unit Three
Moving Books
Durability vs. Ephemerality

Tuesday, October 30: Michael Harris, “Printed Ephemera”

Thursday, November 1:

1. Andrew Piper, “Sharing”
2. Covino and Jolliffe, “What is Rhetoric?” (*WaW*)

Tuesday, November 6:

1. Keith Grant-Davie, “Rhetorical Situations and their Constituents” (*WaW*)
2. **Chapbooks: <https://digital.library.mcgill.ca/chapbooks/>

Thursday, November 8: Makeademic day: chapbook with simple pamphlet stitch

Tuesday, November 13: Broadsides: <http://ballads.bodleian.ox.ac.uk/>

Thursday, November 15: Makeademic day: broadsides with alternative printing techniques

Tuesday, November 20:

1. James E. Porter, “Intertextuality and the Discourse Community” (*WaW*)
2. www.qzap.org

****No class meeting Thursday, November 22nd****

Tuesday, November 27: Makeademic day: simple fold zines

Thursday, November 29: in-class peer review for paper #3

Unit Four
Dying Books
Preservation vs. Destruction

Tuesday, December 4: Bibliotaphy

1. Piper, "Among the Trees"
2. **Shooshie Sulaiman, Botanical Diary
3. **Mark Dion, The Schildbach Xylotheque

Thursday, December 6: Libricide

1. **www.ancientromerefocused.org
2. ** Michael Rakowitz, "What Dust Will Rise?"

Final assignment due during finals week: Date TBD