

ENGL 387 Special Topics in Women's Literature: Irish Women Writers

Professor Weihman

FALL 2019 T/Th 4:00-5:15 Woodburn Room G-10

Office: 313 Colson Hall; lgweihman@mail.wvu.edu

Office Hours by appointment and Tuesdays 2:30-3:45

CRN 84822 Writing Intensive

Course Description

This course will focus on contemporary Irish women writers, with particular attention paid to the impact of Ireland's colonial history, nationalism, and Unionism on the formation of Ireland's postcolonial identity in the second half of the 20th century. We will read a wide selection of novels, poetry and drama, including works by Elizabeth Bowen, Edna O'Brien, Eavan Boland, Sinead Morrissey, Eilean Ni Chuilleanain, Nuala Ni Dhomhnaill, and others.

This is an upper-level English class, and as such there is an expectation of competency in basic reading, writing and analytical skills; this class will improve your existing skills, rather than introduce you to the basic concepts. You will produce 15-20 pp. of polished, revised writing, in the form of discussion questions, reading analyses, a short paper (4-5 pp), a research proposal, a final research paper (8+pp) and two oral presentations (a group project presentation and a very informal research presentation). This is a writing intensive class as well as a SpeakWrite certified class.

Required Texts:

Short Fiction by Irish Women Writers

DeSalvo, Walsh, D'Arcy, Hogan

The Last September

Elizabeth Bowen

Milkman

Anna Burns



*This class supports the Eberly College of Arts and Sciences's commitment to fostering students' effective communication skills. The **SpeakWrite Studio in Colson Hall** offers opportunities to work one-on-one with a trained peer consultant on writing and presentation techniques. Please visit SpeakWrite.wvu.edu for more information.*

Assignments (400 points total)

Quizzes: 3@10 points each; 30 points total

Secondary Source Reports: 3 @ 25 points each; 75 points total

Poetry Presentation: 25 points

Short Paper Workshop Draft: 15 points

Short Paper Conference Draft: 15 points

Short Paper Final Draft: 50 points

Research Paper Proposal: 25 points

Research Paper Workshop Draft: 15 points

Research Presentation: 25 points

Research Paper Final Draft: 100 points

Participation: 25 points

Graded Assignments: There will be at least one assignment due most weeks, in addition to keeping up with the assigned reading. The syllabus is designed to reward careful reading and time management skills; keep up with the reading, attend class, hand things in on time, keep a detailed notebook, and you will do very well in this class. What follows is a list of short assignment descriptions; more detailed information will be given to you during class.

- **Quizzes:** These are brief pop quizzes based on the day’s reading, and will be worth 10 points each. These cannot be made up if missed. They will take place during the first 15 minutes of class.
- **Secondary Source Reports** (3; one on Bowen’s *The Last September*; one on your poet; one related directly to your research paper) 25 points each (75 points total); 400-500 words,
- 1) Find and carefully read a **peer-reviewed secondary source** (an argument-driven book chapter or essay from a literary journal that is at least 12+ pages long) relating to any of the works or authors we are studying this semester. We will be going to the library to find this source the week before this assignment is due.
- 2) Full, correct **citation** for the source
- 3) A **summary** of the source that includes the following:
 - a. the author of the essay
 - b. Clear identification and explication of the author’s primary thesis
 - c. Summary of key supporting points from the essay
 - d. Three significant direct quotations that illustrate the author’s thesis and supporting points

SSR Rubric	Missing or Poor 0-2	Satisfactory 3	Good 4	Excellent 5
Explication of Thesis				
Analysis of key supporting points				
Three Direct Quotations				
Full, correct citation				
Meets standard usage conventions				
TOTAL: _____/25				

- **Small Group Poetry Presentation** 25 points. You and your small group will be responsible for introducing the class to a poet and selected poems. Each group will create a presentation (usually a PowerPoint) to present biographical and publication details about the poet, then each person in the group will lead discussion of a poem and introduce the class to a work of scholarship about the poet (which will be the subject of your SSR#2). If there are three people in your group, you each need to pick a different poem from the packet in eCampus to research, and you each need a DIFFERENT scholarly source. You can and should work collaboratively to understand the key points about each poem, but each individual is responsible for their own poem. We will create a working bibliography for the class in eCampus of these sources. Each person in the group also needs to report back to me (in an email) about who did what for each group. I put the points for the group presentation into the grade roster once I receive this email, so just showing up with your group does not earn you the points. The presentation is informal.
- **Short Paper First Workshop Draft** 15 points – you earn these points only if you attend and participate in the first draft workshop during class, with a draft of at least 3 pp. (750 words)
- **Short Paper Second (Conference) Draft** 15 points – you earn these points for having a short conference with me about your paper in progress; draft should be a revision of what you worked on during class.
- **Short Paper Final Draft** 50 points – this should be the final, polished, edited draft of your short paper, which must be at least 5-6pp. long (1,250 words minimum), and include at least one peer-reviewed, secondary critical source. The Short Paper topic is Elizabeth Bowen’s *The Last September*.
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Short Paper Rubric	Poor 0-4	Satisfactory 5-6	Good 7-8	Excellent 9-10
Thesis				
Close Reading of Text				
Use of Secondary Sources				
Synthesis of Ideas				
Grammar/Mechanics				
TOTAL: /50				

- **Final Paper Research Proposal** 25 points (750 words) This proposal must include a substantive working thesis, at least three direct quotations from your primary text to support your claims, and explication of how you think the quotations support your thesis. You must also provide a 3 item working bibliography with full citations. This is not an annotated bibliography, just a working bibliography – things you think will be helpful.
- **Research Paper Workshop Draft** Must be at least 5 pages to receive full credit for the workshop.
- **Research Presentation (25 points):** during the final week of the semester, you will present a brief (5-8 minute) explication of your research project to the class.
- **The Research Paper on Women in Ireland (100 points).** 8 -12pp. (2,000 – 3,000 words) You will choose a topic relating to women's history and cultural life in Ireland to research, and bring your research into a conversation about one of the authors and/or texts we have read this semester. Topics include women's suffrage, immigration, women in the nationalist and unionist movements, women during wartime, infanticide, women's health (including sexuality, birth control, abortion rights); queer history and LGBTQ rights in Ireland, marriage and divorce in Irish culture and political life, and other topics with approval. You must use at least two authoritative sources on your topic. **You will share what you've learned from your research project in class during the final week of the semester.**

Rubric for Final Paper	Poor 0-13	Satisfactory 14-15	Good 16-17	Excellent 18-20
Thesis Statement				
Close Reading of Text(s)				
Use of Secondary Sources				
Synthesis of Ideas				
Consideration of Audience/Conventions				
TOTAL: _____ / 100				

- **Participation: 25 points** At approximately 3-4 week intervals (five total; 5 points each) students will earn participation grades based on a combination of attendance, preparation, meaningful contribution to classroom discussion and in-class activities, and absence of disruptive behavior. **If you miss more than four classes for any reason during the semester, you will forfeit all participation points you have earned in the class.**

Feedback: On informal assignments, I will often provide feedback to the class as a whole to note strengths to maintain and trouble spots to avoid as you continue to improve your abilities to explain and apply key course concepts. Knowledge is cumulative. Understanding your strengths and challenges will help you do better as you continue to articulate what you know. You are also welcome to meet during office hours or by appointment for additional feedback.

Classroom Policies:

1. All written assignments must be TYPED, double-spaced, with 1" margins, in a standard font (Times, Cambria, etc., in 12 pt type).
2. MLA citation methodology is our default method in English, **but you should use what is most common in your major**. Consistency and accuracy are necessary.
3. **SUBMIT ALL WORK as a WORD attachment to lisa.weihman@mail.wvu.edu; please do not send PDFs or link to google docs, since it can cause access issues.** All WVU students have free access to MS Word for PCs and for Macs. All work is due at the beginning of the class period on the day indicated on the class schedule, and you are responsible for delivery of the work.
4. **All work must be clearly labeled and identified. When sending an electronic document, please give it a name that uses your name in the title, such as "Sally Jones SW#3 ENGL 273 F16" rather than "first paper" or "final draft."**
5. Keep copies of all your work. The cloud is your friend; remember to hit save often, and keep copies of your work in multiple locations.
6. The length is a suggestion, not a mandate, but you should hit the minimum word requirements for each assignment. Research is required for your final paper. Your work should reflect careful reading and thinking about your subject. Do not summarize the plot of a work, or rephrase your class notes in your paper.
7. Hand in work on time. **Late submissions will lose 5 pts per day, including weekends. In other words, a 25 point assignment that is 5 days late will not receive any credit.** If you run into trouble and need an extension, **talk to me before the assignment is due.** All work is due at the beginning of our class period on the day it is due; if you hand it in during or after class, you will lose five points for being late. Most of our small writing assignments are very easy to complete, but they require keeping up with the assigned reading.
8. **TAKE NOTES.** I want conversation in this class, not just lecture, so I depend on you to keep up with the reading and to come prepared with good discussion questions.
9. If you are absent it is your responsibility to get the day's notes from a fellow classmate. If you want to discuss what you missed in detail, make an appointment to meet with me.
10. If you are getting a D or an F in the class by mid-semester, you will receive a midterm report. If this happens, you should talk with me about how to improve your performance and/or have a conversation with your advisor about whether it makes more sense for you to drop or to fail the class.
11. **DO NOT PLAGIARIZE** or otherwise cheat in this class. If you do not know proper citation methods, you need to learn them, and I will help you. I am very strict about this, and will flunk you for the semester if I catch you plagiarizing or cheating on an assignment.
12. Be kind to one another, and be respectful of opinions that differ from your own.

GRADES:**372 - 400: A****360 - 371: A-****352 - 359: B+****332 - 351: B****320 - 331: B-****312 - 319: C+****292 - 311: C****280 - 291: C-****272 - 279: D+****252 - 271: D****240 - 251: D-****0 - 239: F**

A – Excellent Work. The assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions, whether it appears on an exam, quiz, or in an essay. Oral work is well-researched, and presented in an articulate, easy-to-follow manner, with clearly designed and relevant support materials.

B – Good Work. The assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, invoking weak evidence, or manifests some difficulty with organization. Written work requires some substantive revisions, but few or no stylistic ones. Oral work is well-researched and presented in a reasonably organized, if not consistently articulate, fashion; the supporting materials are relevant, with minimal flaws in design.

C – Average Work. The assignments for this course have been completed, but not necessarily in a timely or professional manner. The written assignments show effort by the student, but the analysis is incomplete, evidence is inappropriate or there is a lack of evidence, or there is significant difficulty with organization. Written work, whether on a test, essay, or quiz, requires significant substantive or stylistic revisions. Oral work reflects some, but not thorough, research; the presentation is organized, but not presented in an articulate fashion; the supporting materials are relevant, but not complete.

D – Less than average work. The assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary. Oral work shows minimal effort at research, organization, and design, undermining the student's ability to explain the subject of his/her presentation to the class.

F – Inadequate work. The assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible. Oral work demonstrates a lack of effort by the student to pursue or to organize the research necessary for oral presentation.

Grades of Incomplete will ONLY be given if you have completed at least 75% of our class work, and only at my discretion. You must give me an action plan for completing the work and file the necessary paperwork with the English Department.

Attendance Policy

I expect you to attend class regularly, and significant absences will negatively impact your final grade. **If you are contagious, STAY HOME.** Attendance will be taken at every class, usually via a sign in sheet. There is no such thing as an “excused” absence; you’re either here or you aren’t. I do not need a doctor’s note, an obituary, or other proof of the reason you are absent. You do not need to email or call if you are ill, but it is wise to do so if you are going to miss more than two classes in a row for any reason. **I reserve the right to give you an “F” for the semester if you miss a total of six classes (three weeks) over the course of the semester, and you forfeit all participation points (25 points total) if you miss more than four (two weeks).** You will also not pass the class if you are missing either of the major assignments (short paper/research paper), regardless of your point total.

If a circumstance arises that drastically impacts your attendance, perhaps in all of your classes (serious illness, family tragedy, etc.), I strongly encourage you to contact Kim Mosby, Sr. Associate Dean of Student Life, at 293-5611 or Kim.Mosby@mail.wvu.edu.

Academic Integrity Syllabus Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please visit <https://provost.wvu.edu/governance/academic-standards-resources>

Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, you must advise me of this fact during the first two weeks of the semester and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Adverse Weather Commitment

In the event of inclement or threatening weather, everyone should use their best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (ideally by 9:00 am or earlier), using your official WVU email address, to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Pledge of Support for Undocumented Students

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge confidentiality to any student who wishes to disclose their immigration status, and I will work with students who require immigration-related accommodations.

Weapons Policy: Possession or storage of a deadly weapon, destructive device, or fireworks in any form (as defined by West Virginia State Code) is prohibited on the West Virginia University campus in University-leased facilities and in University vehicles.

Any University faculty member, staff member, or student who has been found in violation of this policy shall be subject to disciplinary action for misconduct which may include termination or expulsion as well as criminal prosecution. Individuals not affiliated with the University shall be subject to criminal prosecution. <https://strategicinitiatives.wvu.edu/policies/university-policies-policies/deadly-weapons-destructive-devices-policy>

ROCK THE VOTE! If you are eligible to vote in the United States, but haven't registered, check out this link for information on how to register at home or here in West Virginia: <https://www.rockthevote.org>

English Department Program Goals

Upon completing a B.A. in English, a student should be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

In order to preserve your privacy, I do not use eCampus to tally grades; this is also why I have you submit work by email rather than to eCampus or Turnitin. Most of your graded assignments are returned to you individually via email, and you can confer with me at any time if you lose track of your points.

You can also use this handy chart:

	Date Due	Points Possible	Points Earned	Total Points Possible	Total Points Earned	% Grade
Quiz 1	TBA	10		10		
SSR#1	9/17	25		35		
Participation		5		40		
Short Paper W Draft	9/26	15		55		
Short Paper C Draft	10/1	15		70		
Short Paper F Draft	10/3	50		120		
Quiz 2	TBA	10		130		
Participation		5		135		
Poetry Presentation		25		160		
SSR#2	10/31	25		185		
Participation		5		190		
Research Proposal	11/12	25		215		
SSR#3	12/3	25		240		
Participation		5		245		
Quiz 3		10		255		
Research Paper W Draft	12/5	15		270		
Research Presentation		25		295		
Research Paper	12/13	100		395		
Participation		5		400		

Shaded area represents work graded in time for midterm reporting on 10/10; approximately 33% of the class grade is determined before the midterm, with 67% remaining before the end of the semester.

This may appear to be a daunting number of assignments at the start of the semester, but this is a Writing Intensive class, and much of the work that you are doing builds into the final drafts of the two papers. For example, it is possible that two of the three Secondary Source Reports will be the sources you use for your final paper. It is also possible that your Short Paper could provide the foundation for the Research Paper. The drafts of papers can be quite drafty; you get points for having something resembling a draft on the days they are due. Some of the work of the semester is not formally evaluated, particularly the oral presentations – if you do the work, you get full credit.

There are 3 very small quizzes in this class, but there is no midterm or final exam.

A final note: I want you to do well in this class. If you get stuck in any way, please let me know. I can't grade what you don't turn in, and I can't help you if I don't know there's a problem.

WEEK	DATE	Discussion Topics	What's Due & Where It Is
1	Th 8/22	<i>Introductions</i>	
2	T 8/27	Intro to Irish Lit and Culture Nuala Ni Dhomhnaill, "Why I Write in Irish"	PDF eCampus
	Th 8/29	Edna O'Brien, "Sister Imelda"	SFIWW and PDF eCampus
3	T 9/3	Éilís Ní Dhuibhne, "Midwife to the Faeries"	SFIWW
	Th 9/5	Éilís Ní Dhuibhne, "Summer Pudding"	PDF -- eCampus
4	T 9/10	Elizabeth Bowen, <i>The Last September</i>	Novel
	Th 9/12	Library Research Day	Downtown Library Rm. 2036
5	T 9/17	<i>The Last September</i>	SSR1 Due
	Th 9/19	<i>The Last September</i>	
6	T 9/24	<i>The Last September</i>	
	Th 9/26	Short Paper Draft Workshop	Short Paper Draft Workshop
7	T 10/1	Individual Conferences - no scheduled class	Bring Draft #2 to conference
	Th 10/3	<i>The Magdalene Sisters</i> film discussion	Short Paper Final Draft Due
8	T 10/8	Berry, "The Lost Children of Tuam"; "Sex in a Cold Climate" documentary	https://www.nytimes.com/interactive/2017/10/28/world/europe/tuam-ireland-babies-children.html
	Th 10/10	FALL BREAK	
9	T 10/15	Eavan Boland poems	PDF eCampus
	Th 10/17	Eiléan ní Chuilleanáin poems	PDF eCampus
10	T 10/22	Nuala Ní Dhomhnaill	PDF eCampus
	Th 10/24	Paula Meehan, "The Virgin...Speaks" + poems	PDF eCampus
11	T 10/29	Sinead Morrissey Poems	PDF eCampus
	Th 10/31	Jan Carson, "We've Got Each Other"; "Family Circle"	PDF eCampus; SSR2 Due
12	T 11/5	Anne Devlin, "Naming the Names"; Jennifer Johnston, "Trio"	SFIWW
	Th 11/7	<i>Anna Burns, Milkman</i>	Novel
13	T 11/12	<i>Milkman</i>	Research Proposal Due
	Th 11/14	<i>Milkman</i>	
14	T 11/19	<i>Milkman</i>	
	Th 11/21	Library Workshop Day	
15	T 11/26	THANKSGIVING BREAK	
	Th 11/28		
16	T 12/3	Office Hours - No Class	SSR3 due
	Th 12/5	Draft Workshop	Bring paper draft to class
17	T 12/10	Research Presentations	
	Th 12/12	Research Presentations	
	F 12/13		Research Paper Due by 5:00pm

SSR: Secondary Source Report

SFIWW: *Short Fiction by Irish Women Writers*