**The City College of the City University of New York**

**Fall 2016 Freshman Inquiry Writing Seminar: Literature and Psychoanalysis**

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| **FIQWS 10008 HA6 (topic section)**  Mon Wed 11 - 12:15, NAC 6/306  Joshua Wilner  NAC 6/317B, by appointment  tel. 212 650-8350; email: jwilner@ccny.cuny.edu  Sokunthary Svay  NAC 6/317B  email: [ssvay000@citymail.cuny.edu](mailto:ssvay000@citymail.cuny.edu) | **FIQWS 10108 HA6 (writing section)**  Mon Wed 12:30 – 1:45, MR 1026  Alyssa Yankwitt  NAC 6/216B, office hrs: MW 3:15-4:15  Tel. 212 650-7381; email: ayankwitt@ccny.cuny.edu |

**Description:** This course aims to introduce students to basic concepts in psychoanalysis and to explore their power and limits as tools of literary and cultural analysis. We will begin by studying Sigmund Freud’s *Five Introductory Lectures*. In this short book, Freud tells the story of how he came to develop psychoanalysis as a theory and a method of treatment for mental illness, and he introduces and explains such concepts as the unconscious, repression, the dreamwork, infantile sexuality, the Oedipus complex, transference and sublimation. At the same time, we will be looking at a variety of stories, poems, novels and films to see how they are illuminated by Freud’s ideas and illuminate those ideas in their turn. *Throughout the semester, students will develop their own skills as critical readers and writers through a wide variety of reading and writing activities.*

**First-Year Composition Mission Statement**: First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students’ writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.

**Course Learning Outcomes**

(N.B. Writing section outcomes will be reinforced in the topic section and vice-versa.)

In the topic section, you will:

* Acquire an understanding of basic concepts in psychoanalysis;
* Using the methods of psychoanalysis as a starting point, develop your talents as a critical reader;
* Through the study of works of literature, examine how an individual's place in society affects his or her experiences, values, and choices;
* Drawing on psychoanalytic and other perspectives, assess ethical views and their underlying premises.

In the writing section, you will:

* Explore and analyze, in writing and reading, a variety of genres and rhetorical situations;
* Develop strategies for reading, drafting, collaborating, revising, and editing;
* Recognize and practice key rhetorical terms and strategies when engaged in writing situations;
* Engage in the collaborative and social aspects of writing processes;
* Understand and use print and digital technologies to address a range of audiences;
* Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias;
* Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation;
* Practice systematic application of citation conventions.

**Requirements**

Regular attendance and active class participation

Two documented Writing Center visits

Frequent writing assignments, including:

- A literacy narrative (500-750 words; two to three pages); due: 9/7

The literacy narrative assignment is an autobiographical essay with a thematic focus. You will focus on a specific reading, writing, or language experience that occurred during a particularly important time in your literacy life, a particularly meaningful and memorable experience with reading, writing, or language.

\*literacy narrative reflection page(s) (one to two pages); due 9/12

- A summary and response essay (500-750 words; two to three pages); due 9/19

The summary & response assignment is an essay where you engage with the ideas of others. You will summarize a text—or boil the text down to its basic ideas in your own words—and then respond to how you feel about the text, while citing the primary source to support your points and claims.

\*summary and response reflection page(s) (one to two pages); due 9/21

- An exploratory essay (1000-1250 words; four to five pages)

This essay will introduce you to research and citation practices and asks them to interpret and summarize the text. It will build upon the skills used in the summary and response essay

first draft; due 9/28

final version; due 10/12

\*exploratory essay reflection page(s) (one to two pages); due 10/17

- An annotated bibliography (500-750 words; two to three pages); due 10/31

The annotated bibliography will describe, give publication info, and evaluate work for sources used

during research.

\*annotated bibliography reflection page(s) (one to two pages); due 11/2

- A researched critical analysis (1250-1750 words; five to seven pages)

The critical analysis will build upon all the other genres studied in this class. You will use the skills you’ve learned to write a thoughtful and critical research paper, including a well-defined thesis (argument) and using both primary and secondary sources as evidence, cited correctly.

first draft due; 11/16

final version; due 12/7

\*critical analysis reflection pages (two to three pages); due 12/7

- A final portfolio accompanied by a final reflective essay (five to six pages for the final reflection); due 12/12

The portfolio and final reflection essay are in certain ways the most important documents that you’ll create for this class. Assembling the portfolio will help you to see your progress as a writer over the course of the semester; the final reflective essay will give you the chance to further reflect on and evaluate your progress using your own criteria as well as the course learning outcomes.

See pp.318-327 in *The Norton Field Guide* for more information.

Reflection pages: After each assignment except for the annotated bibliography you will compose pages in

which you reflect on what you have written. For each reflective page or pages, you will describe your own essay in terms of its:

* Genre - What are its characteristic features?
* Exigence - ﻿What prompts you to write about this subject (beside the fact that you have to complete the assignment for class😀)?
* Purpose - What did you hope to accomplish?
* Audience - W﻿ho is the potential audience for the essay?
* Context - W﻿hat is the relationship between you as writer, your potential audience, and the medium you're using to communicate? What knowledge, assumptions and/or goals do you and your audience share or not share?

You should also describe how each assignment has helped you to achieve the Course Learning Outcomes which appear on the syllabus. These short reflections will help prepare you to write the final self-reflection that will be part of your final portfolio.

See pp.245-252 in *The Norton Field Guide* for more information.

**Instructions for submitting assignments:** All essay assignments (with the exception of the final reflective essay) and first drafts should be submitted through the Blackboard site for the writing section (10108) as “turnitin assignments.” Reflection pages should be posted to Blackboard using the individual “journal” space that we have created for them. (How to use turnitin and the Blackboard journal will be introduced in class.) Some discussion boards post will be for the topic side (10008) and some for the writing side (10108). We will let you know where to post. Your essay should be typed using 12 point Times New Roman font and double spaced. For citations, we will be using “MLA style” <https://owl.english.purdue.edu/owl/resource/747/01/>. (This will also be introduced and studied in class.) Your final portfolio and reflective essay will be submitted through a personal WordPress website which you will create for the course. Unless otherwise announced, all assignments should be posted by 10 a.m. of the indicated due date.

**Attendance Policy:** You are expected to attend every class session of both sections of this course and to be on time. If you miss four classes in a section, your final grade for that section will be dropped by one-half of one letter (e.g. from B to B-). If you miss five classes in a section, your final grade will be dropped one full letter. If you miss six classes in a section, you will not be able to pass that part of the course. Consistent late arrivals and early departures will have a negative impact on your grade. We will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see us. We are happy to work with you to help you complete this course.

**Final Grade**:Regular attendance and active participation are expected. In addition, your final grade in both sections will be based on:

* Short assignments (including reflection pages, Blackboard discussion board posts, peer reviews and Writing Center sessions) and quizzes: 20%
* Literacy narrative 10%
* Summary and response essay: 10%
* Exploratory essay 15%
* Annotated bibliography 5%
* Research Critical Analysis 20%
* Final portfolio and reflective essay: 20%

N.B.Previous arrangements [with your instructors] must be made for late submissions.

**Grading Criteria**

* Quizzes and shorter writing assignments will be graded “check,” “check minus,” or “zero.” Grading criteria for the longer assignments will be provided with each assignment, but the following broad criteria apply to most of the assignments:
* Does your essay display an understanding of the reading material?
* Does your essay show that you have developed or are developing your own point of view on the reading material?
* Does your essay display an understanding of your rhetorical situation as a writer (including genre, purpose, audience and context - all things we will repeatedly discuss in class)?
* Does your essay have a clear focus?
* Is your essay well organized? Is the progression of thought both within and between the paragraphs of your essay clear and logical?
* Does your essay display an effective use of evidence and quotation to support and develop your point of view, does it draw on valid sources, and does it cite them correctly?
* Is your writing focused and clear at both the paragraph and the sentence level, with few, if any, errors of grammar, punctuation and word choice?
* Is your essay carefully proofread?

**Plagiarism**

Please familiarize yourself with CUNY’s Academic Integrity Policy (<http://www1.ccny.cuny.edu/current/upload/Academic-Integrity-Policy.pdf)>, which will also be discussed in class. Plagiarized work will receive a failing grade. If you’re having trouble with an assignment or a deadline, don’t panic – communicate with your instructors about it.

**Community Standards**

Please familiarize yourself CCNY’s Statement on Community Standards: <https://www.ccny.cuny.edu/studentaffairs/community-standards>.

**The Writing Center**:

The CCNY Writing Center provides a supportive learning environment where students can have one-on-one tutoring sessions with experienced writing consultants. The Writing Center is located on the third floor of the North Academic Center (NAC). Students can schedule an appointment either by going to the Center in person, or by calling (212) 650-8104. This is a free resource available to all students and recommended for all writing assigned in this class. The Center also has a computer lab open to students where students can use computers and printers during operating hours (up to 15 pages a day).

\* You are required to attend **two documented** Writing Center sessions, which will be factored into your grade. If needed, you may be required to attend more sessions.

For more information on hours, location and services, please visit the official website of the CCNY Writing Center: <http://www.ccny.cuny.edu/writing/>.

**Course texts** (\*required purchase)

* \*Bullock, Richard – *The Norton Field Guide to Writing*, Fourth Edition, (Norton, 2016 ISBN-13: 978-0393264357)
* \*Morrison, Toni – *The Bluest Eye* (Vintage International, 2007, ISBN-13: 978-0307278449)
* Freud, Sigmund – *Five Introductory Lectures;* *An Outline of Psychoanalysis* (selection); *Civilization and its Discontents* (selection)
* Perkins, Charlotte Gilman – “The Yellow Wallpaper,” “Why I Wrote ‘The Yellow Wallpaper’”
* Faulkner, William – “A Rose for Emily”
* Kafka, Franz – “A Country Doctor”
* Lawrence, D. H. – “The Rocking Horse Winner”
* Blake, William – *Songs of Innocence and Experience* (www.blakearchive.org)
* Murakami, Haruki – “Super-Frog Saves Tokyo”
* Diaz, Junot – *This is How You Lose Her* (selection)
* Hitchcock, Alfred – *Psycho* (film)

*\*Please have all reading completed before class on the date it is due!*

**Schedule**

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| **Date** | **Reading** | **Writing** |
| **Studies in Hysteria** | | |
| M 8/29 | Introduction | Introduction, First day writing response |
| W 8/31 | Lecture I | Read “Writing a Literacy Narrative,” pp. 73-93 |
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| M 9/5 | no class | |
| W 9/7 | Lecture I, “The Yellow Wallpaper” | Literacy Narrative due  Read “Reflections,” pp. 245-252,“Rhetorical Situations,” pp. 53-70, and “Academic Literacies” pp.10-44. |
| **Repression and the Unconscious** | | |
| M 9/12 | “The Yellow Wallpaper,”  “Why I Wrote the Yellow Wallpaper” | Literacy Narrative reflection page(s) due; cont. reading “Academic Literacies” pp.10-44. |
| W 9/14 | Lecture II | writing section library visit |
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| M 9/19 | Lecture II, “A Rose for Emily” | Summary and Response essay due; read “Analyzing Texts,” pp. 94-128  Writing Center Visit |
| W 9/21 | “A Rose for Emily” | Summary and Response reflection page(s) due;  Cont.reading “Analyzing Texts,” pp. 94-128;  read “Strategies: Beginning and Ending & Guiding Your Reader,” pp. 331-350 |
| **The Dreamwork** | | |
| M 9/26 | Lecture III | Thesis statement workshop |
| W 9/28 | Lecture III, “The Sick Rose” | Exploratory essay draft due; Exploratory essay peer review |
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| M 10/3 | no class | no class |
| W 10/5 | “A Country Doctor” | Read “Drafting,” Assessing Your Own Writing,” “Getting Response &Revising,” and “Editing and Proofreading,” pp.298-317 |
| Th 10/6 | Monday schedule – class meets | Monday schedule – class meets  Read “Doing Research,” pp.433-548 |
| M 10/10 | no class | no class |
| W10/12 | no class | no class - Exploratory essay due |
| **Infantile Sexuality** | | |
| M 10/17 | Lecture IV | Exploratory essay reflection page(s) due  Cont. reading “Doing Research,” pp.433-548 and “Annotated Bibliographies,” pp.188-197 |
| W 10/19 | mid-semester conferences | |
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| M 10/24 | Topic section library visit | Cont. reading “Doing Research,” pp.433-548, and “Annotated Bibliographies,” pp. 188-197 |
| W 10/26 | Lecture IV “The Rocking Horse Winner” | Read “Evaluating Sources” 469-472 and “Literary Analysis,” pp.206-216 |
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| M 10/31 | “The Bluest Eye” | Annotated bibliography due  Cont. reading “Literary Analysis” pp. 206-216 |
| W 11/2 | “The Bluest Eye” | Discuss issues in Exploratory essays |
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| M 11/7 | “The Bluest Eye” | Annotated bibliography reflection page(s) due; begin working on Critical Analysis |
| W 11/9 | “The Bluest Eye” | Thesis statement workshop |
| **Id, Ego and Super-Ego** | | |
| M 11/14 | Lecture V | Introduce Final Portfolio |
| W 11/16 | *An Outline of Psychoanalysis* | Researched critical analysis first draft due and peer review |
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| M 11/21 | *Civilization and its Discontents* | Read and review pp. pp. 245-252, 301-305, and 318-327 in *The Norton Field Guide* |
| W 11/23 | “Super Frog Saves Tokyo” | Read and review pp. pp. 245-252, 301-305, and 318-327 in *The Norton Field Guide* |
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| M 11/28 | *Songs of Innocence and Experience* | Work on Final Portfolio |
| W 11/30 | *Songs of Innocence and Experience* | Work on Final Portfolio |
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| M 12/5 | *This is How You Lose Her* | Work on Final Portfolio |
| W 12/7 | *Psycho* | Researched critical analysis due; Work on final reflective essay |
|  |  | Work on final reflective essay |
| M 12/12 | *Psycho* | Final Portfolio and Reflective Essay due |

*\*Schedule subject to change at instructor’s discretion*