“Literature does its best to maintain that its concern is with the mind; that the body is a sheet of plain glass through which the soul looks straight and clear and is…null, and negligible and non-existent. On the contrary, the very opposite is true.” –Virginia Woolf, “On Being Ill” (1930)

GENERAL COURSE INFORMATION

ENGL172, Literature of the Human Body, analyzes representations of the human body and its biological and psychological development and decline through literary, expository, and other cultural texts. This course meets GEC Objective 5 for one course in art or literature.

Required Texts:
- Excerpts from Boston Women's Health Book Collective and Judy Norsigian. Our Bodies, Ourselves (2011)
- Edson, Margaret. Wit (1995)
- Excerpts from The Diary of Anne Frank
- Lee, Harper. To Kill a Mockingbird (1960)
- Mulligan, Robert [director]. To Kill a Mockingbird (1962)
- Strayed, Cheryl. Wild: From Lost to Found on the Pacific Crest Trail (2012)
- Vallée, Jean-Marc [director]. Wild (2014)
- Wedekind, Frank. Spring’s Awakening (1891)

INTRODUCTION

This course is part of WVU’s General Education Curriculum (GEC) Objective 5 (Artistic Expression) that expects students to apply methods and principles of critical inquiry to the analysis of literary or artistic expression.

This course explores how the human body is represented in literature and the media. We will explore the body through text, digital and video resources and the performing arts.

By the end of English 172, students will be able to:

- Critically evaluate, in writing and in discussion, the complex relationship between literature and representations of the human body.
Situate course texts within their literary, cultural, and historical contexts
Analyze the language, structure, and style of literary and cultural texts closely and critically
Demonstrate the ability to articulate a persuasive argument in a clearly written essay
Demonstrate an understanding of the conventions of writing about literature

COURSE POLICIES
English Departmental Learning outcomes:
The goals of this course grow out of and connect to the broader goals of the English department:

1. Interpret texts within diverse literary, cultural, and historical contexts.
   a. Identify genre conventions and analyze their effects
   b. Identify and analyze effects of complexity or ambiguity
   c. Locate texts in social, economic, political, and literary history
   d. Connect a text to other literary or cultural texts
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

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, please advise me and make appropriate arrangements with the Office of Accessibility Services (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.sandbox.wvu.edu/ddei.

Statement on Sexual Misconduct and Resources
West Virginia University (WVU) does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Policy 44]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304-292-5100 or 304-292-4431 (24-hour hotline). For more information please consult WVU policies at http://titleix.wvu.edu.

SpeakWrite
ENGL 172 has been designated as a SpeakWrite course by the Eberly College of Arts and Sciences. As part of the Eberly College’s commitment to fostering effective communication skills, this course will:
- Emphasize informal and formal modes of communication
- Teach discipline-specific communication techniques
- Use a process-based approach to learning that provides opportunities for feedback and revision
- Base 95% of the final grade on successful spoken and/or written performance

For more information about the SpeakWrite program, please visit SpeakWrite.wvu.edu.

Academic Integrity
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 see the West Virginia University Academic Catalog at http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext.
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.

**Attendance**
Because this course depends on your preparation for every class and your involvement during every class meeting, regular and on-time attendance and active participation are critical to your success. You are expected to conduct yourself professionally and be an active, dedicated participant and colleague. This means participating in classroom and online discussions, meeting with group members either face-to-face or via a variety of media, attending conferences with me at mutually agreeable times, and posting assignments on time. This also means notification of any issues that could impede attendance or completion of work. Things happen in life (loss of job, illness, illness or death of loved ones), and when these things occur, I am empathetic and flexible if I know about them. For example, if one has a family emergency, one does not disappear from work without notice; the same thing applies to school (not just this class, but all classes). Maintain contact, and we can work around issues.

**Enrollment**
Students are responsible for verifying their enrollment in this class.
- Last Day to Add: Jan 15th
- Last Day to Drop: Mar 18th
- Last Day to Withdraw from the University: Apr 28th

**Late Assignment Policy**
Late work is unacceptable. If you miss either a draft or a final deadline listed on the schedule of work due, that work will reduce your final grades. Missed in-class activities or informal writing assignments cannot be made up and will receive a zero.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately, and we may be able to negotiate a special arrangement. Such arrangements are, however, exceedingly rare and require a formal, written request to me that must include an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that the request will be granted.

**Computers and Cell Phones**
You are welcome to bring laptop computers, tablets and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to the class, you will be asked to put them away. All mobile phones should be turned off or set to a silent mode. If you must take a phone call because of an emergency, please quietly excuse yourself from the room.

**Eberly Writing Studio**
The Eberly Writing Studio, located in G02 Colson Hall, strives to help all members of the university community learn more about writing and become better writers. Their professional and friendly consultants work with writers one-to-one on all stages of the writing process, from note-taking and pre-writing to revision strategies and proofreading techniques. Because the Writing Studio works to teach students ways to improve their own writing, consultants will not proofread, edit papers, or discuss grades. It is helpful to bring your assignment prompt with you on your visit. To make an appointment, call 304-293-5788 or visit the Writing Studio web site at http://speakwrite.wvu.edu/writing-studio.

**University Counseling Services**
The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about its hours, services, and location, see its web site at http://well.wvu.edu/ccpps.
eCampus & Other Technology Tools
We will use eCampus for course materials, assignments, submissions, discussions and collaboration. To access eCampus, follow these directions:

- Open a browser.
- Go to http://ecampus.wvu.edu
- Enter your MyID username and password.
- Click on ENGL-172 (course material will be available on January 11th)

E-Mail
You should use your MIX e-mail account for class-related correspondence. I will only send material to MIX accounts to ensure confidentiality. If you use an e-mail account other than your MIX account, you can have your WVU e-mail forwarded to that account. Your other account should identify you by name, and if possible, you should change the settings on a class-related e-mail to have responses sent to your MIX account.

OVERVIEW OF REQUIRED WORK
Reading, writing and presenting comprise the work for English 172. Each of these components is described below:

1. Biweekly responses (25 points): You will respond to some of our resources to reflect on how we interpret the human body. Minimum of two pages, maximum of three pages.
2. Facilitation of discussion (10 points): Pairs of students will be responsible for facilitating a discussion about a particular resource. The pairs will meet with the instructor at least a week ahead of the discussion to talk about the resource and develop discussion questions.
3. Study of The Body (35 points): You will select a period of the lifecycle (e.g., infancy & adolescence) and find examples of literature, media and film of that lifecycle period. This will culminate in a 10-page written report (25 of the 35 points) that compares and contrasts the resources and a five-minute oral presentation (10 of the 35 points) to the class on your findings.
4. Portfolio of the Body (25 points): An exploration of how the body is portrayed through literature and media, using graphics and/or multimedia. The final product can be in poster or multimedia format and will include a two-page (single-spaced) description of the exploration.
5. Participation and attendance (5 points)

GRADING
The final grade will be based on 100 points, to be accumulated through above required works:

- 25 points – Biweekly responses
- 10 points – Facilitation of discussion
- 35 points – Study of the Body
- 25 points – Portfolio of the Body
- 05 points – Participation and Attendance

Letter grades equivalents:
A = 90-100
B = 80-89.9
C = 70-79.9
D = 60-69.9
F = 59.9 and below

All work will be graded on the following scale:
- “A” work demonstrates originality, initiative and sophistication that go beyond the requirement of the assignment. Written work is well-edited and shows a clear, connected sense of audience, purpose and development. Research is well-integrated and well-documented.
- “B” work succeeds in meeting assignment goals in terms of audience and purpose without need for major
revisions of purpose, development and mechanics. Research is generally appropriate and well-documented with little or no need for smoother integration.

- “C” work meets the basic requirements of the assignment, yet the work would benefit from further work in purpose, development and mechanics. Research could be extended a bit further and more fully integrated into the overall work. There are no significant problems with documentation although some details may need further attention.

- “D” work does not fully meet the basic requirements of the assignment. The work is brief and/or underdeveloped. Research is limited or ill-chosen. Written work generally requires extensive editing.

- “F” work exhibits pervasive problems with purpose, development, and mechanics. There may be pervasive problems with research and documentation. An assignment will also earn an F if it does not represent the writer’s own original work.

The schedule is subject to slight alteration based on the progress of the class.

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<th>DATE</th>
<th>DUE</th>
<th>DISCUSSION</th>
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<td>Introduction</td>
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<td>Jan 14</td>
<td>The Body Scientific: Kemp &amp; Wallace, Spectacular Bodies</td>
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<td>Kemp &amp; Wallace, Spectacular Bodies</td>
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<td>Biweekly response: Body Scientific</td>
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<td>Biology &amp; Gender: Kemp &amp; Wallace, Spectacular Bodies</td>
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<td>Feb 2</td>
<td>McConnell-Ginet, Making Meanings</td>
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<td>Feb 4</td>
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<td>Infanthood &amp; Adolescence: The Diary of Anne Frank</td>
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<td>Mar 8</td>
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<td>Mar 10</td>
<td>Biweekly response: Puberty &amp; Young Adulthood</td>
<td>BWHBC &amp; Norsigian, Our Bodies, Ourselves</td>
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<td>Mar 15</td>
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<td>Mar 17</td>
<td>Due: Draft of Study of the Body</td>
<td>Strayed, Wild: Lost and Found on the Pacific Coast Trail</td>
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<td>Mar 29</td>
<td>Adulthood: Strayed, Wild: Lost and Found on the Pacific Coast Trail</td>
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<td>Mar 31</td>
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<td>Vallee, Wild</td>
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<td>Apr 5</td>
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<td>Vallee, Wild; Mulligan, To Kill a Mockingbird</td>
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