

Note: This is the syllabus for Summer 2023. Later this spring, I will post an updated version for Summer 2025.

**Eng S114 The Art of Time
Summer 2023**

Instructor: Steve Shoemaker

Email: steven.shoemaker@yale.edu

Office: LC 415 and [Zoom](#) (if necessary)

Office Hours: Most of my office hours will be held between 12:30 and 2:30 on MW (with some variation); I plan to meet with each of you individually each week. You will sign up for an appointment using a Google Doc sheet that I will circulate.

Course Description:

Time is a problem. Even in common parlance it attracts a rich set of metaphors, all signaling our obsession with the rate at which it moves: Time “races” when we wish we could “freeze” it, “crawls” when we wish it would “fly.” Reminding us of the old maxim “time is money,” business gurus want to tell us how to “manage” it, while gurus of the religious sort offer the hope that it can be “transcended.” Even so, we’re not really quite sure what “it” is. Physicists like Albert Einstein and Stephen Hawking, philosophers like Henri Bergson and Martin Heidegger, and artists from Shakespeare to Marcel Proust have all tried to penetrate the enigma. This course will suggest that the urge to investigate—and intervene in--the dilemma of time is a basic force driving the creation of art, literature, philosophy, and science. As we explore the human experience of time, we will examine the problem of mortality, the mysteries of memory, the malleable nature of subjective time, and the way our understanding of time is influenced by technological and cultural factors. As the course concludes, students will reflect on how they navigate the challenge of living in time and consider how our relationship with time shapes who we are and what we do.

Course Objectives:

As we explore ideas about time, we will also be exploring expectations for college writing: How to locate a genuine *problem* to write about, how to craft a clear, powerful opening with a *motive* and a central *claim*, how to think in relation to sources so that your argument gains complexity as it unfolds, and how to use *evidence* in a persuasive way. You will have a chance to try different kinds of essays as you develop some of the habits of effective writers—brainstorming, drafting, sharing your writing with others, and revising for argument as well as clarity. The course is designed as a writing workshop, which means that its success will depend on your willingness to contribute to the work of reading, thinking, and evaluating your own and others’ writing.

Writing Seminar: This class is run as a discussion seminar in which the primary text in the class will be your own writing. The focus on writing can be daunting, but good writers learn to share their work with many readers in order to make it better. Achieving a community of writers requires trust—in ourselves and each other—and we will start to build that trust by coming up

with our own rules for respectful engagement and living by them. This class will only be successful insofar as each member comes to class ready to discuss, explore, and learn.

Other Requirements: I also expect you to have done the reading and any written responding assigned for each day, to join in the class discussion regularly, and to respond to drafts of other students on workshop days.

Required Texts:

Diana Hacker and Nancy Sommers, *A Pocket Style Manual*, 9th ed. Bedford/St. Martin's.

ISBN-13: 978-1319341961

ISBN-10: 1319341969

Gerard Graff and Cathy Birkenstein, *They Say / I Say*, W. W. Norton & Company; Fifth edition

ISBN-10 : 0393538702

ISBN-13 : 978-0393538700

(Some additional readings will be provided in a photocopy packet from Docuprint; others will be available through our Canvas site.)

Essays and Grading:

Paper 1 (2 pages, close reading for argument) 10%

Paper 2 (5 pages, controlled research argument) 25%

Paper 3 (8 pages, research-based argument) 35%

In-class presentation 15%

Participation 15%

Due Dates:

Sunday, 7/2 at 3 pm EDT - First Essay Due

Wednesday, 7/5 at 11:59 pm EDT - First Draft of Second Essay Due

Sunday, 7/9 at 11:59 pm EDT - Final Draft of Second Essay Due

Saturday, 7/15 at 3 pm EDT - Partial First Draft of Third Essay Due

Friday, 7/21 at 11:59 pm EDT - Complete First Draft of Third Essay Due

Friday, 7/28 at 11:59 pm EDT - Complete Final Draft of Third Essay Due

Format for papers: Use a serif font (preferably Times Roman or Palatino in 12 point), with margins of an inch on the top and an inch and a quarter on the sides, and double spacing. Put your name in the top left corner, with course number and hour a space below that, then the date of submitting below that, and below that the name of the assignment (e.g., P2V1). Put your title at the top-center of your first page: A title page will seem excessive for papers under 10 pages or

so, unless your instructor asks for one. Make sure the digital copy has numbered pages and that your file name includes your last name and the name of the assignment.

E-mail: I will communicate with you using your Yale email account, so please be sure to check every day. Most of your essays will probably be turned in on Canvas, but I may ask you to send some work via email. I will generally reply to your messages within 24 hours of receiving them during the week and 48 hours on the weekend. If you have questions about your assignment, it is best to give yourself a day between when you write and the due date to allow time for me to respond.

Electronic Devices: Do not use laptops in the classroom for any purposes other than note-taking and participating in class activities, and make sure to **turn off all cell phones** before class. Any disruptions in the classroom due to the use of phones in class or the use of laptops for purposes other than note-taking will result in a deduction from the attendance and participation portion of your grade. At times, I will ask everyone to put aside their devices, in order to make it easier for us to cultivate the focus necessary for lively and engaged discussion.

Attendance, Participation, and Completion of Work: Since the course is designed as a writer's workshop, you'll need to come to class regularly, participate actively in discussion, and complete all the work. Being late to class is disruptive: If you are notably late more than once it will count as an absence. Two unexcused absences will result in a lowering of your grade and unexcused absences beyond that may result in a failing grade. Remember that you are responsible for finding out what went on in any classes you missed—contact a classmate, or me, to find out what we covered.

Deadlines: In order to be fair to everyone, the paper deadlines have to be firm and late papers will be penalized. The late penalty is 1/3 of a letter grade per day. You have a one-time 24-hour extension, to be used for any paper you choose. Let me know by email in advance of the deadline when you plan to use your one-time extension. In the case of an emergency, contact me by email in advance of the due time. I may require a note from your doctor or dean.

Mechanical Errors: Since these errors (typos, spelling, grammar, failure to number pages) interfere with the presentation of your ideas, and with the goal of getting your meaning across to your reader(s), you will be penalized if your revised essay contains many such errors.

Academic Honesty: Writing is a chance to enter the conversation, to influence the way we think about a question through your own original thinking. When you plagiarize, you give up your potential for sovereignty or ownership of a subject and hand it to another. You miss out on an opportunity to say what *you* think. In the academic world, plagiarism is also the breaking of a trust with other scholars. We will discuss the sections on plagiarism and fair use of sources in *Writing at Yale* (<https://ctl.yale.edu/writing/using-sources>) during the semester, but, as a Yale student, you are already responsible for understanding and following the guidelines discussed in the Yale College regulations (<http://catalog.yale.edu/undergraduate-regulations/policies/definitions-plagiarism-cheating/>).

Tutoring is available through the Writing Center and the Poorvu Center for teaching and Learning. Each of you will be paired with a Writing Partner with whom you will schedule weekly meetings [here](#). In addition, drop-in tutoring is available via signing-up [here](#).

SCHEDULE

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Saturday, 7/15 at 3 pm EDT - Partial First Draft of Third Essay Due

Friday, 7/21 at 11:59 pm EDT - Complete First Draft of Third Essay Due

Friday, 7/28 at 11:59 pm EDT - Complete Final Draft of Third Essay Due (fake due date - push back to Sunday)

Monday, 7/31 at 11:59 pm EDT - P3 presentations

Week 1 (6/26 - 6/30)

Monday, 6/26

Day One assignment and Walter Pater essay sent by email

Wednesday, 6/28

Introduction to the course and syllabus; Elements of an Argument; P1 assignment; Pater essay and Day One assignment

Friday, 6/30

Reread Pater; In a 200-word paragraph, identify a “problem” in Pater’s essay and formulate a response to the problem; Before class, submit this paragraph to Canvas using the folder “Pater Paragraph #1”; [Discussion Guidelines Brainstorming](#); [Office Hours Sign-up](#)

Sunday, 7/2 – P1V1 due at 3 pm

Week 2 (7/3 - 7/7) – P2

Monday, 7/3

Watch the movie *Memento* for homework before class. The movie is available to stream through the Kanopy service at yale.kanopy.com, where you can search by movie title. This [direct link](#)

should probably also work; I will introduce the P2 assignment in class and we will discuss the movie.

Wednesday, 7/5

Eakin, “Autobiography, Identity, and the Fictions of Memory”; Read the Eakin essay for homework; we will discuss the essay in class and work on applying it to the film

Wednesday submit P2V1 at 11:59 pm

Friday, 7/7

Work on revising P2V1 and incorporating the Eakin essay.

Sunday, 7/9 – submit P2V2 at 11:59 pm

Week 3 (7/10 - 7/14) – P3

Monday, 7/10

Read Sacks, “Speed”; Read H&S, “Posing a Research Question,” “Finding Appropriate Sources,” and “Evaluating Sources” pp. 87-92; Introduce P3

Wednesday, 7/12

Library Day (Introduction to Library Research); H&S, “Avoiding Plagiarism,” pp. 111-116; bring preliminary P3 topic to class

Friday, 7/14

Read Crary, excerpt from *24/7*; Work on P3V1; Moving from Topic to Question; Responding to the Question by Making a Claim; [Office Hours Signup for Week of 7/17](#)

Saturday – submit partial P3V1 at 3 pm

Week 4 (7/17 - 7/21) – P3

Monday, 7/17

Partial P3V1 Peer Review; Read Kern, “Culture of Time and Space” (you don’t need to read the Intro)

Wednesday, 7/19

Quick intro to Einstein's Theory of Relativity; keep P3 research and writing moving; Read H&S, MLA Papers, "Supporting a Thesis"; "Integrating Sources"; pp. 108-111 and 116-128; In class we will look at Harvey's advice on Counterargument (available on Canvas)

Friday, 7/21

Read *They Say / I Say* "The Art of Summary" (pp. 32-46); Work on P3V1

Submit complete P3V1 at 11:59 pm

Saturday - NYC Trip

Week 5 (7/24 and 7/28) – P3

Monday, 7/24

P3V1 Peer Review; Introduce P3 Presentation assignment

Wednesday, 7/26

They Say / I Say, "The Art of Quoting" (pp.47-56); Work on P3V2; We'll look at this link on [Essay Writing Strategies](#), with particular attention to Conclusions (Ending the Essay) and Transitions (Stitching vs. Velcro).

Friday 7/28

Work on revising P3 with an emphasis on strong logical structure and good source use; In preparation for turning in P3V2, make sure all of your in-text citations are correctly formatted (with page numbers provided when possible) and well integrated, and prepare a correctly formatted Works Cited page to turn in with your essay; In class, we will look at a handout called [P3 Essay Structure Guidelines and Reminders](#). We will also talk about [Conclusions](#) and about preparing for your presentations on Monday. And here is the [Signup for Presentations](#).

Submit complete P3V2 at 11:59 pm (deadline extended to Sunday at 11:59pm!)

Week 6 (7/31 - 8/5)

Monday, 7/31 – P3 Presentation Day

NO CLASS MEETINGS ON 8/2 and 8/4

