

English 114: Home  
Summer Session A, Yale University  
MWF 1:00-3:15PM  
Location: Zoom

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## ***HOME***



### **Course Description**

Where do *you* call home? Is your sense of home fixed to specific places, persons, languages, or memories? Must the idea of home always suggest rootedness? What does it mean to *feel* at home? In this course, we examine the affective responses elicited by various notions of home, from feelings of nostalgia and familiarity to estrangement, and we consider the ways in which generic and particular spaces enable or constrain individual agency and constitute our relation to others. Unsettling the easy boundary between the private and the public, we will seek to understand what various imaginings of home reveal about our collective and individual desires and anxieties, and we will examine the social and political forces at play in the making of home. Drawing from multiple disciplines and different modes of argument including essays, poetry, song, and film, we will study how home overlaps with spirituality, language politics, hierarchies of gender and labor, and educational opportunities, and how climate crises, pandemics, global economies, and immigration policies impact home. As we examine the debates and contests over space, we will think about who has the right to belong where and what it means—for instance—to belong at Yale. Informed by

various theories and poetics of home, at the end of the course, we will revisit the places that shape us.

### **Course Objectives:**

This course is designed to teach you to think critically and to craft persuasive arguments. We will read and discuss texts by different authors, but *your* own writing and voice will remain the course's central focus. In each of the four units, we will practice close reading arguments. We will identify and explore *problems* or *tensions* as opportunities to intervene in ongoing conversations. You will learn to develop compelling *claims* in response to those problems and support your claims with good *evidence* and *warrants*. You will seek to connect with your readers and justify your approach to a problem by explaining the *motive* for your argument. You will need to participate actively in class, revise your work, and critique the work of fellow students. This course will enable you to discover the relationship between your thinking and writing and to participate in important scholarly and public debates through thoughtful analysis and sound research.

### **Required Course Materials** (Available at the Yale Bookstore)

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 4<sup>th</sup> ed. (U Chicago, 2008) [ISBN: 978-0226239736; \$13.79] **Available for FREE on ORBIS (YALE LIBRARY)**  
<https://ebookcentral-proquest-com.yale.idm.oclc.org/lib/yale-ebooks/detail.action?docID=408508>

Gerald Graff, Kathy Birkenstein, and Russel Durst, *They Say/I Say*, 3<sup>rd</sup> ed. [ISBN 978-0393617436; \$25.60]

**FREE:** <https://orbis.library.yale.edu/vwebv/holdingsInfo?searchId=7142&recCount=50&recPointer=3&bid=15290853>

**\*All other readings will be available to you on Canvas.**

### **Websites**

ENGL 114 Writing Resources:

<https://english.yale.edu/undergraduate/courses/introductory-courses/writing-resources>

Academic Community and Support

<https://english.yale.edu/undergraduate/courses/introductory-courses/academic-support-and-community>

Online Writing Lab (OWL), Purdue University

<https://owl.purdue.edu/>

Yale, Poorvu Center for Teaching and Learning  
<https://poorvucenter.yale.edu/>

### **Requirements**

1. Attendance and participation. We will read sophisticated and complex essays. Read carefully, and slowly, and come to class having annotated the readings. Come prepared to contribute meaningfully to class discussions and to listen actively and respectfully to your classmates. Because of the abbreviated nature of this course, attendance is mandatory. You are expected to be present for each class meeting to earn full credit for the course.
2. Brief-in- class and take-home writing assignments, an oral presentation on your research paper, and a brief presentation on the final project.
3. Three formal essays, a final project, and draft versions to be submitted by the deadline indicated on the syllabus and the prompt.
4. Three instructor conferences. These meetings will help us to get acquainted with each other and allow me to provide individualized guidance on your writing and performance in the course.
5. Read carefully and often the policies and guidelines for this course. By handing in the first written work, you indicate that you have read, understood, and accepted the requirements of the course.

### **Grading**

Paper 1 (3 pages, close reading for argument)	10%
Paper 2 (4 pages, controlled research argument)	20%
Paper 3 (7-8 pages, research-based argument)	30%
Annotated bibliography for Paper 3	5%
Multimodal Project	20%
Participation, including contributions to class discussions and workshops, brief writing assignments)	15%

### **Essay Format**

Essays must be typed and double-spaced. All papers, unless otherwise noted, must follow MLA format. Papers need a title, but you do not need to include a title page. On the left side of the page, include your full name, course name and section, my name, due date, and a title. Remember to create a right justified header with your last name and the page number on each page. You will need submit your work electronically on the course Canvas site.

## The Library

You should acquaint yourself with the library as soon as possible. All students are assigned a Personal Librarian upon enrollment at Yale. To find your personal librarian, go to <http://www.library.yale.edu/pl/> and enter your name in the search box in the top right-hand corner. Contact your Personal Librarian whenever you have a question about locating research materials. You will need to consult the library's resources for this class.

## Revisions

You will submit drafts of each paper for my comments and peer review before final submission. Initial drafts will not be graded. An initial draft must be a full and complete paper: it must contain an introduction and conclusion as well as a page listing any works cited. Make sure that your draft is free of errors before you submit it. Submitting your paper late will prevent you from participating in the workshop on that paper and from receiving my comments on that version. Throughout the semester, we will expand our preconceptions of "revision" to include much more than another draft of a completed essay.

On the initial drafts of P2 and the partial P3, I will provide substantive written feedback on your writing. For the first full draft of the P3, I will not provide written feedback, but I will meet with you to discuss your work. In my feedback, I will point out what you have done well and highlight aspects of your writing that require immediate attention in the revision.

## Conferences

Although you are only required to meet with me two times during the semester, please feel free to schedule time to discuss your writing or any concerns about the course or course materials. These meetings will be take place via Zoom. I will use "Sign Up" on Canvas to schedule blocks of time, and you can select a meeting time based on your availability. You may also write to me to schedule appointments.

## Preparing for Conferences

During the meetings, we will discuss my feedback on your writing. To get the most out of the conference, come prepared with specific questions about your work. Are there aspects of your argument that proved especially troublesome for you while drafting the essay? Make a note of any questions you would like to ask me and bring a notebook with you. After an initial conference, you are more than welcome to make follow-up meetings with me. At the end of the meeting, you should have a plan for the next stage of your revision. Think about how the changes you plan to make affect not just the paragraph or sentence you have re-worked, but **even more importantly, the argument as a whole**. It is quite possible that a change in one part of the essay will sometimes require major structural and logical revisions in other areas of the argument.

## Late Papers

You must turn in copies of all drafts on the required due date as indicated on the essay assignment and on the syllabus. If you think you cannot meet a specific deadline, please reach out to me as soon as possible.

## **Attendance**

For the class to be a success, we need everyone to be present and to actively contribute to the class discussions and activities. Please arrive on time and turn your cameras on. **Missing two classes could result in the lowering of your grade. Four or more classes** could prevent you from passing the course, so it is vital that you are in touch with me, if for sickness or any other reason, you must miss multiple classes.

## **Participation**

Participation is necessary to the success of this course. During each class, we will learn from the essays we read, but we will also learn from each other. Successful class discussions require—first of all—that you are present for each class meeting. All of us will work together to create an atmosphere in which everyone feels respected and welcome to share their views.

Read the essays for each class carefully, making note of points of confusion, questions, and comments on the ways in which the writer advances the argument. Find at least two passages that you can comment on or that raise questions for you and look for opportunities to share your thoughts with others in the class. Listen attentively to each other's expressions. How might someone's perspective enhance your understanding of a subject? How can you add something new to what has already been said? Is there a crucial piece of evidence that has been overlooked? Think of this class as an opportunity not only to practice writing well, but also to listen well and advance oral arguments.

Be open to challenges and counter-arguments. You will encounter views that are different from your own, that draw on different experiences and perspectives. Pay attention to how you engage with these ideas. You should listen not simply to offer a response, but first to understand the writer or the speaker's views. Try to make room in your argument to address counter-claims and pieces of evidence that disrupt preconceived notions about the topic in question. Be open to reconceptualizing your argument in light of new knowledge from the texts and class discussions. The best thinkers and writers are those who have mastered this skill.

There will be multiple opportunities to participate beyond commenting in class discussions. If you sense that participating in class might be a challenge for you, talk to me, and we will work together to strengthen your participation in the course.

Draft Syllabus. Subject to minor revisions.

### Seeking Help Outside of Class

Yale's writing tutors work with writers of all levels at any stage of the writing process. There are two ways to receive free, one-on-one help with your essays:

1. The Residential College Writing Tutors are professional writing tutors located within each residential college. Appointments can be reserved online at: <https://www.yalewco.com/index.php>.
2. Staffed by undergraduate and graduate students, the Writing Partners have a student's-eye view of the challenges you will face writing papers. Typically a drop-in service, the Writing Partners are currently booking appointments online at: <https://yaleuniversity.mywconline.com/>.

For the most up-to-date information on where to go for additional writing support, visit <https://poorvucenter.yale.edu/undergraduates/writing-tutoring-and-programs>]

I also encourage you to take advantage of the free workshops and peer mentor support available through the Yale Academic Strategies Program. This program can help you adjust your approaches to meet the challenges of Yale's academic environment. They offer multiple workshops every week on topics such as time management, cultivating faculty mentors, exam study strategies, and student best practices for STEM, social science, and the humanities. Additionally, students can meet with peer mentors for tailored advice and support. To RSVP for workshops, sign up for small group mentoring, or meet 1-1 with a mentor or member of our professional staff, visit their website: <https://poorvucenter.yale.edu/academic-strategies-program> or email them at [academicstrategies@yale.edu](mailto:academicstrategies@yale.edu).

### Academic Honesty

In this course, you will be expected to engage critically with the intellectual work of others, but you must give credit to them for their work. **In this class, I am committed to helping you understand the relationship between your writing and thinking, cultivate the habits of successful writers, and learn from the recursive process of writing and research. The use of ChatGPT impedes this process, and so I ask that you refrain from using it in this class.** Any instance of plagiarism or any other form of academic dishonesty, such as unauthorized collaboration, may result in a failure of the assignment or the course. We will discuss how to avoid different forms of plagiarism. Plagiarism is a violation of academic ethics, and it is a violation of our relationship. For Yale's policies on this matter, go to <https://catalog.yale.edu/undergraduate-regulations/regulations/academic-dishonesty/>

You may consult the Writing Center for help on using sources at <http://ctl.yale.edu/writing/using-sources>.

By handing in the first written work assigned in this course, you are signifying that you have read, understood, and will fulfill the expectations and requirements outlined in Yale's statement on academic honesty.

Draft Syllabus. Subject to minor revisions.

### **Accommodations**

Yale provides services to support students' neurological and physical diversity. Accommodations can be requested through Student Accessibility Services (<https://sas.yale.edu>). Students can get advice on adjusting their approaches to the demands of college-level work by meeting with Sarah Cussler ([sarah.cussler@yale.edu](mailto:sarah.cussler@yale.edu)), the Poorvu Center's learning specialist. Students can also engage with the helpful resources offered by the Academic Strategies Program: <https://poorvucenter.yale.edu/academic-strategies-program>. If you perceive that any aspect of the course makes it difficult for you to learn, please let me know.

**Contacting Me:** I am very responsive to emails, and I will reply to your messages within 24 hours of receiving them during the week and 48 hours on the weekend. I cannot guarantee that I will be able to respond to questions about an assignment on the day it is due, so please do not wait until the due date to write to me. 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.

### **Policy on Zoom Recording:**

We will work to make our seminar a welcoming space where we can share and try out new ideas. You will be expected to treat each other with respect even when you encounter ideas that challenge your own. To promote this atmosphere of mutual respect and collaborative learning, I will not record discussions of thematic course topics and readings, but I will record conversations about writing and research for the benefit of the class. If I decide to record any other aspect of the class for any reason, I will let you know first and together, we will determine how to proceed.

### **Major Assignment Due Dates**

P1V1	Friday, May 31
P2V1	Thursday, June 6
P2V2	Saturday, June 15
Partial P3V1	Tuesday, June 18
Complete P3V1	Friday, June 21
P3V2	Monday, June 25
Final Project	Friday, June 28

### **Class Schedule and Readings**

*Readings are subject to change based on the needs of the course.*

*Unless otherwise indicated, readings and/or assignments should be completed **before** class on each day scheduled. Please check on Canvas for any changes or updates. Class will meet on Zoom during the first two weeks of the semester. You can join the class by going to "Zoom" on the course website.*

Draft Syllabus. Subject to minor revisions.

## Unit One: What is Home?

**READ** “Welcome to ENGL 114;” “Academic Support and Community:”

<https://english.yale.edu/undergraduate/courses/introductory-courses/welcome-engl-114>

<https://english.yale.edu/undergraduate/courses/introductory-courses/academic-support-and-community>

### **Week 1**

Monday, May 27      **Introduction to the Course**  
Read English 114 Guide, “Key Elements of an Academic Argument,” *Canvas*  
Read ENGL 114 Guide “Close Reading for Argument” *Canvas*

Wednesday, May 29      Martin Heidegger, “Building Dwelling Thinking” in *Poetry, Language, Thought*, pp. 145-161.

### **Thursday, May 30 Paper 1 Draft Due by 5:00 PM**

Friday, May 31      Read *Craft of Research*, Chapters 7 “Making Good Arguments: An Overview”  
Workshop on Paper 1  
**Final Draft of Paper 1 Due by Midnight**

## **Unit 2: Home, Migration, and Identity**

### **Week 2**

Monday, June 3      Stuart Hall, “Cultural Identity and Diaspora,” pp. 223-237  
Read ENGL 114 Guide: “Writing Academic Argument.” (Pay attention to page 3: “Three Responses to An Argument.”)

Wednesday June 5      Discussion of *Minari*, Dir. Lee Isaac Chung  
Graff et al., *They Say/I Say*, “Starting with What Others are Saying,” “The Art of Summarizing,” and “The Art of Quoting.”  
Close Readings Due

### **Thursday, June 6<sup>th</sup> Paper 2, Version 1 Due by 5PM**

Friday, June 7      Class Workshop



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### **Unit 3: The Politics of Home**

#### **Week 3**

- Monday, June 10                      Benedict Anderson, "Imagined Communities," pp.48-58;  
Paper Topic and Questions Due
- Wednesday, June 12                Research Methods & Using Sources  
Annotated Bibliography Due
- Friday, June 14                      Sara Ahmed, "Recognising Strangers," in *Strange Encounters*, pp. 21-37.

#### **Saturday, June 15 Paper 2 Revision Due**

#### **Week 4**

- Monday, June 17                      Julia Christensen and Veronica Madsen, "Spiritual Geographies of  
Displacement and Resilience," pp. 399-412.

#### **Tuesday, June 18 Partial Draft of Paper 3 Due**

- Wednesday, June 19                City as Texts; Home Geographies  
Sample Student Writing
- Friday, June 21                      **Paper 3 Full Draft Due; Workshop**

### **Unit Four: Making Home; Home Feelings**

#### **Week 5**

- Monday, June 24                      Chang-Rae Lee, "Coming Home Again," *NR* 3-11 (Canvas); E.B.  
White, "Once More to the Lake," *NR*, pp. 79-83 (Canvas)

#### **Final Draft of Paper 3 Due by Midnight**

- Wednesday, June 26                Vershawn Ashanti Young, "Should Writers Use They Own English?"  
pp. 110-117;
- Friday, June 28                      **Final Presentations & Course Reflections**