|  |
| --- |
| ENG 3010:  What does school have to do with your soul?  *Spring 2017*  *MWF 1-1:50pm JAAC G104* |

|  |  |
| --- | --- |
| Professor: | Dr. Jayme M. Yeo |
| Email: | [jayme.yeo@Belmont.edu](mailto:jayme.yeo@Belmont.edu) |
| Phone: | x6233 |
| Office: | WAC 3068 |
| Office Hours: | by appointment  (I also love meeting for coffee) |

|  |
| --- |
| An Invitation |

*Course Description*

This class invites students to freely explore connections between spirituality, learning, and life in order to better understand the search for meaning and how we find it in our daily experiences. Our conversations on spirituality will not only touch on traditional religious belief, but also artistic creativity, ethical living, human flourishing, and non-traditional religious identities such as spiritual secularism. In order to understand the relationship between spirituality and learning, both historically and today, we will read a variety of materials, including nonfiction books, fictional novels, academic articles, and newspaper stories. Ultimately, this course aims to help students become more insightful thinkers by improving critical skills through writing both personally and academically on this subject. Assignments will include weekly written responses and a research paper that explores connections between your academic field or future career and some aspect of spiritual identity. Although there will be opportunities for personal reflection, you do not have to share your personal beliefs in class or in your papers in order to participate.

*Disclaimer*

To create an atmosphere in which all feel welcome to participate, please note the following:

1. Treat all belief and non-belief systems and persons with respect. Respect does not mean agreement or support, but it does mean well-balanced objectivity and non-incendiary language.
2. Quality scholarship begins with analyzing and understanding, not evaluating or judging. Ask why and how.
3. The primary activity in an academic classroom is critical thinking. Support all claims with details, examples, and facts.
4. All identities are welcome: atheist, agnostic, secular, spiritual, religious, and anything else I might have left out.

*The Fine Print*

ENG 3010, Third-Year Writing, is a three-hour, advanced writing course required of all Belmont students; it builds on the skills students are asked to develop in ENG 1010 and their other General Education classes. The primary focus for students in ENG 3010 is to produce an extended research paper related both to the theme of the course and to their field of study. This major project, along with supplementary writing assignments, is designed to enhance their critical thinking, reading, writing, and research abilities. Does not fulfill any English major, English minor, or core Humanities requirements.

|  |
| --- |
| What We Will Learn |

ENG 3010 is designed to aid students in producing writing that is characterized by a sophisticated use of secondary and primary sources; a clear sense of purpose; effectively ordered and fully supported ideas; style appropriate to purpose and audience; and control of grammatical and mechanical elements. Its goals are also to:

* refine students’ ability to move efficiently and effectively through the writing process.
* develop students’ ability to choose among different methods of scholarly inquiry.
* Develop and refine students’ research skills beyond the fundamental level addressed in the ENG 1010 course.
* Help students understand the relationship that spirituality has with their own academic and/or professional work.

This course seeks to reinforce the philosophies of ENG 1010: that writing is a primary element of active, creative learning in literate cultures and to demonstrate that research, critical thinking, reading, writing, and speaking are interdependent activities. Accordingly, the ENG 3010 classroom should be a process-oriented, student-centered environment.

|  |
| --- |
| What we will Read |

Yann Martel, *Life of Pi* (Mariner Books)

Coursepack/handouts

We will also watch the film *Life of Pi*

No online texts or laptops in class, please.

|  |
| --- |
| What we will do |

I can compile an interesting set of questions and ideas, but for your learning to impact you personally, you must take ownership of your own thinking and engagement in the material. I give you opportunities to do this each with frequent **daily assignments** (you may skip three of these with no penalty). These assignments will also occasionally help you do preliminary work for the **research essay**, which will be due mid-term. Prior to the essay, I will also invite you to write a **research proposal** to help you define the parameters of your research. We will take a little breathing room in the last half of the term to respond to questions of spirituality and education in either a **literary essay or personal response** to our course readings. In the final weeks of the term, I will invite you to return to your writing with an eye toward improvement in the **revision essay**. A **final portfolio and cover letter** will allow you to reflect on the progress you’ve made throughout the term.

|  |  |
| --- | --- |
| Daily Assignments (you may skip three) | 20% |
| Research Proposal (see assignment description for word count) | 10% |
| Researched Argument (2500-3000 words) | 25% |
| Literary Analysis or Personal/Creative Response (1100-1300 words) | 15% |
| Revision Essay (no word count) | 20% |
| Final Portfolio and Cover Letter (no word count) | 10% |

|  |
| --- |
| How we will understand and assess your progress |

All criteria for assessment can be found on the assignment description sheet for each major assignment. Essays are graded on a 100-point scale with the conversion as listed below.

A+ 100.0

A 95.0

A- 90.0

B+ 87.0

B 83.0

B- 80.0

C+ 77.0

C 73.0

C- 70.0

D+ 67.0

D 63.0

D- 60.0

F 59.9 and below

I do not “round up” grades as a matter of course, but will consider awarding a higher grade if a student’s grade is within .5 of a percent from the higher grade *and* the student missed fewer than two classes, turned in all for-credit work, regularly contributed to the conversation, obviously put forth effort on assignments, and took advantage of all learning opportunities in the course.

|  |
| --- |
| What we should ask of each other |

The foundation of a good class is respect. For me, that means showing up on time, being prepared, and giving you questions and assignments that help you learn. For you, that means showing up on time, being prepared, and being open to learning. Everything else is fine print (but read it anyway!).

*Communication*

I generally return emails and phone calls within 24 hours (often much sooner), and tend to respond to emails in the late afternoons and early evenings. I do not check or respond to emails on Sundays.

*Class Participation*

Is ungraded, but class relies heavily on participation—please come prepared to contribute. I care deeply about what you have to say, and so I invite you into our conversation!

*Attendance*

From me:

We spend our class time learning writing skills, revising your work, and discussing the material. Without you, we have no class, so coming to class is essential. Excused absences are given only for illness, death in the family, or extreme extenuating circumstances. **ALL** excused absences require documentation within 1 week of the absence. Documentation can consist of a doctor’s note, an obituary notice/funeral program, etc. You may complete normal course work for excused absences within one week of the absence.

**ALL** undocumented absences are unexcused. You may not make up any work for an unexcused absence. If you do need to miss a class for an unexcused reason, please do not contact me to find out what you missed—check in with another student instead. Also, please respect class time; I will record one absence for each two times that you are late.

For each absence after your fourth unexcused absence, you must make an appointment with me to take an oral exam on the course material we have covered so far so I can assess your progress in the class. This exam is ungraded and does not constitute makeup work, but instead helps me better understand your needs in the course and enables you to stay on track. Failure to meet with me will result in a grade of Incomplete being submitted for the course. If not completed, Incomplete grades automatically resolve to an F in the following term.

In accordance with university standards, I will submit a grade of FN after your 8th absence.

From the university:

*Belmont University is committed to the idea that regular class attendance is essential to successful scholastic achievement. Absence is excused only in cases of illness or other legitimate cause. Attendance is checked from the first class meeting. Late registrants will have accrued some absences prior to formal registration in the course. In the case of excused absence from class, students have the right and responsibility to make up all class work missed.*

*Rewrites*

This class is heavily invested in the drafting process—please make good use of all of the opportunities I give you to write excellent papers. Because we move quickly to each paper, rewrites are not allowed.

*Regrading*

To avoid mistakes when grading, I take great time and consideration with your papers. No one is perfect, however, so I am happy to reconsider a paper grade if you feel it is unfair. For reconsideration, please submit a brief letter explaining why the paper merits a higher grade. Your letter should respond to each of my comments on your paper, should specify which grade would be more appropriate, and must be submitted within two weeks after I have returned the papers. I will not discuss regrading a past assignment without receiving a letter, but will happily meet anytime to discuss how you might succeed on future assignments.

*Late Assignments*

I accept late work for formal essays only. Late work will be deducted one full letter grade reduction for each calendar day they are late (an A will be an A- after one day, a B+ after two). Late informal assignments are not accepted.

*Winter Weather Advisory*

If we are unable to meet due to inclement weather, plan to complete an alternative Blackboard assignment/meeting instead. Even if the university doesn’t officially cancel classes, please check your email; *I will email everyone by 10pm the night before class* if I won’t be able to make it to campus.

*Technology*

No laptops, cellphones, or cyborgs.

*Academic Integrity*

From me:

Academic integrity is the ability to do your work on your own. Self-reporting violations will result in leniency. Otherwise, academic dishonesty will result minimally in an F in the assignment, and I reserve the right to submit a grade of FX for any violation that is not self-reported to me in advance. This includes, but is not limited to, failing to cite when copying or closely rephrasing from online or elsewhere, omitting quotation marks for a quote, giving incorrect information about the source of a quote, failing to cite when using another’s ideas or concepts from online or elsewhere, or turning in any portion of someone else’s work as your own. If you have questions regarding plagiarism, please see the Academic Honor System in the Bruin Guide or ask me, after or during class.

From the University:

*The Belmont community values personal integrity and academic honesty as the foundation of university life and the cornerstone of a premiere educational experience. Our community believes trust among its members is essential for both scholarship and effective interactions and operations of the university. As members of the Belmont community, students, faculty, staff, and administrators are all responsible for ensuring that their experiences will be free of behaviors which compromise this value. In order to uphold academic integrity, the university has adopted an Honor System. Students and faculty will work together to establish the optimal conditions for honorable academic work.*

The following is the Student Honor Pledge that guides academic behavior:

I will not give or receive aid during examinations; I will not give or receive false or impermissible aid in course work, I the preparation of reports, or in any other type of work that is to be used by the instructor as the basis of my grade; I will not engage in any form of academic fraud. Furthermore, I will uphold my responsibility to see to it that others abide by the spirit and letter of this Honor Pledge.

*Accommodations*

If you have any undocumented concerns (learning style, personal circumstances, etc.) that might require academic adjustments or affect your participation in this class, please come talk to me. All discussions will, of course, be kept confidential.

If you are struggling with anything in life and need a little help or direction, get in touch with the Office of Student Growth and Purpose (<http://www.belmont.edu/gps/>).

If you have a psychological need, please contact university counseling services (<http://www.belmont.edu/counseling/>).

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Belmont University will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the university to provide reasonable accommodations of the disability during this course, please notify the Office of the Dean of Students, located in the Beaman Student Life Center (460-6407) as soon as possible.

Finally, as with all literature classes, this class may touch on potentially sensitive subjects, including violence, rape, sexuality, religious identity, and death. If any of these subjects are particularly difficult for you or you need accommodations, please let me know *in advance*.

|  |
| --- |
| Special Note |

I take education—your education—seriously, and I love meeting with students. Come by my office or make an appointment for coffee to chat about anything or nothing—your work in my class, literature, art, music, your future, your life. I’m interested in all of it.

|  |
| --- |
| Reading and Assignment Schedule |

The following schedule *is tentative only*. Changes will be announced in class and posted to Blackboard. Please post all writing assignments to Blackboard (“Informal Writing”) unless otherwise noted.

|  |  |  |
| --- | --- | --- |
| **Date** | **Reading** | **Writing** |
| **Part 1. Beginnings** | | |
| M, 1.9 | Course Introduction—no reading | None |
| W, 1.11 | Print and Read (bring printout with you to class) <http://www.chronicle.com/article/Employers-Want-Broadly/138453/> (on Blackboard) | Look back at the rankings you gave to the job skills I mentioned in class on Monday (industry-specific skills, internship experience, communication skills, critical thinking). In 1-2 sentences, how/have today’s readings caused you to reassess those categories? Also, use a paragraph or two to assess yourself as a writer. How well do you communicate in writing? What are your strengths and weaknesses? What areas need work? |
| F, 1.13 | Jacobson and Jacobson, Chap. 1: “No Longer Invisible” (on Blackboard) | How do you define the term “religion,” and how does your definition differ from Jacobson and Jacobson?  Also, come to class prepared to answer the question: What about your vocation, major field, or future area of employment, are you most passionate about? Why? What, in other words, makes it valuable? |
| M 1.16 | **MLK Day (no classes)** | |
| W 1.18 | Jacobson and Jacobson, Chapter 4, “Framework for Better Questions”  AND  Graff and Birkenstein, “Introduction” to *They Say/I Say* (both on Blackboard; you can skip the Preface, but should read the Introduction—we will refer to it specifically in class) | Read over the research assignment handout, and start thinking about what you might want to write on for your research paper. Write about your major, your future career, or a lifelong hobby. Consider one or more of the following: Why do you pursue it? What have you learned about it in the past year or two that has surprised you? What benefits do you think it brings to others? What are the major controversies or debates in this industry at the moment? What makes someone “good” at doing it? This is brainstorming. |
| F 1.20 | Jacobson and Jacobson, “Civic Engagement” (on blackboard) | How does Jacobson and Jacobson define civic engagement (cite their work in your response)? Identify one way, either from your research project, in your classes, or what you glean from Belmont’s website, that your education (or Belmont’s curriculum) connects learning to civic engagement. What did/does that connection teach, or aim to teach? Is it successful? How could it be more successful? |
| M 1.23 | Jacobson and Jacobson, “Convictions” (on blackboard) | Identify and discuss one way in which education has changed or contributed to something that you believe—or something that you believe is important. If your education has not changed or in any way impacted how you see the world, why do you think that is the case? |
| W 1.25 | Stanley Fish, “Introduction” from *Save the World on your Own Time* | Who, in your own words, is the “they” in Stanley Fish’s argument, and what do “they” say? What is Fish’s response to them? Do you agree or disagree with Fish? |
| **Part 2. Research** | | |
| F 1.27 | Annotation Handout (on blackboard) | Choose one topic for a research proposal that seems most interesting to you and do a little “presearch” on the topic. You can look through as many sources as you like, but you should find at least two reliable sources (scholarly articles, expert opinions, and/or industry publications; NOT blogs, dodgy websites, or Wikipedia). Annotate two of these sources following the format of the “annotation handout” on Blackboard, and then answer the following questions in 2-3 sentences or less:   1. What do most experts seem to say about your topic and/or question (if anything)? 2. Based on the answer to 1, what question is still unanswered, or might lead to more knowledge on the subject? Note: this takes a great deal of critical thinking, so give yourself some time to really think about it.   Bring a copy (hard copy or  electronic) of your writing for today with you to class. Laptops are okay to use today. |
| M 1.30 | No reading. Library Research Day. | Write the “introduction and research question or working thesis” as well as a draft of the remaining section(s) of the research proposal (as much as you are able). At the bottom of the proposal, identify what sort of research is needed in order to complete the “rationale/justification” section—you should focus on completing the research for this section in class on Monday. |
| W 2.1 | Graff and Birkenstein, “The Art of Summarizing” | Complete the draft of your research proposal, using specific verbs recommended by Graff and Birkenstein to paraphrase and/or summarize. Write the verbs you borrowed from Graff and Birkenstein in **bold**. |
| F 2.3 | Helen Sword, “Voice and Echo” and “Smart Sentencing” | Complete the rough draft of your research proposal, and bring an electronic copy with you to class. Bring a laptop with you today as well. Also, sign up for an individual meeting with me next week. |
| **Research Proposal due on Blackboard Friday, February 3rd at 11:59pm.** | | |
| M 2.6 | No reading, but continue doing the research for your project. No class meeting; we will meet individually. | No writing. |
| W 2.8 | No reading, but finish all research for your project. No class meeting; we will meet individually. | WRITING GOAL #1: Finish all research for your project. Upload annotations of all your research and/or interviews onto Blackboard. (NOTE: completing this goal is counted as part of your final grade for the paper). |
| **Part 3. Writing** | | |
| F 2.10 | Sword, “Structural Designs” (be sure to read/look at the cross-disciplinary table at the back). | In about 500 words (1 ½ pages), discuss how your research project in some way resonates with one of the elements we have defined as “religious” in education—civic life, personal convictions, professional/intellectual value, or something else. In your discussion, specifically quote from and discuss one of the readings we have done so far. (Note—this could potentially be a section or paragraph in your research essay). |
| M 2.13 | No reading. | WRITING GOAL #2: Write a *complete* topic sentence outline for your paper. Each topic sentence should contain citations underneath for the research you will cite and discuss in that paragraph.  OR  Write a brief overview of the structure of your paper—for each section, state what that section will do for your reader, and why. Then, in 2-3 sentences, state what research you will use (citations should be included).  Bring a copy with you to class (electronic or hard copy is fine). |
| W 2.15 | Williams, “On Paragraphs” This is a short, 2-page section from 184-185 in the chapter “Global Coherence.” You only need to read pages 184-185, but can read the whole chapter if you want) | Complete rough draft of your research paper—or at least 1500 words. Also, sign up for group peer reviews next week. |
| F 2.17 | No reading. | WRITING GOAL #3: Finish the rough draft of your paper. |
| M 2.20 | Group peer review (no class meeting) | Using the peer review worksheet, print out, read, and comment on your group’s writings. All peer review sessions will be held in my office, and you will be graded on your written and oral feedback to your peers. |
| W 2.22 | Group peer review (no class meeting) | Using the peer review worksheet, print out, read, and comment on your group’s writings. All peer review sessions will be held in my office, and you will be graded on your written and oral feedback to your peers. |
| F 2.24 | No reading | Final copy of your research essay (don’t upload it to the “major assignments” tab yet!). |
| **Research Essay due on Blackboard Friday, February 24th by 11:59pm.** | | |
| **Part 4. Literary Interlude** | | |
| M 2.27 | Life of Pi, 1-28 (chap 1-7) | What, as you understand it, is the relationship between fiction and the real world? Is there a difference between reading for enjoyment and reading to understand? How do you successfully interpret literature? |
| W 3.1 | Life of Pi, 29-63 (chap 8-20) | Close reading a passage from today’s or Tuesday’s readings that seems particularly important or interesting. |
| F 3.3 | Life of Pi, 63-93 (chap 21-36) | Answer EITHER How does religion (in the way we have come to define the term) influence Pi’s life? OR, how does the natural world influence Pi’s life? Quote from and discuss at least one passage to support your answer. |
| M. 3.6 | **Spring Break** | |
| W 3.8 | **Spring Break** | |
| F 3.10 | **Spring Break** | |
| M 3.13 | Life of Pi, 93-186 (chap 30-61) | This novel features much brutal imagery of nature’s violence. Why do you think this is the case? Quote from and discuss at least one passage in today’s reading to support your point. |
| W 3.15 | Life of Pi, 186-217 (chap 62-78) | Answer EITHER How is Pi’s relationship with the natural world (and/or Richard Parker) changing in this section? OR Are there moments in this section that you can identify as “religious,” and how do they change from earlier sections? Quote from and discuss at least one passage in today’s reading to support your answer. |
| F 3.17 | Life of Pi, 217-254 (chap 79-90) | Write on any subject from today’s reading that you find interesting—quote from and discuss at least one passage. |
| M 3.20 | Life of Pi, 255-283 (chap 91-92) | At this point, the novel has grown increasingly surreal, and allegorical. What, to your mind, is the purpose of the island in this narrative, as an allegory or as a setting in the novel? Quote from and discuss at least one passage. |
| W 3.22 | Life of Pi, 283-3nd | Do at least 1-2 pages of prewriting for the literary analysis or personal/creative response. I strongly recommend either a topic sentence outline, or a list of passages you will analyze in the paper. |
| **Wednesday March 22 at 8pm location tbd: showing of movie, Life of Pi** | | |
| F 3.24 | No reading, but come to class having watched the movie *Life of Pi* | No writing. Instead, work on your literary analysis or personal/creative response |
| M 3.27 | No reading. | Rough draft of your literary analysis. |
| **Literary Analysis or Personal/Creative response due on Blackboard Monday, March 27th by 11:59pm.** | | |
| **Part 5. Revision** | | |
| W 3.29 | Flex Day—assignments TBD | Flex Day—assignments TBD |
| F 3.31 | No reading, but print out and bring Dillard, *The Writing Life* with you to class. | Re-read your research essay as well as my comments. Then, read the instructions for the revision essay. Write down two writing goals for revising your research essay and upload them to Blackboard. Bring an electronic copy of your research essay with you to class. Laptops are fine in class today. |
| M 4.3 | No reading, but begin working on global issues in your paper. | No writing due today, but bring in an electronic copy of your essay. Also, sign up for an individual conference with me. Remember: you must have accomplished at least one major writing goals *before* your conference. |
| W 4.5 | No reading. | Accomplish at least 50% of the changes you plan on making by today and upload them here. Bring your laptop with you to class (email me if you’d like me to bring a laptop as well). |
| F 4.7 | No class meeting; individual writing conference instead. | All conferences will take place in my office. In preparation for conferences, create a “comparison document” of your writing so far and upload it to Blackboard *before* come to our meeting. |
| M 4.10 | No class meeting; individual writing conferences instead. | All conferences will take place in my office. In preparation for conferences, create a “comparison document” of your writing so far and upload it to Blackboard *before* come to our meeting. |
| W 4.12 | Flex Day—readings TBD | Flex Day—writings TBD |
| F 4.14 | **Easter Break** | |
| M 4.17 | Finish your revisions. | Upload your final revised essay here (but do not upload to the “major assignments” tab yet!) |
| **Part 6. Reflection** | | |
| W 4.19 | No reading. | Upload your final revised essay here (but do not upload to the “major assignments” tab yet!) |
| **Revision Essay due on Blackboard Wednesday, April 19th by 11:59pm.** | | |
| F 4.21 | No reading. | Go back and look at the assignment you wrote for 1/11. Reassess your own writing based on the work you’ve done this term. Did you learn anything new *about* writing? Do you have a different attitude toward writing? |
| M 4.24 | No reading. | No writing. |
| **Final Portfolio and Cover Letter due hard copy in class during our final exam (Friday, April 28th at 2pm)** | | |