**The Other in Harry Potter**

**Spring 2024**

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**Course Description**

Harry Potter has become part of the Western cultural canon, largely through the eight films that tell the story contained in the seven-book series. But since the series seems to begin as a *children’s* story, we might not realize that it is also a 3,400-page treatise on social discrimination. In this course we will look at the ways that individuals and groups are labeled and treated as “other” in the world of the novels so we can more readily identify, discuss, and understand similar labeling and treatment in our own world.

**Note: Since we will be discussing the series as a whole, not always chronologically, all students must have read the entire series BEFORE the beginning of the course.**

**Course Objectives**

As a continuation of their academic first-year experience, all first-year students in FYI 102 will reflect on the question, **“How is difference constructed, and what differences matter?”** FYI 102 will help students become accustomed to the distinctive qualities of a liberal arts education by helping them to make new connections across multiple fields and by exercising their active reading, communication, and information literacy skills. Students will accomplish these goals through scholarly research and writing.

My goals for you are for you to develop confidence and ability in critical thinking, information literacy, written and oral communication, and ethical citizenship.

**Books**

You should already have these (required!) texts from your first semester of FYI: *“They Say” / “I Say”: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein (5th ed., W.W. Norton, 2021, ISBN 978-0-393-53870-0); and **either** *A Writer’s Reference* by Diana Hacker and Nancy Sommers (10th ed., Bedford/St. Martin’s, 2018, ISBN 978-1-319-33288-4) **or** *Writing in College: From Competence to Excellence* by Amy Guptill (see link to PDF on Moodle).

You should also have access to all seven books in the Harry Potter series. As long as most of us in the class have a set, we should be able to manage if we share with one another. Other readings will be provided to you on Moodle.

**Evaluation and Assignments**

I grade on a ten-point scale (90% = A-, 80% = B-, etc.). Your course grade will be composed of a number of categories weighted as follows:

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| **Writing to Connect: 15% (5% each)** | **Workshops and conferences:** **10%** |
| **Writing to Explore: 10% (5% each)** | **Cognitive engagement: 15%** |
| **Writing to Unite: 30% (drafts 5% and 10%; final paper 15%)** | **Presentation: 5%** |
| **Writing to Reflect:10% (5% each)** | **Final portfolio: 5%** |

**IMPORTANT:** I do NOT keep my gradebook on Moodle! Some assignments may be turned in via Moodle and graded on it, but I will keep track of other grade categories (such as cognitive engagement and the presentation) in my own grade book. So **ignore any cumulative grade you might see on Moodle**, and only look at grades of individual assignments that have been submitted via Moodle. If you want to keep an in-progress grade for yourself, use the information in the table above to calculate your grade in each category.

**Policies and Expectations**

**Common Courtesies:** Our class is a community of learners and, like any community, works best when we all abide by a basic code of conduct. **Turn off notifications** on your phone and other mobile devices during class. **Take notes by hand**, since handwriting helps us remember what we’ve written, and computer screens can distract others. **Finish eating and take care of bathroom needs *before* class** so you don’t have to disrupt the class by leaving. Most importantly, remember that although we may disagree on some points of principle, we will always respect everyone’s right to express their ideas.

**Attendance and Participation:** Begin by reviewing [the College’s attendance policy](https://www.augustana.edu/academics/catalog/academic-policies/registration) . Prepare for every class by reading and taking notes on the material assigned for the day; come to class **on time**, prepared to discuss that material. You will come to appreciate having an audience for your ideas, an audience that will help you clarify and refine your thoughts and arguments.

Of course, on occasion absences become necessary. If you know *in advance* that you must miss class, let me know as soon as possible and, if assignments are due that day, hand them in early. If you miss class *for any reason*, you must check Moodle and ask a classmate for information about the day’s discussion and new assignments. Missed quizzes or impromptu in-class writing **cannot** be made up. After missing four classes, your final grade will be lowered by one-third of a letter grade for each additional absence; after missing eight classes, you should withdraw from the course.

That being said, if you are struggling to participate or have missed a few classes, the most important thing you can do is communicate with me. I want you to get as much as possible out of this class: **Ask for help early on, and I will gladly give it.**

**Late Work:** The network is down. The printer is out of ink. The hard drive crashed. Yes, stuff happens. But if you plan well, complete your work early, save often and in multiple places, it will not happen to you. Due dates are absolute: I do not grant extensions on assignments *after* the deadline has passed; I require significant persuasion to grant extensions requested *before* the deadline. **This policy applies to drafts as well.** For each day the assignment or draft is late, the final assignment grade will be lowered by half a letter grade (5%). Assignments that are submitted more than a week late will receive half credit.

**Academic Integrity:** I expect you to do your own work on all assignments. See Augustana’s Standards for Academic Integrity (posted on Moodle), and ask me if you have any questions about how these standards apply to your work in this class.

**Resources**

**Moodle:** Our course material and calendar of reading and writing assignments is loaded onto Moodle. You must access readings and assignment descriptions in a timely manner so you can be prepared for class. I cannot predict, anticipate, or resolve all technological problems that may arise, and neither can you. So **prepare for class ahead of time** and if you have problems with Moodle, contact ITS at 309-794-7293 or helpdesk@augustana.edu.

**Email:** Check it! And if you have a question *that* ***cannot*** *be answered by reading this syllabus or checking Moodle*, please write to me. I will respond as soon as I can.

**Office Hours:** They are listed at the top of the syllabus and on Moodle. No appointment needed during those hours, but if you can’t come by during that time, please make an appointment. I’m happy to help you talk through your ideas for the research paper or to offer suggestions for improving your work.

**Learning Commons:** The [Learning Commons](https://www.augustana.edu/learning-commons) offers assistance in all areas of academics, including coaching and tutoring in specific subjects as well as free workshops on a number of academic skills (such as time management and test anxiety).

**Reading/Writing Center:** This is THE place to go for help with any reading or writing assignments. Student and faculty tutors are available to help you with specific assignments or general academic skills. For more information, visit the [R/WC website](https://www.augustana.edu/learning-commons/reading-writing-center).

**Academic Accommodations**: Augustana College, in compliance with the Americans with Disabilities Act (ADA), is committed to equity, access, and inclusion for all students. If you are a student who has a documented disability, or who had academic accommodations in high school or at another institution of higher learning, you may be eligible for services. Services are coordinated through the [Office of Disability Services](https://www.augustana.edu/student-life/residential-life/disability-services) (ODS).

**Credit Hour Policy**

In accordance with federal policy, Augustana College defines a credit hour as the amount of work represented in the achievement of learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour of classroom or direct faculty instruction and a ***minimum*** of two hours of out-of-class student work per week of the term.

**FYI 102: The Other in Harry Potter** is a 4-credit course designed to have class time and activities totaling between 150 and 160 hours over the fourteen weeks of the course. Estimates of the time required for a typical undergraduate student to complete activities related to the course are as follows:

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| In-class activities (class meetings and final exam period) | 52 hours |
| Readings and class preparation (14 weeks x 3 hours) | 42 hours |
| Writing assignments and research (14 weeks x 4 hours) | 56 hours |
| Presentation preparation (6 hours) | 6 hours |
| Total | 156 hours |

**NOTE: This syllabus is subject to change. If I do change it, I will notify you via email and post an updated syllabus on Moodle.**

Updated 8 March 2024

**Assignments**

**Writing to Connect: Three Short Essays**

The Writing to Connect Essays (WCEs) will help you explore ideas and practice academic writing conventions. You will connect ideas from a film, from the Harry Potter series, and from an academic essay to real-world issues. In each of these essays, I will ask you to respond to questions that require you to read the texts (yes, a film is a text!) closely and think critically about their implications.

**See Moodle for due dates of all WCEs and assignment links.** You will type these assignments offline and upload the files to the appropriate assignment link. If you receive a D or lower on any of the WCEs and you would like to revise, please see me within a week of receiving your grade.

**General Requirements for Writing to Connect Essays**

* No more than two pages (~700 words), typed and double-spaced
* MLA format for margins, font, page numbers, and heading
* MLA format for in-text citations and Works Cited entries
* Edited carefully for grammar and mechanics
* Submit **all three** via links on Moodle; also include **one** in your ePortfolio\* (see Final Portfolio below)

**Writing to Explore: Library Assignments**

We will have two library sessions this semester to develop your information literacy skills in general, explore ideas about the Harry Potter series, and practice specific research strategies for your case-making research paper. Detailed library assignments will be provided in class.

**Writing to Unite: Research Paper**

Your most substantial assignment will be a case-making paper that explores a particular issue or pursues a question raised in the Harry Potter series, an issue or question that is of significant value. Your paper will require close, careful reading of the novels themselves, substantial research of your topic and of the work others have done with the Harry Potter series, and a clear explanation of why your topic is important to us in the real world—especially those who might dismiss Harry Potter as merely popular children’s entertainment.

You will begin by diving into the books and looking for passages that seem important, that raise significant issues. I encourage you to come up with your own topic for this paper, because you are more likely to be invested in a topic that you chose for yourself. However, I can help nudge you in a few possible directions if you struggle to come up with a topic.

No matter what topic you choose, the best way to approach a 7- to 10-page paper is in smaller chunks. Think of it as four short assignments:

1. **Topic overview and research focus:** What is your issue, and what question are you trying to answer in this paper? What is your answer to that question (thesis)? Which novels are most relevant to this issue, and which scenes help illustrate its significance most clearly?
2. **Arguments of others and your own:** What have others said on this issue? What are the most relevant arguments? How do you respond to what others have said? How does your reading of the novels add to, change, or revise the conversation on this issue?
3. **Objections and replies:** What reasonable questions have naysayers raised or might they raise about your claim? How do you respond to their objections?
4. **Framework:** How is this topic relevant to us in the real world (introduction)? What should readers think or do after reading your essay (conclusion)?

**Requirements for Research Paper Sources**

You will locate and use a range of sources. Your essay’s sources should include *at least* the following:

* **three** of the Harry Potter novels
* **two scholarly sources** that address your chosen issue
* **two popular, yet credible, sources** that help you understand or illustrate the issue.

Remember that although general reference works like dictionaries and encyclopedias can be good places to begin research, they don’t belong in your research paper as cited sources. If you can’t find more substantial sources, you haven’t dug deeply enough yet.

**Requirements for Drafts of Research Paper**

* Typed and double-spaced
* MLA format for margins, font, page numbers, and heading
* Must include in-text citations and Works Cited page (MLA format)
* Submit via links on Moodle
* **Attendance and participation required at all conferences**

**Requirements for Final Research Paper**

* 7-10 pages, double-spaced (not including Works Cited)
* MLA format for margins, font, page numbers, and heading
* MLA format for in-text citations and Works Cited page
* Edited carefully for grammar and mechanics
* Submit via link on Moodle AND post to your ePortfolio\* (see Final Portfolio below)

**See Moodle for due dates and assignment links for drafts and final paper.**

**Writing to Reflect: Two Pieces**

These short pieces give you a chance to think about your learning in this first year at Augustana. The first Writing to Reflect Piece (WRP) will focus on your first semester and J-Term; the second WRP on your second semester. Here are some questions you might consider in these short pieces of writing: What surprised you about your transition from high school to college? What valuable reading and writing skills did you acquire in FYI 101? How have you grown as a student and as a writer this year through your sequence of FYI courses? What key lessons have you learned from FYI 102? What reading or writing skills do you still need to learn, unlearn, or develop?

**General Requirements for Writing to Reflect Pieces**

* No more than two pages (~700 words), typed and double-spaced
* Use MLA formatting for any references to course or source materials
* Edited carefully for grammar and mechanics
* Submit both via links on Moodle **and** post WRP 2 to your ePortfolio\* (see Final Portfolio below)

**See Moodle for due dates and assignment links for WRPs.**

**Workshops and Conferences**

Conferences are an opportunity to share ideas, ask questions, and get valuable feedback from peers and instructors. You will have an individual conference with me, informal workshops with your small group, and a more formal group conference, all to help you move through the process of writing your research paper. Your active, in-depth participation is required in all conferences! The more seriously you take the work of reading and responding to your peers’ writing, the better you will be at revising your own.

**Cognitive Engagement**

Cognitive Engagement refers to short assignments and in-class comportment that indicates your intellectual investment in the course. It includes quizzes, in-class writing, short homework assignments, and your practice oral presentation, but **its largest component is active class participation**. You **MUST** contribute to class discussion by asking and answering questions ***every day***. Your daily class participation will also help you practice speaking to a group before your presentation at the end of the semester.

Please note that while positive behaviors can earn you Cognitive Engagement credit, negative behaviors can certainly deplete your CE account, as it were. Review the Common Courtesies section under “Policies and Expectations” in the syllabus above and strive to make our classroom an effective learning community.

**Presentation**

The presentation is like a compact version of your research paper, delivered to the class as a speech and followed by a brief question and answer session. An oral presentation not only helps you develop your communication skills, but it gives you an opportunity to practice your scholarship in a community the way your professors do: you research a question in order to publish (in your case, turn in) a paper, but you also adapt your argument for a listening audience.

In order to keep your presentation within the 5-7 minute limit, you will have to give a brief overview of your topic, tell us your thesis, decide which arguments of others are relevant, and most compelling naysayer(s). You will also have to practice your presentation a number of times, alone and in front of peers, to ensure that your shortened version of the paper is appropriately detailed and still makes sense. You will deliver your presentation in Week 14 (see Moodle for schedule).

**General Requirements for Presentation**

* Consider your appearance: present yourself as someone to whom we should listen
* Speech **must** be between 5 and 7 minutes long
* Clearly define your thesis in your introduction
* Clearly explain your argument
* Clearly define a significant opposing view and your best response
* Tie together your speech with a conclusion
* Visual aids are allowed but not encouraged

**See Moodle for dates of practice and final presentations.**

**Final Portfolio**

The portfolio is a collection of your formal writing from this term: one of your WCEs, your final research paper, and your second WRP.

You may already have an ePortfolio that you set up in FYI 100 or 101. This ePortfolio is a website built with Google Sites that serves as a curated record of your work in college and can be used to eventually tell the story of your educational journey, including your life both in and out of the classroom. Although the site may seem to be under construction from time to time, by the end of the term you should have made it organized and clear so that I and any other instructor with whom you have shared the site can easily find the pages and documents that are relevant to us.

**General Requirements for the ePortfolio**

* \*Include **one** of your WCEs, your **second** WRP, and your final research paper. These documents should be your best work: **proofread again** before posting!
* Remember that all work should be typed, double-spaced, and use MLA formatting.
* Post these documents on the First Year 102 page of your site (click on the arrow next to “How do I relate to others?” in the Home menu).

**See Moodle for due date of ePortfolio.**

**NOTE: These assignments are subject to change. If I do have to make changes, I will notify you in class and via email, and I will post an updated assignment description on Moodle.**