

ENGL 1001W - Introduction to Literature
This is a University of Minnesota course offered through College in the Schools
First and second quarters 2009 - 10

Instructor:

Contact information:

Office hours:

Day/time/location of class:

Credits: 4 U of M semester credits

Course Description: The essence of this course is critical reading, writing, and discussion of selected modern novels, poems, and short stories. The term “modern” refers to the works from the time of Joseph Conrad and James Joyce to the present. We will examine the texts from multiple viewpoints, examining the works not only for themes, narratives, and style, but also through application of a variety of critical theories. The texts are multicultural and may contain mature themes and images. The texts, discussions, ideas, and format are different from those normally encountered in a high school classroom. You can expect to be challenged, enlightened, and offended by things you encounter in the course.

Course Goals: The primary goals of the course are to have students study the literature by reading -as defined later- all the required texts, discussing the texts in depth during class, and writing critical responses in journals. An additional goal is for students to work cooperatively in small groups to research and report on one aspect of a book to bring greater textual understanding to the entire class. A final goal is to have students apply critical literary theory while working toward an understanding of the texts.

Requirements:

- 1) Class participation is the essence of this course. All students must contribute to class discussion and work cooperatively in groups. All students are expected to contribute to class discussion every day. See the Discussion Guidelines.
- 2) All students must keep a three ring notebook. This notebook should contain all the journal responses to the readings and other assigned and optional journals. All relevant material discovered or produced should be in the notebook. See the Journal Guidelines.
- 3) Students will be asked to write short essays to demonstrate a knowledge and understanding of the assigned texts.
- 4) Students must read one novel independently and present an oral report to the class about it. This five to ten minute oral report should focus on creating interest in reading the book. In addition, students must write a five page paper analyzing the text from one critical perspective. These two reports are due the last week of the course.
- 5) Students need to attend one Twin Cities’ literary event during the course and type up a several page personal response which would include: venue information, author’s background, critique of the reading, description of audience reaction, and a personal connection with anything done in this course.
- 6) Required Field Trip: The class will also be going down to the University of Minnesota on January 7th to a meeting with other students in the CIS program. More details later.

Class Format:

Students are required to be in class every day. In general, three days a week will be devoted to class discussion. The other two days will be dedicated to doing research, working on group projects, and individual work. During these non discussion days students are expected to work on material for this course exclusively.

Inclusivity Statement:

You are a very diverse group of students, even if on the surface you all may appear more or less homogeneous. Diversity is a strength in our society. In this class, you will be expected to maintain an open mind to the differences around you, and you are encouraged to place a positive value on those differences.

Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inherent in our culture. We need to learn how to recognize and address statements of these attitudes so that our classroom can be as inclusive as possible. Students are encouraged to acknowledge diversity by listening actively to one another. It is especially important that you listen to students whose opinions differ from your own, arguing with the opinions while remaining respectful of the individual.

Students with disabilities that might hinder their ability to participate in the full range of class activities are encouraged to contact me as soon as possible.

Time Commitment:

This course requires a considerable time commitment on the part of the student. In addition to reading the books, students must write journals and prepare presentations. This work will be done largely outside of class. The time required for all the reading, writing, and preparation this course averages at least two hours per each hour of class. See Quantity of Work per Credit below.

Reading:

Reading a text at the college level means getting below the surface of the work! At this academic level students are expected to discuss texts in detail, allude to specific passages, compare the text with others, identify issues and ideas, apply critical theory, and more. Students are expected to have the complete text read by the day of the first discussion and be prepared with questions and ideas for discussion. In addition, a minimum of two journals must be completed prior to the opening discussion of a text. In order to assist you in discussion and journal writing, it would be helpful as you read to write down characters, important quotations or events, and page numbers for future reference. Some students use post-it notes to mark important passages.

Small Group Work:

You will be expected to work with others in a committee doing research and giving reports on topics related to each text. This research is a cooperative effort whose results will be given to the class in an oral report. The goal of the committee report is to increase our understanding of the text. Ordinarily, you must turn in a written form of your report and an account of which aspect of the report each person was responsible. This may take the form of a journal.

Attendance Policy:

Students are expected to attend every class on time and be prepared. An unexcused absence will result in a lowered grade. If a student misses more than seven days of class discussion for any reason, his or her grade will be lowered. If a student misses more than fourteen days of class, he or she will fail the course. Students are responsible for all material and assignments missed because of absence or illness.

University of Minnesota English Department Approach to Student Attendance

Students are expected to attend EVERY class meeting. If they must miss because of illness, they are responsible for checking with other class members to find out what was discussed unless the professor has put his or her lectures on-line. It is not the responsibility of the professor to “go over” what was covered in class. If the class utilizes any of the array of interactive or collaborative pedagogies available, the student may simply be penalized for missing that activity since it cannot be “made up” in the conventional sense of that term.

Of course, if any formal aspects of the class are missed by a student, e.g., a quiz or test, any written class activity, reports to the class by individuals or small groups, the student may ask permission of the professor to hand in a later version of the same assignment or activity.

As a courtesy to the professor, students are expected to inform their teacher ahead of time of the upcoming absence if it arises from anything other than illness. If a student is ill and cannot make a class period, he or she needs to speak to the professor immediately about making up work where possible.

As more classes include small group work in class, absences take on a much more serious tone, since any such work is simply lost by the student not in attendance. It is neither the professor’s nor other students’ responsibility to “fill in” the absent student about such organic and unique experiences.

Teacher’s Philosophy: “There’s no free lunch.”

Outside Resources:

Students are expected to do research in the library and on the Internet on topics related to the text. Students are expected to give credit to the source when using any information taken from outside sources. Failure to give credit is considered plagiarism. **Plagiarism results in failure of the course.**

Evaluation:

Grades will be based upon performance in class participation, journal quality, responses to essay topics, and a final independent book essay and presentation. Note: a “C” grade is a normal grade for this course. It means that the student has fulfilled all the requirements satisfactorily. Anything above a “C” requires significant extra effort. Because this is a U of M course, grading is significantly different from regular high school courses.

Class participation - discussion and committee work

40% of grade

“A” work in discussion means active participation in discussion daily, adding new insights into the text, being on task, using textual support for arguments, showing the ability to build a discussion, and applying critical theory to enhance understanding of texts. “A” work in discussion displays both passion and authenticity. Quality of participation is more important than the quantity of participation. The individual who speaks the most often is not assured of an “A”.

“A” work in committees demonstrates the ability to work in a group to produce a superior presentation which helps the class thoroughly understand the text. This means the committee produces oral and written reports that engage the class, enlighten the class, and demonstrate thorough research and support.

Notebook and journals

50% of grade

“A” journals are clearly superior. They are completed on time, exceed the requirements, show unusual insight and depth, take creative approaches to ideas, and make exceptional use of textual support. Support means citing relevant references from the text being commented upon, explaining them, and relating them to larger thematic developments in the text. The journals tackle tough questions and reflect considerable time, effort, and depth of engagement in the course. Journals are due the first day of class discussion for each text.

“B” journals are very well done, completed on time, fulfill the requirements, show above average insight and depth of understanding of the text, and are well supported with textual references.

“C” journals are completed on time, fulfill the requirements, demonstrate some understanding of the text, and use some textual support. Work may be uneven, but it is usually mediocre. The entries are often rushed and use broad generalizations with few specific textual references. All journals must be completed to earn a “C” grade.

“D” and “F” journals are not completed on time, don’t fulfill all the requirements, and reflect a poor understanding of the text.

Final Paper and Final Book Report

10% of grade

The paper is an analysis of the text using a critical theory.

Course Schedule:

9/8-9/18	Introduction/ Literary Criticism/ <u>Heart of Darkness</u> by Joseph Conrad
9/21-9/25	<u>Heart of Darkness</u> Video: <u>Apocalypse Now</u>
9/28-10/2	<u>Joys of Motherhood</u> – Buchi Emecheta
10/5-10/9	<u>Joys of Motherhood</u> - Buchi Emecheta
10/12- 10/14	<u>Caucasia</u> by Danzy Senna
10/19-10//23	<u>Caucasia</u> by Danzy Senna
10/26-10/30	<u>Nisanit</u> – Fadia Faqir
11/2-11/6	<u>Nisanit</u> – Fadia Faqir
11/10-11/13	<u>Love Medicine</u> -Louise Erdrich
11/16- 11/20	<u>Love Medicine</u> -Louise Erdrich
11/23-11/25	<u>American Primitive</u> by Mary Oliver
11/30- 12/3	<u>American Primitive</u> by Mary Oliver
12/7-12/11	<u>The Things They Carried</u> – Tim O’Brien
12/14- 12/18	<u>The Things They Carried</u> – Tim O’Brien
12/21-12/22/	<u>The Things They Carried</u> – Tim O’Brien
1/4-1/7	<u>Persepolis</u> by Marjane Satrapi
1/11-1/15/	<u>Persepolis</u> by Marjane Satrapi
1/19-1/22	Independent Book Reports and Notebook due

DISCUSSION GUIDELINES

Purpose and Value of Classroom Discussion

Discussing literature in this course should encourage all students to expand their awareness of themselves and others. Discussion of literature helps students learn the value of searching for “truth” in a collaborative effort

Through discussion students learn to explore who they are and what they believe, as well as developing confidence in expressing their ideas. Discussion encourages listening to, and respecting, the opinions of others. Finally, discussion should illuminate the diversity of opinions about “truth” and teach understanding and tolerance of that diversity.

Earmarks of a Good Discussion

Discussion is not synonymous with proselytizing; it is a genuine exchange of ideas that encourages fellow students to examine their beliefs and positions without generating a win/lose competition between points of view. Provocative issues should challenge student thinking and discussion but must be in an atmosphere which encourages participation by all. Good discussion is not dominated by the few; it involves many voices.

The best discussions stem from specific passages and incidents in the text, contain numerous specific references to the text, and yet allow room for personal application.

Good classroom discussion stays with a topic long enough to enhance understanding of it and reveal the complexities involved. Good discussion shows evidence of active listening by building on previous comments. Talking for the sake of talking, or simply restating points which have already been made do not enhance discussion.

Good discussion focuses on student-student exchange. The teacher is a facilitator and referee, not the judge or conduit.

Good discussion is not possible without everyone's attention on the speaker. Side conversations distract are not only rude, but destroy the goal of consensus building through discussion.

Students will be involved in directing discussion by taking on a variety of roles- discussion leader, discussion timekeeper, and discussion engineer. All three are responsible to keeping the discussion moving, focused, and inclusive.

- 1)The discussion leader will control the discussion by calling on students, summarizing the discussion direction, and keeping the discussion going.
- 2)The discussion timekeeper will tactfully tell a student who speaks for over a minute and a half that their time is up. Timekeepers help the leader make sure everyone is involved in the discussion. Timekeepers record who has contributed to the discussion.
- 3)The discussion engineer will tactfully tell a student that who is not sticking to the subject to refocus his or her thinking. The engineer also helps the leader move on when the discussion gets bogged down. Engineers keep a record of what was discussed during class.

Journal Guidelines

The Purpose and Value of Journals

Your course is described as a course in reading, writing, and thinking. In order to assist your progress in these areas you will be keeping a journal of your work in the course. The goal of the journal writing is to help you process intellectually and emotionally the material we are dealing with in the course. You will have a record for yourself of what you've thought and learned, and what you are still trying to understand.

Format of the Journals

- 1) Keep your entries in a loose-leaf, three-ring notebook
- 2) Date each entry and give it a title
- 3) Make it clear what work(s) you are writing about and to which ideas or journal topics you are responding. This should be either in the form of a copy of the topic at the beginning of your journal or in the content of your first paragraph.
- 4) Number each entry sequentially
- 5) Keep a Table of Contents and divide your notebook into two parts- the first part is for assigned writing and your self-initiated journal writing. The second part is for your class notes, items you found in the paper, and journal ideas.

- 6) A minimum of three journals are due every week of the quarter. Journals should average three pages each. Journals may be handwritten in ink, or they may be typed. If you type your journals, please double space them.
- 7) At different times students will be reading each other's journals, and responding with a dialogue and critique.
- 8) Some journal topics will be assigned specifically. Some journals will be your choice. Most books will have a list of suggested journal topics, but you may do self-initiated writing you feel is an appropriate response to the material. Some possibilities are:
 - a) compare your values with what you believe the author's are
 - b) comment on the writer's characters and settings by comparing them with your own experiences
 - c) rewrite a part of the book that you think needs improving
 - d) record your emotional experience of reading the book
 - e) recall your strongest impressions of the book and reflect on why those particular impressions stayed with you? Why does it tell you about your values?
 - f) write a response to a class discussion
 - g) write a response to the committee reports

Journal Evaluation

- 1) Completeness - all assigned entries must be included and turned in on time. Journals turned in late will receive a grade no higher than a "C".
- 2) Number of entries - the more writing done the better. However, a minimum of three journals are due each week. Journals should average three pages or about nine pages of writing per week.
- 3) Length, depth, and seriousness of entries - In order to explore questions and ideas with depth, it is necessary to write at some length. More is not always deeper, however. Depth means not being satisfied with the standard, clichéd, superficial reaction. Depth of understanding is achieved by a seriousness of purpose. You need to show why the themes you treat are significant to the work. This does not mean humorlessness. However, seriousness requires careful reading as illustrated by examples and quotations from the books. Depth means getting specific (quotations and page numbers) to support an abstract concept or generalization. Your ideas and support should have a ratio of about 2:1. This means that a three page journal would contain about one page of support.
- 4) Final submission of journal notebook will be the last week of the semester. The final grade for the notebook will be based upon the entire document. Signs of a great notebook entries would be reflected in the following:
 - a) entries become more analytical as the term progresses
 - b) entries discuss a variety of literary techniques, conventions, and crafts used in the works
 - c) as the course progresses, support is drawn from multiple texts, so they inform one another
 - d) entries reflect work with the **whole text** rather than with certain sections in the beginning or end
 - e) journals show the use of many and varied lenses or critical approaches
 - f) journals are written on different topics for each book rather than always treating the same few topics
 - g) entries often contain a metacognition element that indicates a genuine wrestling with the text and with your own early responses to it
 - h) journals make arguments that are outside the predictable or expected responses and that move beyond in-class discussion
 - i) entries reflect an element of risk-taking, coming up with an idea that is truly yours

Please keep your syllabus handy at all times. You will need to reference it often.

University of Minnesota Twin Cities: Academic Policies

The following are key excerpts from U of M academic policies. Enrolled students are responsible for knowing and following the complete policies which can be found by accessing the links provided below. College in the Schools offers courses from numerous academic departments housed in several different U of M colleges; college and/or departmental policies may add variation to some of the guidelines listed below.

U of M Grades

The grade you receive in a CIS course is recorded on a University of Minnesota transcript and automatically becomes part of your permanent U of M academic record. The University of Minnesota uniform grading policy states that "University grade definitions establish the qualities of performance expected at different grade levels. Instructors define grade standards for their courses in conformity with their departmental policies."

A	Achievement outstanding relative to the level necessary to meet course requirements (no grade of A+ should be submitted; A, 4 grade points; A-, 3.67 grade points).
B	Achievement significantly above the level necessary to meet course requirements (B+, 3.33 grade points; B, 3 grade points; B-, 2.67 grade points).
C	Achievement meeting the basic course requirements in every respect (C+, 2.33 grade points; C, 2 grade points; C-, 1.67 grade points).
D	Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect (D+, 1.33 grade points; D, 1 grade point; no grade of D- should be submitted).
F	Performance failing to meet the basic course requirements (0 grade points).

*Pluses and minuses are used: A, A-, B+, B, B-, C+, C, C-, D+, D, and F. **Note that A+ and D- are not allowed by the University.***

Incompletes: Incompletes (I) may be given at the discretion of the instructor. If, in the opinion of the instructor, there is a reasonable expectation that a student can successfully complete the work of the course before the end of the next high school term an incomplete may be used. The assignment of an I requires a written agreement between you and the instructor specifying the time and manner in which you will complete the course requirements. Upon successful completion of the coursework, the I is changed to a permanent grade. An I that is not completed within one calendar year automatically becomes an F.

View complete text at <http://www1.umn.edu/usenate/policies/gradingpolicy.html>

Quantity of Work per Credit

The University Senate prescribes the quantity of work needed to earn a credit as three hours per credit per week or approximately 45 hours per credit per semester. The manner in which the

course is taught determines how much of the work will be in the classroom, laboratory, library, or independent study and research. A student should expect to spend about 9 hours a week, *including class time*, on a 3-credit course.

Disabilities Services

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services and their instructors to discuss their individual needs for accommodations. Disability Services is located in Suite #180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 voice or TTY. For further information, visit their web site: <http://ds.umn.edu/>

Student Integrity (Excerpt from the College of Liberal Arts Student Handbook)

As a new member of the University community, it is important to be aware of what is expected of you and what you can expect of the University. This information is designed to clarify the values and actions of an academic community.

The Five Fundamental Values: Honesty, Trust, Fairness, Respect, and Responsibility.

An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.

For descriptions see: <http://www.class.umn.edu/>

Student Conduct Code

Subd. 1. Policy Statement. It is the policy of the University of Minnesota (University) that certain minimum standards of conduct are necessary to safeguard the rights, opportunities, and welfare of students, faculty, staff and guests of the University community and to assure protection of the interests of the University as it seeks to carry out its mission.

The University requires a community free from violence, threats, and intimidation; protective of free inquiry; respectful of the rights of others; open to change; supportive of democratic and lawful procedures; and dedicated to a rational and orderly approach to the resolution of conflict....

Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the code. The College of Continuing Education reserves the right to cancel current or future registration for such students.

Students are responsible for complying with the University of Minnesota's Student Conduct Code, which is available in the college student affairs office and Student Judicial Affairs (612.624.6073) and on the Web at <http://www.sja.umn.edu/conduct.html>

Scholastic Dishonesty

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized and their name may be reported to University of Minnesota Student Judicial Affairs.

The University's College of Liberal Arts defines scholastic dishonesty as "any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work." Scholastic dishonesty also includes fabrication, cheating and academic misconduct.

Academic Dishonesty in any portion of the academic work for a course is grounds for course failure and may result in reporting to the Student Judicial Affairs Office. For more information, visit <http://advisingtools.class.umn.edu/Multimedia/> Open the link to the CLA Student

Handbook. Scholastic dishonesty defined at:

<http://advisingtools.class.umn.edu/cgep/studentconduct.html>

Sexual Harassment

Definition: "Sexual Harassment means unwelcome sexual advances, requests for sexual favors and/or other verbal or physical conduct of a sexual nature..." The policy strictly prohibits sexual harassment by or toward a member of the University community and requires appropriate reporting and investigation of such reports. The definition and policy can be seen in its entirety at: <http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>.

CIS Field Days

College in the Schools Field Day events are opportunities to become acquainted with the University of Minnesota Twin Cities Campus, meet your fellow CIS classmates from the greater metropolitan area, and use the expertise and experience you have gained in the U of M, TC course.

Parents,

This University of Minnesota course, ENGL 1001W, is one of the most challenging offerings at _____ High School. It can also be the most rewarding class in a student's career. Please read the entire syllabus to make sure that you and your student understand what is required for this course. If you have questions, please call me at _____ or e-mail me at _____.

Please sign and return to your instructor by _____.

Student Name _____ Student signature _____

Parent Name _____ Parent signature _____