

## ENGL 1001W - Introduction to Literature

This is a University of Minnesota course offered through College in the Schools  
Fall term 2010

**Instructor:**

**Contact information:**

**Office hours:**

**Day/time/location of class:**

**Credits: 4 U of M semester credits**

### **Brief Course Description**

EngL 1001W is a four credit University of Minnesota literature course. Through intensive, close reading of a range of literary works, students will understand diverse experiences, languages, forms, and genres. They will find it necessary to understand information from various fields (history, art, literature, music, politics, and philosophy) and social practices (gender, sexuality, class, and more) in order to understand the basic “facts” of literary works. The course also introduces students to the concepts of literary theory. Students will discover ideas through the guidance of the instructor, other students, and themselves. It is a discussion-centered course mandating that students have a high level of personal investment. The objectives are for students to gain an awareness of themselves, other cultures and other individuals; to gain an ability to *think critically* and to express ideas orally and in writing; to gain aesthetic sensitivity; to acquire or further develop their *intellectual curiosity*, and be challenged by the remarkable range of knowledge available through literature. The knowledge gained in this course will be applied toward the production of an extensive portfolio that examines new ideas and demonstrates acquired skills.

Students are dually enrolled at the University of Minnesota and \_\_\_\_\_ High School. Students will register online, receive a university I.D. and visit the university on a required field day. Students earn a semester grade at the U of M and at their high school. The U of M grade is recorded on their permanent U of M transcript. Students must complete the entire course to earn credit.

### **Course Reading**

#### **Critical Perspectives (Literary Theory)**

Students will be expected to understand, identify, examine and produce textual analysis from a variety of critical perspectives. Students will be expected to examine not only the “who” and “what” of a piece, but *how* the piece is a part of greater discourse, and/or how the piece contributes to the creation, perpetuation or evolution of life’s larger issues. This course will introduce students to the background and application of a number of theoretical lenses: structuralism, modernism, post-modernism (deconstruction), new historicism, cultural materialism; as well as psychoanalytic, Marxist, feminist, postcolonial and LGBT criticism. Deborah Appleman, Peter Barry, Terry Eagleton and Lois Tyson have written accessible introductory theory texts. Excerpts may be provided and/or should be consulted as needed. Please follow Barry’s advice and heed his warnings about studying theory (as described in chapter one of his book Beginning Theory).

#### **Pre-Course Reading**

Students must read the assigned pre-course texts and be prepared for discussion on the first day of the semester. Please refer to the handout distributed last spring for more detailed instructions.

- The Things They Carried by Tim O’Brien
- One of the choice books from the list provided
- An excerpt from Beginning Theory by Peter Barry (2<sup>nd</sup> edition, 2002)

**Assigned Course Texts** (see course calendar for due dates – we will explore 8-10 texts from this list)  
This list will be supplemented with non-fiction, literary criticism, film and shorter fiction/poetry.

We will study most texts as large group; however, at least once during the semester students will chose a text(s) from a list to be studied in small groups. This list is alphabetical by author last name.

- Things Fall Apart by Chinua Achebe (Nigeria)
- Oryx and Crake by Margaret Atwood (Canada)
- Giovanni's Room by James Baldwin (US)
- By Night in Chile by Roberto Bolano (Chile)
- The Awakening by Kate Chopin (US)
- Love Medicine by Louise Erdrich (US/Ojibwa)
- Sweet and Sour Milk by Nurrudin Farah (Somalia)
- The Yellow Wallpaper by Charlotte Perkins Gilman (US)
- Bee Season by Myla Goldberg (US)
- In Our Time by Ernest Hemingway (US)
- The Kite Runner by Khaled Hosseini (US, Afghanistan)
- Green Grass, Running Water by Thomas King (Cherokee/Blackfoot/Canada)
- Into the Wild by Jon Krakauer
- Angels in America by Tony Kushner (US)
- Atonement by Ian McEwan (England)
- Beloved and/or Sula by Toni Morrison (US)
- The Sorrow of War by Bao Ninh (Vietnam)
- Brokeback Mountain by Annie Proulx (US)
- Kiss of the Spider Woman by Manuel Puig (Argentina)
- Gilead by Marilynne Robinson (US)
- Persepolis by Marjane Satrapi (Iran)
- Hamlet by William Shakespeare (England, *while not part of the CIS curriculum, we may explore it*)
- Ceremony by Leslie Marmon Silko (US, Pueblo/Laguna/Mexican)
- The Space Between Us by Thrity Umrigar (US, India)
- Selected poetry from various American and world poets

### Course Assignments

This is an overview. Please see assessment rubrics for additional information.

#### **Discussion / Participation & Ownership of Learning – 30% of Course Grade**

All students are expected to participate in class discussion, share their writing and prepare for informal presentations. This is an *essential* component of the course. A holistic evaluation will be made upon the instructor's evaluation of attendance, contribution to discussion, procurement of relevant outside materials, presentation of written work and demonstration of improvement. This evaluation will be informed by regular student self-evaluations. As the class grows in familiarity, the instructor will become more of a participant in daily discussion – calling upon students to facilitate discussion. Students are strongly encouraged to volunteer information. Participating in the campus field day on \_\_\_\_\_ is also a course requirement.

#### **Reader's Notebook – 30% of Course Grade**

Students will interact with the assigned texts, prepare for, and respond to discussion in a Reader's Notebook. This is not a diary, but a series of informal analyses of the literature, class discussion, supplemental research and the human issues that emerge. These daily entries are intrinsic to the writing process and prepare students for effective class participation and formal writing. Many students divide the notebook into sections: class handouts, reading notes and analytical responses (entries). It is the entries that are assessed/graded, but successful students find it helpful to be organized. Student will write up to 10-15 pages of entries per week. Tests and/or quizzes, though infrequent, may be announced or given without prior notice; use the notebook as study tool.

### Formal Written Assignments – 40% of Course Grade

- All papers should start with a Reader's Notebook entry. This is the first step, the pre-writing. Explore the entry; share it with others. Work with it. Structure it and clarify the support. Each paper should be the result of at least two drafts beyond the original entry that inspired it.
- All papers will have a thesis and be structured with topic sentences, supporting evidence and transitions. Any student wishing to transcend this standard structure must have prior approval.
- All papers must be between two and six pages long. All papers must be typed or word-processed and available electronically upon request. Please see instructor if this is a concern.
- All papers must follow MLA format and documentation parameters:
  - ✓ Complete header in upper left corner: name, instructor, course, date, assignment
  - ✓ Title centered on the first line size of the essay
  - ✓ Title and text of the essay in a standard serif font: size 12, double-spaced, no bold
  - ✓ If any outside resources are used, quoted or consulted they must be documented!

### List of Required Formal Writing Assignments

1. Two-four essays, see due dates on course calendar
2. An optional creative piece (2-4 pages): students may write a short story or a collection of poems. This must be turned in on or *before* the due date. This is an opportunity for students to demonstrate content knowledge in a way that may not be reflected in the formal essays.
3. A final portfolio is due on January 22, 2010. This portfolio will include:
  - ✓ A reflection essay of approximately two pages in length examining and defining growth: this essay should be illustrated by the specific examples/materials included in the portfolio.
  - ✓ An un-revised, original copy of one of the first Reader's Notebook entries
  - ✓ A revised copy of this same entry, made near the end of the course
  - ✓ A copy of one the previously graded essays
  - ✓ An additional draft/revision of this essay, demonstrating further improvement
  - ✓ (Optional) Additional pieces to illustrate the growth described in the reflection essay

## **Expectations & Policies**

### Academic Requirements & Grading Components

Traditional letter grades (A-F) will be recorded on each student's transcript. Grades will be communicated to students upon receipt of student work and/or at student request. Grading expectations are consistent among instructors teaching this course at other high schools & at the University. All letter grades will be the result of professional, holistic assessment. Please see grading rubrics.

- An "A" indicates significant improvement/growth throughout the course, frequent demonstration of initiative, and an excellent grasp of course content. It also indicates that the student has demonstrated a level of writing/critical analysis skill that exceeds course expectations and surpasses most other students. A student receiving an "A" grade will have completed all required work in a manner that is consistently **excellent**.
- A "B" indicates significant improvement/growth throughout the course and an above average grasp of course content. It also indicates that the student has demonstrated a level of writing/ critical analysis skill that meets or exceeds course expectations. A student receiving a "B" grade will have completed all required work in a manner that is consistently **above average**.
- A "C" indicates some improvement/growth throughout the course and an average grasp of course content. It also indicates that the student has demonstrated a level of writing/critical analysis skill that meets course expectations. A student receiving a "C" grade will have completed all required work in a manner that is consistently **satisfactory**.
- A "D" indicates little or no improvement/growth throughout the course and a below average grasp of course content. It also indicates that the student has demonstrated a level of writing/ critical analysis skill that meets course expectations. A student receiving a "D" grade will have completed all required work in a manner that is

**below average**, or inconsistent. A “D” is a **passing grade** and the student will receive credit; but it is not considered to be acceptable performance.

- An “F” indicates that a student has not shown any improvement/growth throughout the course and/or has failed to complete the required work.

**Attendance, Late Work and Make-up Policies**

- Regular class attendance is required. When possible, students should inform the instructor & fellow students of an absence ahead of time. Five or more absences will result in a reduced discussion grade and could mean loss of credit for the course. Discussions cannot be made up if a student is absent.
- It is the **student’s responsibility** to get notes from a fellow student if absent. If additional instruction is required it is the student’s responsibility to make an appointment to meet with the instructor during office hours. Missed information will not be repeated or clarified during class sessions.
- **No late work will be accepted without an emergency warranting an approved extension.**
- An “on-the-spot” extension may be granted for hospitalization, funeral or verified, serious illness. In the case of a verified illness, the student must turn in complete work within 48 hours of the absence.
- An “advance-notice” extension may be granted to a student exploring a challenging new idea or experiencing temporary personal or professional setback. This extension must be agreed upon in writing between the student and the instructor at least 24 hours prior to the due date. The discussion of this extension will occur outside of class.
- Essays may be revised prior to the collection of the portfolio if requested by a student and approved by instructor. The instructor and the student will agree upon deadlines and revision goals.

**Required Supplies**

- Three-ring binder, loose leaf paper & writing utensils (for the Reader’s Notebook)
- Required texts (*Post-it* notes are highly recommended)
- A passport-size (2” x 2”) photo to be used for the University I.D. Card (“U Card”)

**Expectations & Policies** (Continued)

**Media Resources**

Students are encouraged to use school, public and university libraries. In addition to books, reference materials, DVDs, periodicals and other sources one may find at the library, here is a list of helpful online resources and search engines.

U of M Home Page	<a href="http://onestop.umn.edu/">http://onestop.umn.edu/</a>
College in the Schools Home Page & Student Handbook	<a href="http://www.cce.umn.edu/cis/">http://www.cce.umn.edu/cis/</a>
U of M library system	<a href="http://www.lib.umn.edu">http://www.lib.umn.edu</a> (student number required) <a href="http://www.voices.cla.umn.edu">http://www.voices.cla.umn.edu</a> (author site, maintained by the U of M)
General search engines for scholarly periodicals	<a href="http://scholar.google.com">http://scholar.google.com</a> <a href="http://infotrac.galegroup.com/itweb/mnkwhtbear">http://infotrac.galegroup.com/itweb/mnkwhtbear</a> (Password: elm4you)
Ramsey County Library	<a href="http://www.ramsey.lib.mn.us">http://www.ramsey.lib.mn.us</a>
Documenting sources – in addition to the <u>MLA Handbook</u> (print version), you may access most of the information at these sites.	<a href="http://www.mla.org/">http://www.mla.org/</a> <a href="http://www.citationmachine.net">http://www.citationmachine.net</a>
	<a href="http://wikipedia.org">http://wikipedia.org</a> , <a href="http://123helpme.com">123helpme.com</a> , etc.

*Not allowed...unregulated,  
undocumented user sites not  
recognized within discipline.*

While delightfully democratic and fun, these is not a reliable, authoritative or acceptable academic resources. Do not use them or cite them in notebook entries or formal essays!  
(Students may use these sites, or other similar sites and blogs to illustrate public opinion trends or discussions.)

### **Academic Dishonesty Policy**

Academic dishonesty is misrepresenting one's knowledge of an idea. It is unethical, illegal and against course policy. Common forms of academic dishonesty include:

- Plagiarism in any of its forms: paraphrasing information into one's own words and not giving credit to the original source, and/or failing to document all sources, and/or copying materials and presenting them as original work, and/or carelessly "cutting and pasting" information from multiple documents, etc.
- Cheating on an exam or any assignment
- Submitting the same or substantially similar work for more than one course without the written consent of all instructors
- Depriving another student of necessary course materials and/or sabotaging another's work
- Aiding others in committing such acts

If a student is academically dishonest he or she will receive NO CREDIT on the assignment. In most cases this will lead to failing the course. One may not simply re-do the work. High school and university administrators will be notified. Such an offense may damage a student's academic record at all future academic institutions.

### **Conduct Expectations**

All students will treat people, ideas & property with respect. No one will speak when another speaker has the floor – or in any other way harass any individual. Intellectual investment is required of all class members. Students are expected to listen respectfully during class – no sleeping or working on assignments for other classes. While "contested space", i.e. debate and intellectual challenge are academically *necessary* and encouraged, it is inappropriate to promote racism, sexism, homophobia, class-ism, ageism, or any other forms of bigotry in this classroom. This class will adhere to the discipline policies listed in the \_\_\_\_\_ High School Student Handbook as well as any applicable policies from the University. Only an emergency situation will warrant leaving the room during a class session.

### **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."

	achievement <b>outstanding</b> 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).
	achievement <b>significantly above</b> the level necessary to meet course requirements (B+, 3.33 grade points; B, 3 grade points; B-, 2.67 grade points).
	achievement <b>meeting the basic course requirements</b> in every respect (C+, 2.33 grade points; C, 2 grade points; C-, 1.67 grade points).
	achievement <b>worthy of credit</b> 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).
	performance <b>failing to meet the basic course requirements</b> (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 it’s 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.

**Consent Statement for the U of M course ENGL 1001W—Introduction to Literature, Poetry, Drama, and Narrative**

This is a University of Minnesota course offered in the high school, and as such the academic rigor, content, and assessment used at the high school is comparable to the rigor, content, and assessment used in on-campus sections of the same course. The University of Minnesota is a large, prestigious, public research university. Many of the texts are extremely challenging on a number of levels. Some texts are incredibly complex; many address controversial subjects, require extensive background knowledge and/or incite readers to respond to intense politically, socially, or emotionally charged subject matter.

This course will adhere to all University of Minnesota rules and guidelines for collegiate coursework, academic integrity, grading, data privacy and grade reporting. Students are responsible for keeping returned, graded assignments.

The below signatures indicate that students and parents have read the course syllabus, are aware of the academic structure and content, are aware of the mandate of increased student ownership, and are willing to adhere to all course policies and procedures.

Return a copy of this consent statement to your instructor by September 11, 2010.

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Student Signature/date

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Parent/Guardian Signature/date

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Student Name (printed)

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Parent/Guardian Name (printed)