

UW - Stevens Point at Wausau
English 106: Reading Fiction
Fall 2022

credits: 3	instructor: Jill Stukenberg (you may call me “Jill” or “Professor Stukenberg.” I use <i>she/her/hers</i>) Associate Professor of English
Meets: T and TH, 12:30 – 1:45 pm, room 194.	email: jstukenb@uwsp.edu *this is the best way to contact me.
Final exam period: December 20, 10:15 – 12:15.	office hours: WF 10 -11, and T 2-3, room 305. Appointments available at other times! Please just ask! And via zoom! Jill’s zoom room: https://uwsp.zoom.us/j/8831574589
attributes: HU (GEP), and HC (AD)	

official course description

An opportunity to read, discuss, and evaluate outstanding works of fiction.

Professor Stukenberg’s extended description:

Why take this class? What will you get out of it?

I hope you’ll get some joy out of this class! Whether or not you consider yourself a book worm, this class is a chance to talk with other students about ideas, and about yourself—what you liked and didn’t like, and what you responded to, and how you think the books relate to other issues, movies, TV shows, games, music, and works of art in the world. I will invite everyone to play, and to challenge themselves; how do books help us to learn about ourselves? How do they engage us with ideas, points of view, and worlds other than our own?

The skills of this class will help you in other college classes—and can contribute to your life outside and beyond college classes too. Reading, writing, thinking, and talking about ideas strengthens critical thinking and communication skills. And reading stories about other people—including those who live in other places, other times, or who live differently than we do—enlarges our human empathy. By talking about stories, we talk about what it means to be human.

required book and materials

- *Raft of Stars*, by Andrew J. Graff. We will read this novel together as a class, so please get a copy right away. In addition, during the semester you’ll choose four more novels to read, with a small group of fellow students, from a list of thirty options. For any of the books, you can use the library, order used copies, or buy e-book or audiobook copies. It helps if you can bring the text to class.
- Email account. Check your college email.
- This course will use a Canvas site for materials, essay submissions, and grades. Essays and some assignments need to be uploaded in Word format, or as rtf files.

(All students can get a free version of Word through the college. Ask in the Solution Center.) Computers available in the library and campus computer labs.

learning outcomes

Associate’s Degree Knowledge of Human Cultures

Knowledge of Human Cultures (HC) courses focus on analysis of the human condition, culture, and society. This typically includes coursework that requires you to engage with and analyze human interaction and culture, social organization and institutions, historical contexts, and/or complex interdependent systems. The HC requirement typically includes coursework in social sciences, humanities, fine arts, and world languages. If you are in HC courses you can expect to:

- Describe and evaluate existing knowledge of human cultures
- Interpret and analyze data, texts, and/or artifacts; and/or
- Apply concepts across disciplines.

General Education Investigation Level Learning Outcomes

- Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
- Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one’s own.

Course Learning Goals:

<p>1: Literary Elements and Conventions Analysis: Analyze the construction of a text, including which literary elements are used and how they are used, both separately and in conjunction with one another, and what effect they create in the reader</p>	<p>Reader’s Reflections</p> <p>Creative Hot Take Assessment</p> <p>Characters Speak Assessment</p> <p>Space Aliens Group Project</p>
<p>2: Literary Theory Analysis: Evaluate both individual pieces of literature and patterns of literature in culture by performing strong and revealing close analyses of the text using various interpretive approaches</p>	<p>Messages Layers Chart</p>
<p>3: Critical Literacy: Analyze and Evaluate the explicit and implicit messages a text sends, including how that message plays into larger cultural messages</p>	<p>Creative Hot Take Assessment</p> <p>Characters Speak Assessment</p>

	Messages Layers Chart Space Aliens Group Project
4: Reflection: Evaluate your own practices and habits as a reader in order to develop effective procedures to both enjoy your reading and think deeply about it	Reader's Reflections Introduction Book Tok Reflection Final Project: Book Flow Chart and Reading Meme Reflection

The reading challenge, and how this course will work (with thanks to Professor Erica Ringelspaugh!)

1. As a class, we'll start by reading one novel together. (We'll even get to zoom with the author!) The professor has picked this one.
2. After that first book, you'll choose four more books to read this semester from a list of thirty that the professor has created. (See Canvas).
3. For each book, you'll also choose a reading group to discuss the book with. There can be 2-5 people in each reading group.
4. You could totally choose your reading group first, and then choose the book together.
5. Your reading group will divide the book into five sections, one for each section due date. You can do this however you like, as long as some amount of pages are due for each section. Please feel free to plan around your lives.
6. You can't be in a reading group with the same people two groups in a row. Find new people to talk to!
7. Part of the challenge of this course is to read books that you might not have picked on your own, and you can learn a lot even from a book you dislike. (Insider secret: it may even be easier to critique a book you don't like...). That said, you can change books and groups if, after sections 1 and 2 are due, you're hating the book you started. (This does take some discussion with the group you want to leave and the one you want to join, and you'd have to catch up on reading, but it's possible.)
8. While reading each book, you'll make a reading reflection entry (or discussion board post if assigned) before class for each day a reading assignment is due.
9. After reading the books, you'll get to choose when to complete the 3 individual projects (which of the deadlines to meet), and even which order to do those projects in. At least one should be completed by midterm (8th week of class).
10. Get ready in this class to use reading, writing, and discussion with others as methods of learning. Sometimes we write to figure out what we think, and sometimes we talk to figure out what we think. We will respect both informal writing and talking as methods of playing with ideas and trying to find truth. We can respect each other,

and respect that process of agreeing and disagreeing, of making up and changing our minds, as one that can be gloriously, delightfully, and confoundingly messy.

projects and assignments:

There are 3 individual projects for this class, 1 group project (with individual reflection component), a final project, and daily reflection entries or discussion posts on the reading due for the day.

individual projects: Characters Speak, Creative Hot Take, Messages Layers (45%)

You can choose when you complete these three projects, as long as one you complete at least one before midterm/week 8. I don't judge how you do this! It's okay to look at your schedule of work for other classes, etc. I do recommend that the Messages Layers Chart is best saved for last since you might perform better after more learning in class.

There are five due dates on the daily schedule that show when these can be submitted. Each is aligned with the end of our reading of one of the five class novels.

For each project, seek the instructor's feedback in the week before the due date. Schedule a conference or email your ideas or a draft, leaving time for you to use that feedback in the project.

See Canvas for directions and rubrics—and see an Extra Credit discussion board post where some students might post early examples.

the group project: Space Aliens Group project and Individual Reflection (20%)

Don't worry! Groups will have time to work in class. In connection with discussion of novel B, each group will examine their book as a visiting space alien might, resulting in a report to the class. Half the grade is based on an individual reflection, based in part on hearing/viewing other groups' presentations as well. (In the case of illness or extended absence during Novel B, discuss an individual option with the instructor.)

the final project (20%)

See Canvas for directions and the rubric. Students will submit three components 1) Bookish flow chart, 3 memes, and a Reflective essay no later than the end of the scheduled final exam period for this class. (There is no final exam in test form.)

daily work component (15%)

- Introduction TikTok/video post
- Syllabus quiz
- Reader's reflection entries (due when reading is due—see Canvas)
- Class discussion board posts

How to do well in this class:

Attend class (as long as you are well). This class has been designed to use discussion and collaboration as methods of learning. When you miss class you are not just missing content you could get someone's notes on, but you are missing a learning experience that can't easily be recreated.

Use the daily schedule so you know what reading or assignments to complete before class, for a preview of activities, and sometimes for a heads-up on writing that will be completed in class, sometimes for points.

Absences:

What to do if you miss a class?

- If you must miss class (for example, if you are ill): 1) send me an email. You are not required to explain private details, but please check in and let me know your plan to catch up. 2) In addition, I encourage you to check in with your group. (You can send an email through Canvas, or otherwise message as you have arranged.) That's also where you can ask for a reminder of what pages are due for next time. You don't have to give private details for your absence, but at least let them know you plan to be back. These are communities we are building—and they will be as good as we make them.
- To get caught up: 1) look at the daily schedule to remind yourself of what is coming up. See Canvas and come prepared for the next class.
- Especially in cases of illness, I will work with you to help you get caught up! But please know that in cases of extended illness it is sometimes the better plan to withdraw from a course. Let me know if you need to talk about that.
- In general, it is not a good plan to miss college classes for work, vacation, or haircuts.

Turn in work on time. Assignments and reading due at the start of a class period are designed that way so learning in class can build on that work. At least one major project is due before midterm so you can use the instructor's feedback for your next projects and learning (and so the instructor can connect you with extra help if needed).

But what happens with missed deadlines?

- Daily work like reader's reflections and discussion board posts can be made up for credit—but not after the end of that novel/unit. (See schedule.)
- If you miss a major project, you'll need to wait for the next submission deadline and submit then. I encourage you to talk with me if you'd like a more concrete plan for yourself if you're worried you'll end up with everything due at the end.
- Late final projects cannot be accepted. That's the end of the course. An "I" or incomplete grade is possible—but only for students who were otherwise achieving a passing grade and, because of an illness or emergency at the very end, need extra time to complete one extra project (like the final project). This is not an online, asynchronous course; student learning is based in interaction and discussion, so "I" grades cannot be used to make up for weeks of missed learning or multiple missed projects. Unfortunately, you'll need to withdraw from the course or retake it for grade change, if offered again and possible. (That does mean you pay for it again.)

Extra Credit: Up to two times, earn 5 points toward your daily work grade for submitting an example of an individual project ahead of time (see daily schedule for due dates). Up to 5 points available for attendance at an out-of-class book festival or author event.

Make sure all writing is your own work. Plagiarism (turning in writing that is not yours as if it is yours) may result in a 0 grade, and possibly course failure and referral for campus disciplinary action.

When it comes to writing with sources, you are responsible for giving credit to other writers for their words, by quoting, and for their ideas, by naming authors. A good faith but faulted effort to credit sources may result in a required revision; but be careful to note that *very* faulted efforts may be judged as plagiarism and result in a 0 grade. Ask if you are not sure how to credit your sources.

Additionally, please know that students must create new work for all classes. It is considered academic dishonesty to re-submit work written for a previous class (even a previous English 106) or to submit a paper to two courses simultaneously without discussing this with the instructors first.

Save and back-up your work. You are responsible for assignments and deadlines, even in the harsh and horrifying circumstance of computer error.

Reach out if you need help!

The Tutoring-Learning Center (TLC) offers a variety of free services to enhance your academic success. Boost your grades and lower your stress by working with a TLC staff member to prepare for exams, navigate writing assignments successfully, clarify course concepts, develop effective study habits and time-management strategies, and more. The TLC also offers group and individual study space, computer and internet access, study partners, and assistance in accessing and using applications such as Canvas, Navigate, MFA, and Microsoft 365. Come visit us in the library starting on the 12th of September! Our hours this fall are as follows: M - 10 am to noon; T - 9 am to 11 am; W - 2 pm to 3 pm ; Th - 10 am to noon; F - 11:30 am - 1 pm. For more information, contact Dr. Lori at lorandal@uwsp.edu | 715-261-6148 | Library Room 256

Mental Health Counseling: Free and confidential mental health counseling is available on our branch campuses and the main campus. You are not alone. Please reach out.

ADA: Students desirous of specific accommodation as may fall under the Americans with Disabilities Act are encouraged to contact the disabilities resource center at UWSP main, or to inquire in the Solution Center on their branch campus.

Names and pronouns: Please let me know if you use a different name than the one listed in Accesspoint or in Canvas. If you want, I can help you figure out how to request changes to names on class rosters and Canvas. Please let me know if I mispronounce or misspell your name or use an incorrect name or pronoun for you. I do care that I get it right.

Confidentiality, reporting, counseling resources: I take my responsibility to protect your privacy seriously. At the same time, please know that if I learn of anything through a student or from student writing that makes me fear someone is in harm's way, I may report it. I am required to report sexual violence or discrimination, and crime on campus, and students may do so too using the following: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx> . If you would like to speak with someone who is not required to report, the campus counseling resources are a confidential resource for you. Ask in the Solution Center or ask me to put you in touch with campus counseling resources. You are not alone. Please reach out.

daily schedule plan for reading and major assessments:

about the schedule:

- Use this to see the overall plan for reading the novels and for submission days for major projects.

- After we read *Raft of Stars* as a class, student groups will make their own assignments for page chunks, spreading them over the days planned for each group.
- Any day that reading is due, assume that there is also a Reader's Reflection or Discussion Post due on Canvas—and look on Canvas (under assignments or under modules) to submit. Those are due before class time.
- The schedule could change if it needs to! If so, a new one will be posted and discussed in class.

Tuesdays	Thursdays
<p>9/6 Intro to the books, the reading challenge, and each other!</p>	<p>9/8 Reading Memes Discussion #1, and reader's reflection (done in class)</p> <p>Due: syllabus quiz (by Friday). See Canvas. You can (and should) use the syllabus and anything else you can find on Canvas to answer the questions!</p> <p>Due: you should have <i>Raft of Stars</i> in hand or on its way to you! (Two hour library reserve copy is a back up—ask Jill).</p>
<p>9/13 In-class: Bring to class: a joke! (Knock, knock, A man walks into a bar, whatever...). Discussion of the novel as puzzle and the author as a joke teller; discussion of <i>Raft of Stars</i> prologue</p>	<p>9/15 Due: <i>Raft of Stars</i>, chps 1 – 4</p> <p>Due: Introduction Book Tok video (posted to class Canvas board)</p> <p>In-class: groups meet; visit from the librarian and learning how to get next books.</p>
<p>9/20 Due: <i>Raft of Stars</i>, chps 5 – 9</p> <p>In-Class: Develop Reading Groups for Novel A</p> <p><i>Book Festival starts this week! Attend an event (some virtual options) and write an extra credit reflection for Extra Credit points.</i></p>	<p>9/22 Due: <i>Raft of Stars</i>, chp 10 - 13</p> <p>In-Class: Intro to writing character poems/monologues for Character Speaks project. (What makes a round character?)</p> <p>Determine reading assignments for Novel A.</p> <p><i>Book Festival author Lori Lee on campus 9:30 – 10:15 am Veninga theatre!</i></p>

Tuesdays	Thursdays
<p>9/27 Due: <i>Raft of Stars</i>, chps 14 – 18 and epilogue</p> <p>In-Class: Andrew Graff on zoom! Bring your questions!</p> <p>Class meets in room 218.</p>	<p>9/29 Bring to class: news or magazine articles related to one or more messages/themes in <i>Raft of Stars</i></p> <p>Out of class: Conferences or Drafts for <i>Raft of Stars</i> projects (arrange with Jill)</p> <p>Last day for any late daily assignments for Raft of Stars</p>
<p>10/4</p> <p>Due: Novel A, Part 1</p> <p>Extra Credit Due (before class time): For 5 daily work points, post a draft of a (complete) Characters Speak or Creative Hot Take project for classmates to view (based on <i>Raft of Stars</i>). There will be more of these opportunities if you aren't ready yet.</p>	<p>10/6</p> <p>Due: Novel A, Part 2</p>
<p>10/11</p> <p>Due: Novel A, Part 3</p> <p>Due: Any <i>Raft of Stars</i> projects</p>	<p>10/13</p> <p>Due: Novel A, Part 4</p> <p>In-Class: Intro to Space Aliens Group Project (for Novel B)</p>
<p>10/18</p> <p>Due: Novel A, Part 5</p> <p>Due: Discussion board post with space alien reflection on Novel A</p> <p>In class: Determine Reading Assignments for Novel B</p> <p>Due Extra Credit: (5 daily work points): Post a draft of a (complete) Characters Speak or Creative Hot Take project for classmates to view.</p> <p>Out of class: Conferences or Drafts for Novel A Assessments (if you didn't submit a Raft of Stars project, you must submit one for novel A so you have one project in before Midterm/Week 8).</p>	<p>10/20</p> <p>Due: Novel B, Part 1</p> <p>Last day for any late assignments for Novel A</p>

Tuesdays	Thursdays
<p>10/25</p> <p>Due: Novel B, Part 2</p> <p>In-Class: Sign up to present Space Aliens projects; groups divvy tasks for the project</p>	<p>10/27</p> <p>Due: Novel B, Part 3</p> <p>Due: have brought/posted something for your group's Space Aliens project (as decided by group last time)</p> <p>Due: any Novel A projects. (At least one project must be submitted by this date for midterm grade)</p>
<p>11/1</p> <p>Due: Novel B, Part 4</p> <p>In Class: Space aliens group project work continues</p> <p>Develop reading groups for Novel C</p>	<p>11/3</p> <p>Due: Novel B, Part 5</p> <p>In class: determine reading assignments for Novel C; any Space Aliens group project to present?</p> <p>Out of class: conferences or drafts for novel B projects</p> <p>Due: Extra Credit (5 daily work points): Post a draft of a (complete) Characters Speak or Creative Hot Take project for classmates to view.</p>
<p>11/8</p> <p>Due: Novel C, Part 1</p> <p>In-Class: Space Aliens group project presentations</p> <p>Last day for any late daily assignments for Novel B</p>	<p>11/10</p> <p>Due: Novel C, Part 2</p> <p>In-Class: Space Aliens group projects presentations</p> <p>Due: any Novel B projects</p>
<p>11/15</p> <p>Due: Novel C, Part 3</p> <p>In class: Develop Reading Groups for Novel D</p> <p>Due: space aliens group project individual reflection (submit to Canvas)</p>	<p>11/17</p> <p>Due: Novel C, Part 4</p>
<p>11/22</p> <p>Due: Novel C, Part 5</p> <p>In class: Determine Reading Assignments for Novel D</p> <p>Out of class: Conferences or Drafts for Novel C Assessments</p> <p>Last day for any late daily assignments for Novel C</p>	<p>No class—Happy Thanksgiving!</p>

Tuesdays	Thursdays
11/29 Due: Novel D, part 1 Due: Extra Credit (5 daily work points): Post a draft of a (complete) Messages Layers Chart or Paper project for classmates to view (likely based on Novel C)	12/1 Due: Novel D, part 2
12/6 Due: Novel D, part 3 Due: any Novel C projects	12/8 Due: Novel D, part 4
12/13 Due: Novel D, part 5 Extra Credit (5 daily work points): Post a draft of a (complete) Bookish Flow Chart for classmates to view. Out of class: Conferences or Drafts for Novel D Assessments	12/15 Last Day of Class; Reading Memes Discussion #2 Due: post to class discussion board a meme about reading or books Last day for any late daily assignments for Novel D

Final Exam period:

Tuesday, December 20, 10:15 – 12:15

Due: any Novel D Projects (Submit on Canvas)

Due: Final Project (Submit on Canvas)