

UW - Stevens Point at Wausau
English 106: Reading Fiction
Fall 2023

credits: 3 attributes: HU (GEP), and HC (AD)	instructor: Professor Jill Stukenberg (you may call me “Jill” or “Professor Stukenberg.”) I use <i>she/her/hers</i> pronouns.
meets: MWF, 1 – 1:50 pm, room 243.	email: jstukenb@uwsp.edu *this is the best way to contact me.
final exam period: Tuesday, December 19, 12:30 – 2:30 pm.	office hours: Mondays and Fridays 2-3 in my Wausau office #305. On T/TR I’m in Stevens Point, CCC #422, with office hours from 2-3 on Tuesdays, and 10-11 on Thursdays. Appointments available at other times! Please just ask! And via zoom! Jill’s zoom room: https://uwsp.zoom.us/j/8831574589

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 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

- *Firekeeper’s Daughter*, by Angeline Boulley. 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 or check out 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. (There will even be an opportunity to zoom with the author!) The professor has picked this book.
2. After that first book, you'll read four more books from a list of thirty that the professor has created. (See Canvas). You must have a small group to read each book (2-5 people, and a different group each time). We'll take some time in class to figure this out each time: you might choose based on the book or on the reading group.
3. Your reading group will divide the book into five sections, one for each reading due date of the book unit. You can do this however you like, as long as some amount of pages are due for each reading due date. Please feel free to plan around your lives.
4. 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.)
5. 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.
6. 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).
7. 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.
8. Content warnings: Students have a right to learn in an environment where they feel safe, and for some students that may mean avoiding some kinds of content. There are books with a wide range of content on our list, including many marketed/written

within various genres that might contain violence (like horror novels) or sexual content (like romance novels) or drug/alcohol use or reference to suicide. Some books on the list are “YA,” or young adult, which is sometimes a sign that the content is more PG (though some YA books still touch on mature themes and some of the above types of content). Students can talk with me at any time if they’d like help steering away from some kinds of content, and/or I encourage you to google the “book’s title +content warning” before you choose it. Content concerns may also be a reason to skim or skip a scene in a book, or to ask to change to a new book or group—both of those things are okay! Please talk with me if you are concerned or need a new solution.

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. I do care that you are not here and wonder what happened! 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.) 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.

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, including if generated by A.I.) may result in a 0 grade, and possibly course failure and referral for campus disciplinary action.

Students must demonstrate their own learning, which in this class includes their own original thinking and writing.

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. You will be responsible for a good faith effort to credit your sources. Photocopies of sources may be requested at any time. A good faith but faulted effort to credit sources may result in a required revision; but, be careful to note that *very* faulted efforts simply add up to plagiarism, and a 0 grade. The UW System handbook outlines more information about student rights and further actions for academic misconduct.

When it comes to working with tech tools, from spell checkers to citation makers to A.I. writing generators like ChatGPT: If you have a question about an ethical way to use a tool, please discuss it with me. I'm interested in these evolving tools and their uses (and limitations) too. But note that our default will also be that submitting A.I.-generated writing as your own will be considered academic dishonesty.

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!

Academic Help: the campus Writing Center is here to help students. You're here to learn, so don't stress if you don't know how to do something *yet* or if you need help—or if you'd like to push yourself. Learn more: [Writing Center - Tutoring-Learning Center \(TLC\) | UWSP](#)

Mental Health Counseling: Free and confidential mental health counseling is available on campus. You are not alone. Please reach out. [Home - Counseling Center | UWSP](#)

grading and assessment of essays:

Guidelines listing assignment criteria will be distributed with essays. See Canvas portfolio assignments for rubrics. Grading scale: A 93-100; A- 90-92; B+ 87-89, B 83-86, B- 80-82; C+ 77-79, C 73-76, C- 70 – 72; D+ 67-69; D 63 – 66; F 62 and below.

Disability Resource Center: The DRC can help students with accommodations to facilitate their learning. Ask in the Solution Center or visit the website:

<https://www.uwsp.edu/disability-resource-center/>

Names and pronouns: Please let me know if you use a different name than the one listed on the roster or in Canvas (and let me know if you'd like help making a change there). I invite you to tell me the pronouns to use when referring to you in front of others in class and hope you'll tell me if I mispronounce or misspell your name or use an incorrect pronoun. 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 *Firekeeper's Daughter* 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.

Mondays	Wednesdays	Fridays
No class. Labor Day.	9/6 Intro to the books, the reading challenge, and each other, with Reading memes.	9/8 Story shapes and parts with <i>Stop That Pickle</i> . 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! Due: you should have <i>Firekeeper's Daughter</i> in hand or on its way to you! (Two hour library reserve copy is a back up—ask Jill).
Due: <i>Firekeeper's Daughter</i> , chps 1 – 4 In-Class: telling sentences and early character portraits	9/13 Due: any early examples of Introduction Book Toks? (posted to Canvas discussion board before class) In-Class: brainstorming for Book Toks; and continued discussion of reading <i>FD</i> .	9/15 Due: <i>Firekeeper's Daughter</i> , chps 5 – 14 Due: Introduction Book Tok video (posted to class Canvas board)

Mondays	Wednesdays	Fridays
<p>9/18 Due: <i>Firekeeper's Daughter</i>, chps 15 – 24.</p> <p>In-Class: mapping themes, googling for answers; Intro to characters speak project</p>	<p>9/20 In-Class: Develop Reading Groups for Novel A; using the library to get next books; discussion on ebooks, audiobooks, annotating, etc. Group goal setting for remaining <i>Firekeeper's</i> chapters.</p>	<p>9/22 Due: <i>Firekeeper's Daughter</i>, chps 25 - 35.</p> <p>In-Class: Intro to writing character poems/monologues for Character Speaks project. (What makes a round character?)</p>
<p>9/26 In-Class: character poems continued. Determining reading assignments for Novel A.</p>	<p>9/27 Due: <i>Firekeeper's Daughter</i>, chps 36 – 52. (end of part 3) In-Class: Creating questions for the author; mapping the novel's parts, and end of the book bingo. Zoom with Angeline Boulley on Thursday, 9/28, evening. Please plan to attend. Discuss an alternate assignment with Jill if you cannot.</p>	<p>9/29 Due: Canvas reflection on Boulley talk.</p> <p><i>Book Festival ongoing this week! Attend an event in addition to Boulley, including poetry walk, for extra credit!</i></p>
<p>10/2 Due: <i>Firekeeper's Daughter</i>, through the end and author's note.</p> <p>In-Class: bingo revisited; and discussion of final themes and characters changes</p> <p>Out of class: Conferences or Drafts for <i>Firekeeper's Daughter</i>, projects (arrange with Jill)</p> <p>Last day for any late daily assignments for <i>Firekeeper's Daughter</i></p>	<p>10/4 In-class: Intro to the Creative Hot Takes project, and intro to literary lenses.</p>	<p>10/6 Due: Novel A, Part 1</p> <p>In-Class: groups begin discussion of 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>Firekeeper's Daughter</i>). There will be more of these opportunities if you aren't ready yet.</p>

Mondays	Wednesdays	Fridays
10/9 Due: Novel A, Part 2	10/11 In-Class: literary lenses	10/13 Due: Novel A, Part 3 In-Class: Develop reading groups for Novel B, and get Novel B.
10/16 Due: Novel A, Part 4 Due: Any <i>Firekeeper's Daughter</i> projects	10/18 In-Class: Intro to Space Aliens Group Project (for Novel B). In class: Determine Reading Assignments for Novel B	10/20 Due: Novel A, Part 5 Due Extra Credit: (5 daily work points): Post a draft of a (complete) Characters Speak or Creative Hot Take project for classmates to view. Out of class: Conferences or Drafts for Novel A Assessments (if you didn't submit a <i>Firekeeper's Daughter</i> project, you must submit one for novel A so you have one project in before Midterm/Week 8).
10/23 Due: Novel B, Part 1 Last day for any late assignments for Novel A	10/25 In-Class: literary lenses	10/27 Due: Novel B, Part 2 In-Class: Sign up to present Space Aliens projects; groups divvy tasks for the project
10/31 Due: Novel B, Part 3 Due: any Novel A projects. (At least one project must be submitted by this date for midterm grade)	11/1 In-Class: Develop reading groups for Novel C. Reflections on reading tastes and new discoveries.	11/3 Due: Novel B, Part 4 In Class: Space aliens group project work continues
11/6 Due: Novel B, Part 5 In class: determine reading assignments for Novel C; any Space Aliens presentations? Out of class: conferences or drafts for novel B projects. Last day for any late daily assignments for Novel B	11/8 In-Class: Space Aliens group projects presentations Due: Extra Credit (5 daily work points): Post a draft of a (complete) Characters Speak or Creative Hot Take project for classmates to view.	11/10 In-Class: Space Aliens group project presentations

Mondays	Wednesdays	Fridays
11/13 Due: Novel C, Part 1	11/15 In-Class: book censorship, selection and AI discussion	11/17 Due: Novel C, Part 2 Due: any Novel B projects Due: space aliens group project individual reflection (submit to Canvas)
11/20 Due: Novel C, Part 3. Develop Reading Groups for Novel D	11/22 Due: Novel C, Part 4 In class: Determine Reading Assignments for Novel D.	No class—Happy Thanksgiving!
11/27 Due: Novel C, Part 5 Out of class: Conferences or Drafts for Novel C Assessments Last day for any late daily assignments for Novel C	11/29 In-Class: intro to Messages Layers Chart/literary lenses continued	12/1 Due: Novel D, part 1
12/5 Due: Novel D, part 2 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)	12/6 In-Class: Evaluating the Eng 106 list. What does it mean to choose books?	12/8 Due: Novel D, part 3 Due: any Novel C projects
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 19, 12:30 – 2:30 pm

Due: any Novel D Projects (Submit on Canvas)

Due: Final Project (Submit on Canvas)