

ENGLISH 106: READING FICTION

What are the stories we tell? Who tells them? Why does it matter? Who are you as a reader?

Fall 2019

Class: Tuesday and Thursday 9:30 - 10:45; CCC 207

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Office hours: 11:00 to 12:00 Monday, Tuesday, Wednesday, and Thursday, or by appointment, frequently, and whenever I'm in the office. :)
Come talk to me!

Course Purpose:

Fiction tells a lot about both our culture and ourselves. When we enter the various worlds between the covers of a book, we learn about history, society, culture--big, wide, vast, and complex--and we learn about individuals, characters, situations--smaller and more intimate, but equally intricate. As I've mentioned before, I talk about books a lot and with a wide range of people. I'm part of Book Clubs on Facebook and Instagram. I read fan-fiction. I listen to podcasts about books. People in the "real-world" actually do talk about books the way that we talk about books, interpreting literary elements, analyzing literary theory, evaluating books in a specific literary criticism, and connecting books to current and historical cultural events, though they may not use the specific literary vocabulary terms we use in class.

Whether you are a light reader or completely obsessed, English 106 is designed to push you to broaden the scope of your reading. English 106 is a Choose-Your-Own Adventure Reading Challenge Book Club. We'll all explore one large essential question together throughout the course and read our first book together to establish some skills, procedures, and background knowledge. Then, you'll dive into your Reading Challenges Bingo Board, trying to create a five-in-a-row Bingo. For each text, you'll also find one to three classmates who are interested in reading the same novel to be in your book club with you. With each reading, you'll engage in some activities that "real-world" readers engage in--ways that we as a society talk about, examine, explore, crawl inside, and evaluate books.

On the whole, I want you to engage in reading that challenges you, think deeply about it, and be able to defend those ideas while at the same time seeing each text from multiple angles. I want you to consider where you get book recommendations, how you compile your to-read list, and who you talk about books with. I want you to make a plan for future reading, and be excited for it. Most of all, I hope that you enjoy reading and talking about books.

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:

1: Literary Elements and Conventions Analysis: Analyze the construction of a text, including which literary terms are used and how they are used, both separately and in conjunction with one another, and what effect they create in the reader	Multi-Genre Novel Assessment Honors Final Exam One Pager Regular Final Exam Reflection	25%
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	Literary Theory Presentation and Discussion Honors Final Exam One Pager Regular Final Exam Reflection	25%
3: Cultural Response Analysis: Analyze and evaluate the response of both individual pieces of literature and patterns of literature to the cultural, political, and historical contexts surrounding them	Cultural Response Polygons Honors Final Exam One Pager Regular Final Exam Reflection	25%
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	Introduction Reflection Reader's Notebook Book Talk Who are you as a reader? Project Bingo Card	25%

Course Materials:

1. Purchased Novels: (please do bring your books to class each day)
 - a. Whole Class Novel: *Montana, 1948*, Larry Watson
 - b. Literature Circle Choice Novels (please feel free to library or buy used copies)
2. Rental Text: *eFictions*, Trimmer (only necessary to bring when we have an assigned reading from it)
3. A notebook and folder dedicated to this course
4. Regular access to Canvas for postings, updates, etc.

Reader's Notebook

As you read, please note your thoughts, connections, questions, and reflections in your Canvas reader's notebook before coming to class that day simply to have your thoughts in order and be ready to discuss, analyze, synthesize and evaluate with the class. I recommend writing for at least 15-20 minutes. All reader's notebook entries are free response--you get to talk about what you want to talk about. Since you may want to reference what you said in your journal during class activities, I recommend that you print a copy of that day's entry to bring to class with you or be able to access your notebook electronically during class. Your notebook is both your place to record and build your individual thoughts to prepare for class activity and discussion, and a place where you, I, and a partner classmate carry on a conversation about the texts.

Learning Goals for this Assessment:

- **Reflection:** React to each text by reflecting, asking questions, and connecting ideas

The purpose of a journal is not to test your knowledge of the reading but to help you reflect personally and thoughtfully as you read. As such, there are no right "answers" or uniform expectations. Writing your ideas will help you to clarify your thoughts and will allow me to observe your reading strategies. Do not summarize the plot; rather, read and record your thoughts, reactions, and questions about situations, characters, actions, settings, symbols, plot, theme, etc. I have already read the book(s) and do not need a summary. What I do need is to see how you think about what you have read. Do not worry about grammar; rather, jot your ideas freely and honestly.

Reader's Notebook Basic Requirements:

After each assigned reading, complete a posting following the directions/prompts outlined in the Canvas assignment.

1. Upload your response by the beginning of each class.
2. Add new responses to the beginning of the document (i.e. reverse chronological order)

Grading:

This assignment will be graded on completion. If your posts are complete, on time and thoroughly respond to the provided prompts, your postings will receive full credit.

English 106 Reading Challenge Guidelines:

1. You get to choose which Reading Challenge Bingo spaces you're working with and which book from the list below you'll read to meet each Reading Challenge.
2. 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.
3. You could totally choose your reading group first, and then choose the book together.
4. 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.
5. You can't be in a reading group with the same people two groups in a row. Find new people to talk to. (Ahem. I'm going to strongly encourage you to find new group compositions for each novel, but it gets hard to enforce that after a while, so . . .)
6. You can change books and groups, if you're hating the book you started, after sections 1 or 2 are due. You'd have to switch groups, too, of course, and the new group has to have space for you and agree to let you join them. And you'll have to catch up on reading the new book.
7. While reading each book, you'll record your thoughts and questions in your Canvas Readers Notebook.
8. After one of the five books you'll read for the English 106 Reading Challenge, you'll choose one way to talk about and engage with the book from the literary analysis project options. All the options are modeled on ways that people in the "real-world" talk about and engage in books.
9. After one of the four literature circle books you'll read for the English 106 Reading Challenge, you'll dive into considering how that book's themes are present in other texts and in real life and present that analysis to the class.
10. I reserve the right to add books to the Reading Challenge options list at any time. I'm reading, too!

English 106 Reading Challenge

BOOK SET IN MULTIPLE TIME PERIODS	BOOK PUBLISHED IN THE LAST THREE YEARS	BOOK WITH UNRELIABLE NARRATOR	A BOOK WITH NO CHAPTERS OR AN UNUSUAL CHAPTER STRUCTURE	BOOK OVER 400 PAGES
BOOK SET OUTSIDE THE UNITED STATES	A DYSTOPIA	BOOK THAT HAS WON AN AWARD	MAIN CHARACTER WHO IS LGBTQIA	MAGICAL REALISM
AUTHOR WHO IS A PERSON OF COLOR	TWO BOOKS BY THE SAME AUTHOR	WISCONSIN AUTHOR OR SETTING	A BOOK TRANSLATED FROM ANOTHER LANGUAGE	BOOK THAT MADE YOU CRY
PROTAGONIST OR NARRATOR WHO IS A CHILD	BOOK RECOMMENDED BY SOMEONE IN CLASS	PROTAGONIST WHO IS A DIFFERENT RELIGION THAN YOU	BOOK TOLD OUT OF CHRONOLOGICAL ORDER	BANNED OR CHALLENGED BOOK
PROTAGONIST WHO HAS A DISABILITY	BOOK WITH MULTIPLE POINTS OF VIEW	BOOK THAT BECAME A FILM OR TV SERIES	BOOK PUBLISHED BEFORE YOU WERE BORN	BOOK ABOUT A TOPIC THAT CHALLENGES YOU

Reading Challenge Book Options:

	Title	Author
1	<i>American War (2017)</i>	Omar El Akkad
2	<i>How the Garcia Girls Lost their Accents (1991)</i>	Julia Alvarez
3	<i>The Handmaid's Tale (1985)</i>	Margaret Atwood
4	<i>Beartown (2018)*</i>	Fredrick Backman
5	<i>A Man Called Ove (2015)</i>	Fredrick Backman
6	<i>Sleepers (1995)</i>	Lorenzo Carcaterra
7	<i>Room (2010)</i>	Emma Donoghue
8	<i>A Yellow Raft on Blue Water (1987)</i>	Michael Dorris
9	<i>Middlesex (2002)</i>	Jeffrey Eugenides
10	<i>Hotel on the Corner of Bitter and Sweet (2009)</i>	Jamie Ford
11	<i>This is How it Always Is (2017)</i>	Laurie Frankel
12	<i>Good as Gone (2016)</i>	Anne Gentry
13	<i>All the Ugly and Wonderful Things (2016)</i>	Bryn Greenwood
14	<i>Exit West (2017)</i>	Mohsin Hamid
15	<i>The Eagle Tree (2016)</i>	Ned Hayes
16	<i>A Hard and Heavy Thing (2016)</i>	Matthew J. Hefti
17	<i>The Bride Test (2019)</i>	Helen Hoang

18	<i>Kite Runner (2003)</i>	Khaled Hosseini
19	<i>A Thousand Splendid Suns (2007)</i>	Khaled Hosseini
20	<i>An American Marriage (2018)*</i>	Tayari Jones
21	<i>Prodigal Summer (2000)</i>	Barbara Kingsolver
22	<i>The Poisonwood Bible (1999)</i>	Barbara Kingsolver
23	<i>Bluebird, Bluebird (2018)</i>	Attica Locke
24	<i>Station Eleven (2014)</i>	Emily St. John Mandel
25	<i>The Life of Pi (2001)</i>	Yann Martel
26	<i>Beloved (1987)</i>	Toni Morrison
27	<i>The Astonishing Color of After (2018)</i>	Emily X.R. Pan
28	<i>One True Thing (1994)</i>	Anna Quindlen
29	<i>The Seven Husbands of Evelyn Hugo (2017)</i>	Taylor Jenkins Reid
30	<i>The Oracle Year (2018)</i>	Charles Soule
31	<i>Salvage the Bones (2011)</i>	Jesmyn Ward
32	<i>The Book of Essie (2018)</i>	Meghan MacLean Weir
33	<i>The Nickel Boys (2019)*</i>	Colson Whitehead
34	<i>The Underground Railroad (2016)</i>	Colson Whitehead
35	<i>Young Jane Young (2017)</i>	Gabrielle Zevin

Reader's Notebook

As you read, please note your thoughts, connections, questions, and reflections in your Canvas reader's notebook before coming to class that day simply to have your thoughts in order and be ready to discuss, analyze, synthesize and evaluate with the class. I recommend writing for at least 15-20 minutes. All reader's notebook entries are free response--you get to talk about what you want to talk about. Since you may want to reference what you said in your journal during class activities, I recommend that you print a copy of that day's entry to bring to class with you or be able to access your notebook electronically during class. Your notebook is both your place to record and build your individual thoughts to prepare for class activity and discussion, and a place where you, I, and a partner classmate carry on a conversation about the texts.

Learning Goals for this Assessment:

- **Reflection:** React to each text by reflecting, asking questions, and connecting ideas

The purpose of a journal is not to test your knowledge of the reading but to help you reflect personally and thoughtfully as you read. As such, there are no right "answers" or uniform expectations. Writing your ideas will help you to clarify your thoughts and will allow me to observe your reading strategies. Do not summarize the plot; rather, read and record your thoughts, reactions, and questions about situations, characters, actions, settings, symbols, plot, theme, etc. I have already read the book(s) and do not need a summary. What I do need is to see how you think about what you have read. Do not worry about grammar; rather, jot your ideas freely and honestly.

Reader's Notebook Basic Requirements:

After each assigned reading, complete a posting following the directions/prompts outlined in the Canvas assignment.

1. Upload your response by the beginning of each class.
2. Add new responses to the beginning of the document (i.e. reverse chronological order)

Grading:

This assignment will be graded on completion. If your posts are complete, on time and thoroughly respond to the provided prompts, your postings will receive full credit.

Introduction Reflection Video or Screencast

Part of who we are as readers is formed by what experiences we've had with reading in the past. I am who I am as a reader because of what I read as a kid, what I was assigned in school, what authors I've interacted with, where I read, when I find time to read now, what genres or styles I find compelling or interesting, and lots of other factors. Right away as the semester begins, you'll make a screencast or video of yourself analyzing or reflecting on yourself as a reader.

Learning Goals for this Assessment:

- 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

Possible topics to consider:

- What kinds of things did you read as a kid?
- Were you read to as a child or a teen? How did that impact or affect your later or other experiences with reading?
- How did your high school treat assigned reading? Did that structure work for you or not? Why?
- What books were you assigned to read in school? Did you like them? What did you learn by reading them?
- What genres of books do you like best?
- How many books did you read this summer? What genres were they in?
- What's the last book you read that stood out to you for any reason? Why that book? What stood out to you?
- How do you choose a book to read?
- If you could travel to any fictional place, location, or time, where would you go and why?
- What is your book or reading pet peeve? Why does that bother you?
- What movie do you think was translated really well from book to the big screen?
- What movie are you super disappointed in because it didn't translate well from the page to the big screen?
- What are the optimal conditions for you to read in--location, temperature, things around you, etc.?
- If you could go back in time and recreate one reading experience, what would it be and why?
- What's the hardest or most difficult book you ever read? Why that one?
- How are you like or unlike your family members as a reader?
- What have books or reading helped you overcome?
- When is a time when or a book that you didn't like reading? What about that time was getting in your way?
- What is a book or story that helped you understand someone or some situation better? How did it do that?
- What's something you've read that was supposed to be "forbidden"? Why did you choose to read it?
- Do you believe that there is such a thing as "Good Literature" and "Bad Literature"? Why or why not?

- When is a time that you “cheated” or pretended to read something that you didn’t actually read? Why did you do that? What happened?
- What is one book or genre that you like that you feel most people around you don’t like?
- What is one time when you didn’t have the same interpretation of a book or story as someone around you? Why did your interpretations differ?
- Who do you mostly talk to about books? Why those people?
- Do you believe that once you start a book you must finish it? What are your rules for yourself about when it’s okay to quit in the middle?
- What is a metaphor or simile for you as a reader? Why does that metaphor or simile fit?

Introduction Reflection Video or Screencast is scored entirely on completion. You did it, you’re good.

Multi-Genre Novel Assessments

After one of the five books you'll read for the English 106 Reading Challenge Guidelines, you'll choose one way to talk about and engage with the book from the project options. All the options are modeled on ways that people in the "real-world" talk about and engage in books. In the projects, you'll play with the literary terms analysis that we've practiced in class. The projects are opportunities for you to take a side, make a more in-depth analysis than the discussions in class do, and to experience other ways to "talk about" books.

You get to choose which one of the five books you formally work with for a project. You can make those decisions based on whatever criteria work for you: How much you engaged with the book, your schedule for the semester, whether you actually have something to say about the book, etc.

Please either 1) schedule a conference with me to discuss your plans for the Multi-Genre Novel Assessment, or, 2) turn in a draft so I can leave you video feedback. Both options are due by each "Novel X Draft Due" date.

Learning Goals for this Assessment:

- **Literary Elements and Conventions Analysis:** Analyze the construction of a text, including which literary terms are used and how they are used, both separately and in conjunction with one another, and what effect they create in the reader

Multi-Genre Novel Assessment Choices:

1. Write a movie review, evaluating how well the movie/TV show portrayed the book.
2. Craft a Reader's Club Guide, creating a set of discussion questions for book clubs, and reflect on them.
3. Switch the genre the book is written in, and reflect on it. Make the book, or part of the book, into poetry, a children's book, a Twitterature, an article, a screenplay, etc.
4. Write a section from a different character's POV, and reflect on it.
5. Draw a set of illustrations for the book, and reflect on them.
6. Develop a series of charts and graphs that analyze how the literary elements or literary theories in the book are working, and reflect on it.
7. Record self reading part of the book out-loud, like an audio narrator, and reflect on it
8. Write a minor character's origin story, and reflect on it.
9. Create a podcast about the book.
10. Design an alternate book cover, and reflect on it.
11. Make a series of blackout poems, and reflect on them.
12. Suggest your own project. Explain it to me, how it will help you achieve the learning goals, and I'll probably say "Yes!"

See some example projects from students in the past in our Canvas classroom.

Multi-Genre Novel Assessments Rubric:

	Exemplary (10)	Proficient (9)	Effective (8)	Acceptable (7)	Unacceptable (6)
<p>Literary Elements and Conventions Analysis: Analyze the construction of a text, including which literary terms 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>Weaves together a web of multiple literary terms to question the motives or patterns of the text.</p>	<p>Focuses on one one primary literary term to question the motives or themes of the text; incorporates other supporting literary terms</p>	<p>Applies individual literary terms to the themes or questions of the text.</p>	<p>Applies individual literary elements to the overall reader's response.</p>	<p>Works mostly with reader's response; creates a piece that they like without addressing literary terms analysis or application.</p>

Literary Criticism Presentation

Literary criticism frameworks or literary theory modes allow us a lense through which to analyze a story's message, whether that message was intended by the author or totally unintended. When we use literary theory to analyze a story, we bring our values and our background knowledge into the analysis of the text. Different people will absolutely come to different conclusions about what messages a single text is sending, and it's very possible to come to multiple conclusions about the same text after analyzing it through more than one literary criticism framework.

For this assignment, you'll work with a partner or a small group to teach the class about one literary criticism mode. You'll choose one short story for the class to read, and then lead the class in discussion to analyze the short story using that literary theory framework.

Learning Goals for this Assessment:

- **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

In the first weeks of class, you'll choose your partner/small group and be assigned your literary theory. When you present your literary theory is based on the schedule in the syllabus. I'll give you some materials on the literary criticism mode to help you begin your work. Plan for your presentation and discussion to take 20-30 minutes. All members of your group must speak during the presentation.

Presentations and discussions can take many forms. Perhaps you'll make a movie, prepare a classic lecture with slideshow, ask your classmates to engage in some activity, or something else. Do make sure you 1) describe the framework accurately, 2) give some examples of the theory in use in pop culture or classic literature, and 3) lead your classmates to analyze the sample short story using the framework.

You can choose a short story from our eFictions textbook or choose a story that is accessible on the web. I recommend checking out Flashfictiononline.com for very short stories that still pack a lot of potential for analysis into them.

Please plan a meeting with me at least one week before your presentation is scheduled. At that meeting, have an outline of your plans, perhaps a draft of your presentation, some discussion prompts or questions already written, and the short story you want to assign to the class chosen.

Literary Criticism Presentation Rubric:

	Exemplary (10)	Proficient (9)	Effective (8)	Acceptable (7)	Unacceptable (6)
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	Accurately presents the framework of the literary theory.	Accurately presents the framework of the literary theory.	Accurately presents the framework of the literary theory.	Accurately presents the framework of the literary theory.	Misrepresents the literary theory or presents it with such vagueness that the audience finds it hard to understand.
	Demonstrates the theory using multiple examples from pop culture AND previous class readings.	Demonstrates the theory using multiple examples from pop culture or previous class readings.	Demonstrates the theory using an example from pop culture or previous class readings.	Describes how the theory would work with a hypothetical story.	Describes the theory alone ; does not provide examples of the theory in action.
	Leads class to combine literary theories or pit theories against each other to reveal multiple interpretations.	Leads class to use the individual literary theory to take opinion about the general text and specific sections of the text and question the text's place or importance .	Leads class to use individual literary theory to take opinions about the general text.	Makes conclusions for the class ; tells the class what to think about the story.	Struggles to lead class to use the individual literary theory to take opinions about the general text.

Theme Polygons Presentation

For one major novel of the course, create and present a “Theme Polygon.” You can choose which novel to work with. You can choose to work alone or with a small group.

Learning Goals for this Assessment:

- **Cultural Response Analysis:** Analyze and evaluate the response of both individual pieces of literature and patterns of literature to the cultural, political, and historical contexts surrounding them

After finishing the novel, determine a central theme in the novel. Write the theme as a complete sentence. (“Pirates,” for example, is not a theme. “Pirates are good for the economy” is a theme.) Then:

1. Analyze how the theme is developed in the novel.
2. Choose a film or movie to watch that addresses the same theme. (Not a film adaptation of the novel you just read.) Watch alone or with your whole group.
3. Each person in your group finds one more example of this theme in some other medium or genre in the modern world. So, three people in your group = three other examples of the theme. These examples could be poetry, songs, art, other novels, speeches, articles, etc.--any source that underscores this theme in the historical or modern world.
4. Create an engaging presentation discussing the importance of the theme in the novel and demonstrating how the novel relates to the outside world. Your presentation could take many forms: short film, art, TED talk, Ignite presentation, lecture, skit, music video, etc.
 - a. Time recommendations:
 One person = at least five minutes
 Two people = 10ish minutes
 For every additional person in group, add two-three minutes.

Please schedule a conference with me and your whole group to discuss your plans for your Theme Polygon Presentation and determine when you’ll present to the class.

Theme Polygons Presentation Rubric:

	Exemplary (10)	Proficient (9)	Effective (8)	Acceptable (7)	Unacceptable (6)
Cultural Response Analysis: Analyze and evaluate the response of both individual pieces of literature and patterns of literature to the cultural, political, and historical contexts surrounding them	Determines the author's purpose in writing the text and how the author wanted to change a specific aspect of history, society, culture, or humanity.	Determines the author's comment(s) on a specific aspect of history, society, culture, or humanity.	Determines the author's comment on history, society, culture, or humanity in general.	Determines the author's theme and expresses it as a sentence.	Determines the one word theme that that the book relates to.
	Shows the patterns in history and culture using the class text, movie, and outside sources.	Shows the connections in history and culture using the class text, movie, and outside sources.	Mentions how the theme shows up in other places in the world, history, or humanity using the class text, movie, and outside sources.	Makes connections between this work and the reader's own life.	Considers the text alone.

Final Exam Assignment Part 1: Book Talk Video

A big part of being a reader is recommending books to others. Book recommendations are one of the reasons I listen to so many podcasts, read so many blogs, and have conversations with so many librarians! Book recommendations fill a lot of the time that I spend with my best friends, too. I'm always searching for the next book to add to my to-read stack and the next right book for the classes that I teach.

In this next-to-final assignment for 106, you'll recommend a book to next year's students. You see me and other former students modeling this genre for you on Canvas frequently. In fact, there are giant swaths of book talk recommendation videos on YouTube. (Don't worry; I won't post your video on YouTube without your permission.) While technically this is a final exam assignment, you can turn this in at any time in the semester. Just make sure you really want to recommend this book.

Learning Goals for this Assessment:

- **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

Create a short book talk recommendation video. Choose one of the books that you read for class this semester to recommend for next year's students. In the book talk:

- Introduce yourself. Tell your name and the year you took 106.
- Introduce the title and author of the text. Give a short summary. No spoilers!
- Say why you liked the book. Try to convince next year's students to read this book.
- Mention what literary terms the book does well, what literary theories a person might use to critique the book, and where the book fits into a historical or cultural pattern
- Choose a section to read aloud that will pique others interest

Note: While the Book Talk video is not due until the Final Exam period, you're welcome to turn it in at anytime. Though, corollary warning, if you turn it in early, I might post it on Canvas for your classmates to see.

Book Talk Rubric:

	Exemplary (10)	Proficient (9)	Effective (8)	Acceptable (7)	Unacceptable (6)
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	Book talk convincingly argues for the audience to read the novel.	Book talk clearly argues for the audience to read the novel.	Book talk lists reasons why the reader liked the book.	Book talk focuses on the summary of the novel.	Book talk misrepresents the book or has major details about the text wrong.
	Book talk hints at multiple literary terms, theories, or cultural responses, in a way designed to intrigue the audience.	Book talk discusses in detail how multiple literary terms, theories, or cultural responses are working in the text.	Book talk discusses in detail how the book uses one literary term, how one literary theory applies, or how it fits in one cultural response.	Book talk mentions one literary term, theory or cultural response.	Book talk focuses on the reader's emotional response to the text.
	Chooses a powerful, emotional, or compelling moment to read aloud that will hook the audience's interest.	Chooses an intriguing moment in the conflict to read aloud to hook the audience's interest.	Chooses a thoughtful moment to read aloud to represent the writing style and characters or setting of the novel.	Chooses a bland or otherwise expository moment to read aloud that will turn the audience off.	Chooses to not read aloud a section of the text.

Honors Final Exam Assignment Part 2: One Pager

A one-pager is a written and graphic interpretation of a text presented on a single piece of 8/12" by 11" paper. That's right, one piece of standard computer paper is all you need/all you get for this final assessment of the major learning goals of our course.

Choose any one text that you've read for class this semester. That text could be a novel you read with your literature circles or it could be a short story you read for one of the literary theory presentations. Choose one text that you have a lot of say about and that you want to analyze deeply.

Learning Goals for this Assessment:

- **Literary Elements and Conventions Analysis:** Analyze the construction of a text, including which literary terms are used and how they are used, both separately and in conjunction with one another, and what effect they create in the reader
- **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
- **Cultural Response Analysis:** Analyze and evaluate the response of both individual pieces of literature and patterns of literature to the cultural, political, and historical contexts surrounding them

On one page of computer paper, analyze the text through at least three lenses. (You could include more.) What would a person's interpretation of the text be if they were only interpreting through literary elements? What would a person's assessment of the text be if they were only looking through a literary theory mode? What would a person's response to the text be if they were only looking at how the text fits into culture or history? How can you represent those various interpretations at the same time in the same space?

Do's:

- Include the title, author, and major characters names.
- Choose specific lenses to focus on. One theme. One specific literary criticism mode. One predominant literary term.
- Make sure that the lenses are distinct from one another, so you have three clear lenses.
- Find a way to balance the various interpretations, so that people can "see through" the three lenses at once.
- Use art, visuals, graphics to represent your analysis.
- Include some well-chosen quotes from the text to ground and support each analysis.
- Fill the entire page.
- Check out the examples I'll post on our Canvas page.

Don'ts:

- Just write a paper.
- Just summarize the book.
- Worry that you're getting scored on your artistic ability.

One Pager Rubric:

	Exemplary (10)	Proficient (9)	Effective (8)	Acceptable (7)	Unacceptable (6)
<p>Literary Elements and Conventions Analysis: Analyze the construction of a text, including which literary terms are used and how they are used and what effect they create in the reader</p>	<p>Weaves together a web of multiple literary terms to question the motives or patterns of the text.</p>	<p>Focuses on one one primary literary term to question the motives or themes of the text; incorporates other supporting literary terms</p>	<p>Applies individual literary terms to the themes or questions of the text.</p>	<p>Applies individual literary elements to the overall reader's response.</p>	<p>Works mostly with reader's response; creates a piece that they like without addressing literary terms analysis or application.</p>
<p>Literary Theory Analysis: Evaluate individual pieces of literature performing strong and revealing close analyses of the text using an interpretive approach</p>	<p>Combines literary theories or pit theories against each other to reveal multiple interpretations.</p>	<p>Takes opinion about the general text and specific sections of the text and question the text's place or importance.</p>	<p>Takes opinion about the general text and specific sections of the text.</p>	<p>Takes opinion about the general text.</p>	<p>Struggles use the individual literary theory to take opinions about the general text. Conclusions are vague or do not represent the theory used.</p>
<p>Cultural Response Analysis: Analyze and evaluate the response of both individual a piece of literature to the cultural, political, and historical contexts surrounding is</p>	<p>Determines the author's purpose in writing the text and how the author wanted to change a specific aspect of history, society, culture, or humanity.</p> <p>Shows the patterns in history and culture using the class text, movie, and outside sources.</p>	<p>Determines the author's comment(s) on a specific aspect of history, society, culture, or humanity.</p> <p>Shows the connections in history and culture using the class text, movie, and outside sources.</p>	<p>Determines the author's comment on history, society, culture, or humanity in general.</p> <p>Mentions how the theme shows up in other places in the world, history, or humanity using the class text, movie, and outside sources.</p>	<p>Determines the author's theme and expresses it as a sentence.</p> <p>Makes connections between this work and the reader's own life.</p>	<p>Determines the one word theme that that the book relates to.</p> <p>Considers the text alone.</p>

Regular Final Exam Assignment Part 2: Reflection

For the last assessment for English 106, you'll write a reflection. A reflection looks back at what you've learned through the course and tries to make sense of it. How did the readings or conversations in this course change you as a reader? As a person? What specific activities or texts challenged you the most? What learning goal was the hardest for you? Why that one? How would you respond to the introduction prompts differently now? What got easier over the course of the semester? What got more difficult over the course of the semester? What parts of the semester will you take with you into future classes? How has this course affected your day to day life?

Learning Goals for this Assessment:

- **Literary Elements and Conventions Analysis:** Analyze the construction of a text, including which literary terms are used and how they are used, both separately and in conjunction with one another, and what effect they create in the reader
- **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
- **Cultural Response Analysis:** Analyze and evaluate the response of both individual pieces of literature and patterns of literature to the cultural, political, and historical contexts surrounding them

You can take as much or as little space as you choose, so make this reflection as long as it really needs to be to fully communicate your thoughts about the course, the readings, and the semester. Write in complete sentences and well-formed paragraphs. Though it's an informal writing style, you still might want to outline or brainstorm your thoughts before you begin so that you can re-organize and ensure that you're being as clear as possible.

Do make sure to touch on each of our three learning goals individually. I do want to see what you're thinking about each one of those major learning points now that we're at the end of our journey together. What are you taking away about each learning goal?

No need to answer the specific questions listed in the assessment description above. They're just mentioned there as a starting place for you to think about what you have to say or what you could say in your reflection. Instead, choose the questions that resonate for you and feel free to go other places that are important to you. What from our time together has really been important or influential to you?

Dos:

- Talk about what was important to you and what you're taking away from the semester
- Tell me your opinion about what you learned or how you learned it
- Need to be completely positive. You probably struggled at some point. Talk about it.
- Be specific. Mention specific texts, conversations, projects, peers, etc.

Don'ts:

- Simply summarize or recap the semester. I was there. I know what happened.

Reflection Rubric:

	Exemplary (10)	Proficient (9)	Effective (8)	Acceptable (7)	Unacceptable (6)
<p>Literary Elements and Conventions Analysis: Analyze the construction of a text, including which literary terms are used and how they are used and what effect they create in the reader</p>	<p>Analyzes their own response to a literary elements and conventions analysis. Investigates why that analysis influenced them. Discusses the patterns in their thinking and learning about literary theory analysis.</p>	<p>Details specific examples of how literary elements and conventions analysis influenced their personal thinking. Investigates why that text, conversation, or lesson influenced them.</p>	<p>Details specific examples of how literary elements and conventions analysis influenced their personal thinking.</p>	<p>Describes vague or generalized examples of how literary elements and conventions analysis influenced their personal thinking.</p>	<p>Summarizes a text, conversation, or lesson around literary elements and conventions analysis. OR Does not address this learning goal.</p>
<p>Literary Theory Analysis: Evaluate individual pieces of literature performing strong and revealing close analyses of the text using an interpretive approach</p>	<p>Analyzes their own response to a literary theory analysis. Investigates why that analysis influenced them. Discusses the patterns in their thinking and learning about literary theory analysis.</p>	<p>Details specific examples of how literary theory analysis influenced their personal thinking. Investigates why that text, conversation, or lesson influenced them.</p>	<p>Details specific examples of how literary theory analysis influenced their personal thinking.</p>	<p>Describes vague or generalized examples of how literary theory analysis influenced their personal thinking.</p>	<p>Summarizes a text, conversation, or lesson around literary theory analysis. OR Does not address this learning goal.</p>
<p>Cultural Response Analysis: Analyze and evaluate the response of both individual a piece of literature to the cultural, political, and historical contexts surrounding is</p>	<p>Analyzes their own response to an author's purpose. Investigates why that author's purpose influenced them. Discusses the patterns in their thinking and learning around cultural response analysis.</p>	<p>Details specific examples of how cultural response analysis influenced their personal thinking. Investigates why that text, conversation, or lesson influenced them.</p>	<p>Details specific examples of how cultural response analysis influenced their personal thinking.</p>	<p>Describes vague or generalized examples of how cultural response analysis influenced their personal thinking.</p>	<p>Summarizes a text, conversation, or lesson around cultural response analysis. OR Does not address this learning goal.</p>

Final Exam Assignment Part 3: Who are you as a reader of fiction? Project

Your final exam assignment is to write a paper, create a list, make a poster, create a drawing with words, embroider a needlepoint, make a video, or in some other form to present your final understanding of what you have learned this semester about reading fiction.

The Learning Goals for this Assessment are all part of our **Reflection** standard, but truly encapsulate all that we have focused on this semester including:

- Actively and purposefully reflect on your own and others' experiences as growing readers and to consider the implications of this information on book choices, engagement with texts, and interaction with the world around you
- Develop approaches which help you better understand, analyze, and make connections between the texts you read
- Effectively collaborate with other readers to enjoy reading even more

Basic Requirements:

This is a very open assignment. You will present it at the final exam, so your audience includes me and the class. You may also decide to keep it, perhaps to post in your personal space, so another important audience is you. The qualities that I will look for when grading this assignment include:

- Thoughtfulness—I'd like to see that you have thought deeply and widely about the question of what you've learned about reading fiction.
- Voice—this assignment should sound like and look like you. Those of us who know you well should see this assignment and think, "Yes! That's so _____!"
- Crafting—it's clear from seeing or listening to the assignment that you have bothered with good crafting, whether that's a matter of artistry with needlepoint, attention to punctuation and mechanics, work with video recording and the incorporation of titles, graphics and transitions, or whatever.

Meanwhile, as we move through the weeks ahead, beginning with our whole class novel, learn about the literary elements and literary criticism presentations, and interact with your choice texts, be thinking about the overarching question. Make a section of your notebook where you can record your thoughts, so that when it's time to complete this project, you will have a full semester's mulling of the question as a resource.

Letter Grades:

Each assessment will be evaluated on a rubric or points scale. I'll enter each assessment out of ten points. Canvas will automatically weight the scores according to the learning goal they're measuring. Then, letter grades will be determined based on a percentage scale.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

Class Policies:

Attendance: Please come to class and participate fully. I do hope that you'll find that frequent attendance is necessary for effective learning. Please do contact me ahead of time when you are going to be absent; I worry about you. Physically coming to class but being unprepared or engaging in activities not conducive to learning (such as texting, sleeping, being disruptive to other students, etc) may result in an absence for the day. If you miss a class, please do check for missing work on Canvas, email me, visit my office hours, or make an appointment to discuss what you've missed.

If you are absent more than 10% of the time (3 periods or more), I may lower your overall letter grade a half of a grade (B to a B-). If you are absent more than 25% (7 periods or more) of the time, I may lower your overall letter grade a full grade (B to a C). If you are absent more than 33% the time (10 periods or more), you will not be able to pass the class. If at any time, you are absent more than three straight weeks, you will not be able to pass the class.

Classroom and Canvas Discussion: Some of the issues we will discuss in class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others' views in our reading response. However, I trust that you will not let disagreement become disrespect and that you will remain respectful in your language, behavior, and actions at all times. It is perfectly okay to disagree on issues and to voice disagreement as long as you remember that individual perceptions are shaped by individual experiences and backgrounds and the differences must be approached with respectful and tolerant attitudes.

Timeliness: Please turn work in on time. All work is due at the beginning of class on the due date. The work we do in class is carefully scaffolded and sequenced in order to ensure your learning. When you do not come to class with a the reading and journaling done or without a draft of a major assessment, you are really cheating yourself out of the learning sequence. If you have trouble turning in an assessment on time, please come talk to me and we'll work something out together.

If you are absent on a day when work is due, please turn in the electronic version of the work and contact me to make arrangements for any physical versions required. If you have trouble turning in an assessment on time, please come talk to me at least 24 hours before the due date/time and we'll work something out together. If you do not turn in work on the due date/time and do not talk to me ahead of time, I will assume that you do not have work to turn in and mark a zero in the gradebook.

If you are absent on a day when your group is scheduled to present, please contact me about an alternate assignment and presentation date.

Plagiarism: Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism--a very serious offense. Writers generally borrow from others in two ways:

- 1) Paraphrasing, quoting directly, or using a combination of paraphrasing and direct quotation. Please use the MLA citation guidelines to properly cite the types of borrowing outlined above. We'll discuss the MLA guidelines in class.
- 2) Deliberately placing your name on someone else's written work--using file papers, copying and pasting from the internet without citation, letting friends or hired professionals write your papers, etc. This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct. See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>.

Electronic Devices and Video: Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off cell phones and put them out of sight. Violating the device policy will result in an absence for the day.

To respect the privacy of those in class, students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to learn the classroom and possibly being reported to the Dean of Students.

Email: I will do my best to respond to emails within 24 hours (or within 48 hours on the weekends) except in the following circumstances: you are asking for information that can be found on the syllabus, you are asking me to cover an entire class period via email because you have missed a class, or the tone of your email is rude or disrespectful.

Canvas: Canvas is the web-based software program UWSP uses to create class homepages. You can access Canvas by going to the UWSP homepage, finding the "Log-ins" drop-down menu in the top right corner of the screen and hovering over it. When the menu appears, click on Canvas. You'll turn in your major assessments, reading journal postings, and final exam to me in Canvas, I'll post class materials in the modules section, and you'll find updated scores and grades there.

Preferred/Chosen Name & Gender Pronouns: Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity or expression. Students will be asked to indicate the name and gender pronouns that they use for themselves. A student's chosen name and pronouns are to be respected at all times in the classroom.

If you're struggling: Hey, I care about you. Come talk to me.

Available University Resources :

- **Tutoring Learning Center (TLC):** In addition to meeting with me and engaging in peer feedback in class, you can also get help on your papers from the in the basement of the University Library, room 018, x3568.
- **UWSP's Office of Disability Services:** Students with learning differences can visit the Office of Disability Services on the 6th floor of the University Library, room 609, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Emergency Procedures:


- In the event of a medical emergency call 9-1-1 or use Red Emergency Phone outside classroom 227. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the back of parking lot F across the street. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Class Schedule:

Week	Tuesday	Thursday
1	<p>September 3</p> <p>Welcome to our Community of Readers!</p>	<p>September 5</p> <p>Due: <i>Montana, 1948</i>, Prologue and Part One</p> <p>In class: Book Dating</p>
2	<p>September 10</p> <p>Due: <i>Montana, 1948</i>, Part Two</p> <p>In class: Develop Reading Groups for Novel A</p>	<p>September 12</p> <p>Due: <i>Montana, 1948</i>, Part Three and Epilogue</p> <p>Due: Introduction Screencast or Video</p> <p>Due: Literary Theory Presentation Preferences, if any. Email to Ringelspaugh before class, please.</p> <p>In class: Determine groups and assignments for Literary Theory Presentations</p>
3	<p>September 17</p> <p>Due: Bring newspaper or news magazine articles related to one or more themes in <i>Montana, 1948</i></p> <p>Due: Short story for Reader Response Criticism</p> <p>In class: Reader Response Criticism Presentation and Discussion</p> <p>In-class: Determine Reading Assignments for Novel A</p> <p>Out of class: Conferences or Drafts for <i>Montana, 1948</i> Assessments</p>	<p>September 19</p> <p>Due: Novel A, Part 1</p>

<p>4</p>	<p>September 24</p> <p>Due: Novel A, Part 2 Due: Short story for Biographical Criticism</p> <p>In class: Biographical Criticism Presentation and Discussion</p>	<p>September 26</p> <p>Due: Novel A, Part 3</p> <p>Due: <i>Montana, 1948</i> Assessments</p>
<p>5</p>	<p>October 1</p> <p>Due: Novel A, Part 4 Due: Short story for Historical Criticism</p> <p>In class: Historical Criticism Presentation and Discussion In class: Develop Reading Groups for Novel B</p>	<p>October 3</p> <p>Due: Novel A, Part 5</p>
<p>6</p>	<p>October 8</p> <p>Due: Bring newspaper or news magazine articles related to one or more themes in Novel A Due: Short story for Psychological Criticism</p> <p>In class: Psychological Criticism Presentation and Discussion In class: Determine Reading Assignments for Novel B</p> <p>Out of class: Conferences or Drafts for Novel A Assessments</p>	<p>October 10</p> <p>Due: Novel B, Part 1</p>
<p>7</p>	<p>October 15</p> <p>Due: Novel B, Part 2 Due: Short story for Archetypal Criticism</p> <p>In class: Archetypal Criticism Presentation and Discussion</p>	<p>October 17</p> <p>Due: Novel B, Part 3</p> <p>Due: Novel A Assessments</p>

<p>8</p>	<p>October 22</p> <p>Due: Novel B, Part 4 Due: Short story for Genre Criticism</p> <p>In class: Genre Criticism Presentation and Discussion In class: Develop Reading Groups for Novel C</p>	<p>October 24</p> <p>Due: Novel B, Part 5</p>
<p>9</p>	<p>October 29</p> <p>Due: Bring newspaper or news magazine articles related to one or more themes in Novel B</p> <p>In class: Visit to Portage County Public Library--Stevens Point Branch In class: Determine Reading Assignments for Novel C</p> <p>Out of class: Conferences or Drafts for Novel B Assessments</p>	<p>October 31</p> <p>Due: Novel C, Part 1</p>
<p>10</p>	<p>November 5</p> <p>Due: Novel C, Part 2 Due: Short story for Moral Criticism</p> <p>In class: Moral Criticism Presentation and Discussion</p>	<p>November 7</p> <p>Due: Novel C, Part 3</p> <p>Due: Novel B Assessments</p>
<p>11</p>	<p>November 12</p> <p>Due: Novel C, Part 4 Due: Short Story for Philosophical Criticism</p> <p>In class: Philosophical Criticism Presentation and Discussion In class: Develop Reading Groups for Novel D</p>	<p>November 14</p> <p>Due: Novel C, Part 5</p>

<p>12</p>	<p>November 19</p> <p>Due: Bring newspaper or news magazine articles related to one or more themes in Novel C Due: Short story for Feminist Criticism</p> <p>In class: Feminist Criticism Presentation and Discussion In class: Determine Reading Assignments for Novel D</p> <p>Out of class: Conferences or Drafts for Novel C Assessments</p>	<p>November 21</p> <p>Due: Novel D, Part 1</p>
<p>13</p>	<p>November 26</p> <p>Due: Novel D, Part 2 Due: Short story for Political or Advocacy Criticism</p> <p>In class: Political or Advocacy Criticism Presentation and Discussion</p>	
<p>14</p>	<p>December 3</p> <p>Due: Novel D, Part 3 Due: Short Story for Formalist Criticism Due: Novel C Assessments</p> <p>In class: Formalist Criticism Presentation and Discussion</p>	<p>December 5</p> <p>Due: Novel D, Part 4</p>
<p>15</p>	<p>December 10</p> <p>Due: Novel D, Part 5</p> <p>Out of class: Conferences or Drafts for Novel D Assessments</p>	<p>December 12</p> <p>Due: Bring newspaper or news magazine articles related to one or more themes in Novel D</p>

Final Exam Period: Tuesday, December 17 10:15-12:15

Due: Novel D Assessments (Submit on Canvas)

Due: Final Exam One Pager and Reflection (Submit on Canvas)

Due: Book Talks (Submit on Canvas)

Due: Final Exam Projects (Bring to class and submit on Canvas, if possible)

Final Discussion: What are the stories we tell? Who tells them? What does it matter?

Final Exam Projects Gallery Walk