

English 106 - Reading Fiction

What does it mean to be a survivor?

What are the most important literary elements to pay attention to when reading fiction?

Fall 2016

Class: Tuesday/Thursday 9:35 - 10:50 Room Number: 104 CCC	Instructor: Erica J. Ringelspaugh Office: CCC 434 Email: eringels@uwsp.edu Phone Number: 715-346-4533 Office Hours: Monday and Tuesday, 12:00-2:00
--	---

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.

Major Learning Goals for this course:

- 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
- Evaluate the importance of literary terms in communicating a theme or in shaping the reader's experience of a text

Course Materials:

1. Text Rental: Trimmer, Joseph, C. Wade Jennings, and Annette Patterson, eds. *eFictions*. Fort Worth, TX: Harcourt, 2002
2. Purchased Novels:
 - A. Whole Class Novel: *Night*, Eli Wiesel
 - B. Literature Circle 1 Choices:
 - Kite Runner*, Khaled Hosseini
 - The Road*, Cormac McCarthy
 - The Color Purple*, Alice Walker
 - Room*, Brie Larson
 - C. Literature Circle 2 Choices:
 - Every Last One*, Anna Quindlen
 - Eleanor and Park*, Rainbow Rowell
 - The Book Thief*, Markus Zusak
 - Code Name Verity*, Emily St. John Mandel
 - Call of the Wild*, Jack London
3. A notebook and folder dedicated to this course.

Major Assessments:

1	Reader's Journal	30%
2	Professional Responsibilities Class Discussion Timeliness Attendance	10%
3	Multi-Genre Narrative (with Night)	50%
4	Movie Evaluation Graphic Organizer (with Literature Circle 1 novel)	
5	Annotated Readers Club Discussion Guide (with Literature Circle 2 novel)	
6	Final Exam Essay -- (with all class texts) What are the most important literary terms to pay attention to when reading fiction in order to best understand the theme? Why/How?	10%

Reader's Journal (30%): As you read, please note your thoughts, connections, questions, and reflections in your reader's journal before coming to class that day in order to simply 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. You'll use a Google Doc, shared with me, in order to organize your entries and collect your entries over time. Sometimes, I'll ask you to respond to a specific question or prompt. 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 journal to bring to class with you. I'll check in on your journal periodically, and leave some feedback in the margins.

Exemplary (9-10)	Proficient (8)	Acceptable (7)	Unacceptable (5)
In-depth, thoughtful and precise entries reflect on and occasionally evaluate the the application of specific literary elements and their importance, use, or intended overall and specific effect on the reader. Finds patterns between this work and other literary works or makes connections between this work and the reader's own life. Asks important questions of the author, context, or reader's assumptions.	Thoughtful and detailed entries consider the application of specific literary elements and their importance or use and their overall effect on the reader. Makes general connections between this work and the reader's own life or other literary works. Asks general questions of the author or context.	Entries consider the application of specific literary elements and the reader's overall impression of or connection to the text.	Summarizes the text.

Professional Responsibilities (10%):

Attendance: Please come to class and participate fully. 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, etc) may result in a absence for the day. If you miss a class, please visit my office hours or make an appointment to discuss what you've missed.

Classroom and D2L 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 writing. 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 respected and tolerant attitudes.

Timeliness: Please turn work in on time. All work is due before 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 draft of an essay or when you do not turn a final essay in on time, 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.

Exemplary (9-10)	Proficient (8)	Acceptable (7)	Unacceptable (5)
0 missed classes. Complete, thoughtful, analytical engagement in class discussion and activities. Asks important questions to push the class's thinking. Meets all the deadlines.	1-3 missed classes. Complete, thoughtful, and analytical engagement in class discussion and activities. Meets all the deadlines.	More than 3 missed classes. Frequent and thoughtful engagement in class discussion and activities. Meets deadlines for final works and most of the drafts.	More than 6 missed classes. Sporadic and inattentive engagement in class discussion and activities. Meets deadlines inconsistently.

Major Projects (50%):

You'll have four major assessments of your synthesis of the course goals in addition to the final exam, each one addressing the prompts above. You'll turn in a draft at least once so that I and your peers can give you some feedback on your progress. In addition, I'll turn on the Turnitin feature in D2L, so you can see if you have writing that is not original to you. Expect more detailed directions and rubrics when we begin working on each of these major assessments.

Final Exam (10%): Your final exam is an in-class evaluative essay where you argue that one particular literary element is more important to pay attention to than any other one in order to understand the theme of the text. You'll use evidence from any text we've read for class in order to make your point. We'll take the final exam period to write these final essays, but you're welcome to prep for it all you want--gather your evidence, draft a thesis, etc.

Exemplary (9-10)	Proficient (8)	Acceptable (7)	Unacceptable (5)
Argument uses specific and insightful details to	Argument uses details from the course readings	Argument provides a broad overview of the	Lists topics from the syllabus or textbook.

examine and evaluate the literary element's performance as the MVP of reading. Discusses how the literary term shapes and controls the reader's experience of the text.	examine the literary term's strengths in helping the author prove a theme through the text.	strengths of one literary term, but does not connect it to a reader's analysis of theme.	Makes broad statements of learning with no specifics or insight.
---	---	--	--

Letter Grades:

Each assessment will be evaluated on a four point rubric. I will always give you the rubric way ahead of time--you'll see some here in the syllabus and you'll get rubrics for the major assessments when we start working on those projects. I'll enter each assessment out of ten points. Then, letter grades will be determined based on a percentage scale.

A	94-100
A-	91-93.9
B+	88-90.9
B	84-87.9
B-	81-83.9
C+	78-80.9
C	74-77.9
C-	71-73.9
D+	68-70.9
D	60-67.9
F	0-59.9

Class Policies:

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. Laptops are not allowed unless you have an Accommodations Request requiring use for a disability; if you use a tablet for note taking, please sit in the front row. 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.

D2L: Desire2Learn (D2L) is the web-based software program UWSP uses to create class homepages. You can access D2L by going to your MyPoint page, clicking the "Academic" tab and selecting "Desire2Learn" on the right of the page.

Google: Get thyself a Google Drive account. We're going to use that, too. You'll draft all of your assessments in Google Docs, so that I can see your updates in real time and give you real time feedback that you can apply right away. In addition, you'll keep your reader's notebook in a separate Google Doc, so that all of your ideas are in one place for easy reference and synthesis.

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 125. 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 at CCC 101. 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 [state logical location to meet 200 yards away from building]. 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.

Basic Schedule:

Week	Tuesday	Thursday
1	September 6 First Day of Class!	September 8 Due: Google Questionaire Due: Edgar Allen Poe, <i>The Tell-Tale Heart (D2L)</i> Due: Reader's Journal Activity or Reflection: Thesaurus activity for one paragraph from the short story.
2	September 13 Due: John Updike, <i>A & P</i> (823) OR Ellen Gilchrist, <i>Among the Mourners</i> (92) Due: Reader's Journal Activity	September 15 Due: Kate Chopin, <i>The Story of an Hour</i> (14) OR Nathaniel Hawthorne, <i>The Minister's Black Veil</i> (D2L) OR Sarah Orne Jewett, <i>A White Heron</i> (507) Due: Reader's Journal Activity
3	September 20 Due: Tillie Olsen, <i>I Stand Here Ironing</i> (713) AND Ambrose Bierce, <i>The Failure of Hope and Wandel</i> (D2L) OR Anton Chekhov, <i>Bliss</i> (D2L) Due: Reader's Journal Activity	September 22 Due: Kurt Vonnegut, Jr, <i>Harrison Bergeron</i> (138) OR Shirley Jackson, <i>The Lottery</i> (499) OR Amy Tan, <i>Rules of the Game</i> (D2L) Due: Reader's Journal Activity
4	September 27 Due: <i>Night</i> , Part 1 Due: Reader's Journal Activity	September 29 Due: <i>Night</i> , Part 2 Due: Reader's Journal Activity
5	October 4 Due: <i>Night</i> , Part 3 Due: Reader's Journal Activity	October 6 Due: <i>Night</i> , Part 4 Due: Reader's Journal Activity
6	October 11 Due: <i>Night</i> , Part 5 Due: Reader's Journal Activity	October 13 Due: Multi-Genre Narrative Proposal Due: Peter Carey, <i>American Dreams</i> (259) OR Jack London, <i>To Build a Fire</i> (615) Due: Reader's Journal Activity
7	October 18	October 20

	<p>Multi-Genre Narrative Draft Due</p> <p>Due: Katherine Mansfield, <i>Her First Ball</i> (102) AND/OR Witi Ihimarea, <i>His First Ball</i> (107) Due: Reader's Journal Activity</p>	<p>Multi-Genre Narrative Due</p> <p>Due: O. Henry, <i>The Gifts of the Magi</i> (D2L) OR D.H. Lawrence, <i>The Rocking Horse Winner</i> (587) Due: Reader's Journal Activity</p>
8	<p>October 25</p> <p>Due: Literature Circle 1 Novel, Part 1 Due: Reader's Journal Activity</p>	<p>October 27</p> <p>Due: Literature Circle 1 Novel, Part 2 Due: Reader's Journal Activity</p>
9	<p>November 1</p> <p>Due: Literature Circle 1 Novel, Part 3 Due: Reader's Journal Activity</p>	<p>November 3</p> <p>Due: Literature Circle 1 Novel, Part 4 Due: Reader's Journal Activity</p>
10	<p>November 8</p> <p>Due: Literature Circle 1 Novel, Part 5 Due: Reader's Journal Activity</p>	<p>November 10</p> <p>Movie Watching Day</p>
11	<p>November 15</p> <p>Due: Move Evaluation Draft Due: Charlotte Perkins Gllman, <i>The Yellow Wallpaper</i> (117) OR William Faulkner, <i>A Rose for Emily</i> (D2L) Due: Reader's Journal Activity</p>	<p>November 17</p> <p>Due: Movie Evaluation Due: Tony Cade Bambara, <i>The Lesson</i>, (213) OR Albert Camus, <i>The Guest</i> (247) OR Langston Hughes, <i>Thank you, Ma'am</i> (D2L) Due: Reader's Journal Activity</p>
12	<p>November 22</p> <p>Due: Literature Circle 2 Novel, Part 1 Due: Reader's Journal Activity</p>	
13	<p>November 29</p> <p>Due: Literature Circle 2 Novel, Part 2 Due: Reader's Journal Activity</p>	<p>December 1</p> <p>Due: Literature Circle 2 Novel, Part 3 Due: Reader's Journal Activity</p>
14	<p>December 6</p> <p>Due: Literature Circle 2 Novel, Part 4 Due: Reader's Journal Activity</p>	<p>December 8</p> <p>Due: Literature Circle 2 Novel, Part 5 Due: Reader's Journal Activity</p>
15	<p>December 13</p> <p>Due: Annotated Reader's Club Guide Draft Due: Ernest Hemingway, <i>Hills like White Elephants</i> (D2L) Due: Reader's Journal Activity</p>	<p>December 15</p> <p>Due: Alice Walker, <i>Everyday Use</i> (830) Due: Reader's Journal Activity</p>

Final Exam: Friday, December 16 8:00-10:00

Due: Annotated Reader's Club Guide

In-class: Write final exam essay