

## INTRODUCTION TO LITERATURE FOR HONORS STUDENTS: ON SOCIAL JUSTICE

**ENGL 1023H** is a course in college writing in which students learn different approaches to comprehending and analyzing literary texts and develop skills specific to writing about literature, including research.

In this course, students will read literature with the goals of discovering, analyzing, and interpreting the meanings that literary texts offer as a way to see the world. Students will explore the connections of literature to society, culture, and personal experiences. The English Department offers this course not only as a way to develop the critical reading, thinking, and writing skills necessary to college and professional life, but also with the intention of cultivating an enjoyment of literature as a lifelong practice.

### COURSE OUTCOMES

The English Department has identified the following learning objectives as key elements in helping students comprehend and actively engage with literature as a means of meeting both the academic and enjoyment goals of the course.

- Students will demonstrate comprehension of literary texts by competently explaining and describing plot and characters.
- Students will demonstrate comprehension of literary terms and apply these terms to literary texts.
- Students will develop techniques to approach and evaluate literary texts by isolating an element significant to the work and developing a clear thesis that establishes a position on the value of that element to the text and supporting that position with effective, logically organized evidence.
- Students will be introduced to a number of major critical approaches to literature and will apply possible approaches to a given text.
- Students will conduct research and write a literary analysis based on that research, demonstrating an ability to incorporate credible and reliable sources into their writing, integrating others' voices and positions in consideration of a literary text, while also constructing their own critical judgments effectively and citing primary and/or secondary sources.

This course is a part of Core Curriculum of the College of Arts and Sciences. The CAS Core Curriculum has been designed to foster "an intellectual curiosity that broadens [the student's] mind and spirit in an effort to instill a desire for life-long learning." As such, this course is intended to achieve the following outcomes of the CAS Core Curriculum:

- Students will communicate ideas clearly, coherently, and rationally in writing.
- Students will apply technology in the process of writing.
- Students will apply resources of libraries and databases in writing.

### COURSE MATERIALS

- *On Social Justice* (1st ed.) / *Rules for Writers* (7th ed.). ISBN 9781457671746.
- *They Say, I Say* (2nd ed.). ISBN 9780393933611.

### ASSIGNMENTS AND GRADING

You must successfully complete all of the assignments described below to pass this class. Unless otherwise noted, work written outside of class and submitted for a grade must conform to professional standards. Assignments should be cleanly typed and free of spelling, mechanical, and grammatical errors. Papers suffering from excessive problems will be returned without a grade.

- **Essays (40%):** You will ultimately write and turn in four different essays, each offering a unique analysis of a different work of literature. Each essay assignment will have its own unique requirements. Essays will be graded using a standard rubric.

- **Drafts and revisions (20%):** For each essay, you will write at least one initial draft and one revision before turning in the completed essay. Drafts and revisions will be graded for effort and basic requirements.
- **Reading journals (20%):** For each literary reading assignment, you will write at least one journal entry reflecting upon the reading. Journals will be graded twice during the semester for effort.
- **Classwork/quizzes (10%):** During class, you will often produce short writing assignments or other minor projects. You will also take a number of quizzes during the semester.
- **Participation (10%):** You will receive a daily class grade described below under "Class Preparation, Attendance, and Participation."

**Grade Scale**

Excellent.....	A.....	93-100%.....	A- ..	90-92%
Good.....	B+..	87-89% .....	B.....	83-86%.....
Adequate.....	C+..	77-79% .....	C.....	73-76%.....
Poor.....	D+..	67-69% .....	D.....	63-66%.....
Unacceptable.....	F.....	0-59%		

*Please note that simply meeting the basic requirements for any assignment will never earn you better than an **adequate** grade. **Good** and **excellent** work go well beyond the expectations.*

**Midterm grades** will be posted to Banner by **10/22** and calculated using the following percentages:  
 1 Essay (15%) + 2 Drafts/Revisions (20%) + Journal (35%) + Classwork (15%) + Participation (15%)

**Final grades** will be posted to Banner by **12/16** and calculated using the following percentages:  
 4 Essays (40%) + 4 Drafts/Revisions (20%) + Journal (20%) + Classwork (10%) + Participation (10%)

**CLASS PREPARATION, ATTENDANCE, AND PARTICIPATION**

- **By enrolling in this class, you have made a commitment to take all expectations seriously.**  
 This is a writing intensive course. Throughout the semester, you will be writing or revising one or more assignments. You will need to allow yourself sufficient time to *develop, draft, and revise* your work. In addition, this class requires a significant amount of reading. You will also need allow yourself sufficient time to *thoroughly and actively read* every assigned text before class. As with any college course, for every hour you spend in the classroom, you should expect to spend 2 to 3 hours studying outside this classroom, even when you do not have a major assignment due.
- **By enrolling in this class, you have made a commitment to attend regularly and punctually.**  
 Attendance means you are in your seat when the class begins and you remain in your seat until the class ends. Any deviation from this definition is at my discretion. Since this class meets twice a week and falls under the university's FE policy, you are allowed four absences. *On your fifth absence from this class, regardless the excuse, you will receive an FE.* The only exception to this rule is if the Dean of the College of Arts and Sciences issues clemency on your behalf. Doctor's notes, arrest reports, and funeral announcements will earn sympathy, but not clemency.
- **By enrolling in this class, you have made a commitment to participate fully.**  
 Your active engagement in this class is critical to its success and your learning. By participating, rather than simply listening, you add to what the class as a whole learns and you enhance your own learning. *This course requires all members of the class to participate in discussions and activities.* You should always come to class having read the assigned materials, completed any assigned work, prepared to share your opinion and listen to the opinions of others, and to ask questions relevant to the topic of class.

Your participation grade for class will be based on your engagement in class discussions, group work, and individual in-class work. For each class session, you will receive a participation grade as follows:

✓+	..... 4 pts. ....	In class on time with good engagement.
✓	..... 3 pts. ....	In class on time with adequate engagement.
✓-	..... 2 pt. ....	In class on time with no participation; or in class late.
*	..... 0 pts. ....	Not in class; or in class but actively not participating.

**LATE AND INCOMPLETE WORK**

In-class writing and other participatory work cannot be made up, regardless the excuse. Assigned work is due by the beginning of the class on the designated due date unless otherwise indicated. *You should speak with me if you anticipate difficulty meeting a deadline; however, you should not presume to turn in an assignment late without my consent.*

**DRAFTS AND REVISIONS**

**A draft** is not a partially completed essay; it is an early version of the essay. For this class, a draft is the initial version of an essay. For your first three essays, you will write the draft in class, take the draft home, revise it, and type it in MLA format. You will then bring both draft and revision to the following class to receive comments and suggestions from your classmates and me.

**A revision** is not simply a cleaned up version of an earlier work. A revision requires you to re-envision the earlier work wholly and completely. This does not mean starting from scratch; rather, it means stepping back, considering the strengths and weaknesses of the earlier work, and figuring out how to build upon the strengths while eliminating the weaknesses. Whenever you are asked to revise something, you should keep this definition in mind.

**ACADEMIC INTEGRITY**

As students of Xavier University, you are expected to maintain the highest standards of academic integrity. Behavior that violates the standards described on page 15 of the University Catalog is not acceptable and shall be grounds for disciplinary action. Plagiarizing and cheating will not be tolerated. See the *College of Arts and Sciences Academic Integrity Policy* and the *English Department Plagiarism Statement* on Blackboard for details. All written work will be checked using [TurnItIn.com](http://TurnItIn.com), an originality checking system. The consequences for plagiarism will be determined on a case by case basis but will range from the student having to rewrite the assignment to the student receiving a 0 for the assignment. All violations of academic integrity will be reported to the Dean of the College of Arts and Sciences.

**WRITING RESOURCE CENTER**

You are strongly encouraged to make use of the **free** services provided by the Writing Resource Center, where peer tutors and professional instructors offer individual assistance on a full range of writing strategies and concepts. The Writing Resource Center is located in Room 106 of the St. Joseph Student Academic and Health Center. You are strongly encouraged to call to make an appointment (504-520-6282). Students whose writing demonstrates specific or particular problems will be referred to and may be required to attend tutoring at the Writing Resource Center.

**EXTRA CREDIT**

Throughout the semester, you will have some opportunities to improve your course grade. These will generally come in the form of opportunities to attend specific on-campus events. If you attend one of these events (for the duration of the event) and provide me a copy of the notes you take during the event, I will add points to your Participation grade. The eligible events are listed on our Blackboard calendar. Only events listed there will be considered for credit. If you know about an on-campus event you think should be listed, please let me know about it.

## DECORUM

Free discussion and inquiry are encouraged in this class. Classroom behavior is unacceptable when it interferes with my ability to instruct or any student's ability to learn. Students whose behavior disrupts the class will be removed. Unacceptable behavior in class includes, but is not limited to, the following:

- Entering late or departing early.
- Using phones (smart or otherwise) or other devices.
- Bringing guests.
- Talking while another person holds the floor.
- Arguing in an uncivil way.

## BLACKBOARD

For this course we will use Blackboard, Xavier's e-learning system, to share ideas, information, and documents. Students enrolled in this course automatically have access to its Blackboard at <http://blackboard.xula.edu>. You will be able to take quizzes, track your grades, follow the schedule, download supplementary reading materials, and submit assignments. You are responsible for checking this site regularly and following any directives provided. If you cannot access Blackboard, contact the ITC Helpdesk.

## EMERGENCY PLAN

*In the event of an emergency closure of campus or an evacuation of the city, once you have reached a safe and secure location, you should check your XULA email account and log into this class's Blackboard site for further instruction. If we will be unable to return to campus, as per University policy, the closure of campus does not necessarily mean the cancellation of classes.*

## STUDENTS WITH DISABILITIES

Students requiring special assistance or consideration in order to meet academic requirements should advise the Dean of the College of Arts and Sciences to the nature of their disability upon admission to Xavier or as soon as the need for assistance is known to exist. Students should also contact the Office of Disability Services to arrange access to services available.

## OFFICE HOURS

During my scheduled office hours, I am available in my office to meet with any student who wishes to meet with me. I encourage you to come speak with me about any concern or question you have about this class or even your other classes. I do my best not to allow other commitments, such as committee meetings, to interfere with my office hours; however, there will likely be times when I must attend a meeting during office hours. If I am not available when you come to speak with me or if you need to speak with me at any time outside my office hours, please do so. If I am in my office and not overly occupied by something else, I will be glad to speak with you. If meeting in person, for whatever reason, is not possible for you, please email me and I will respond as soon as I can.

*Please come speak to me any time you have a question or concern about this class, your other classes, or anything else. If you cannot make it to my listed office hours, speak to me after class or send me an email, and we will schedule a time to meet.*

## COURSE SCHEDULE

This schedule is an approximation and subject to change as needed.  
OSJ = *On Social Justice*. TSIS = *They Say, I Say*. RFW = *Rules for Writers*.

	Readings Due	Work Due	Class Topics
08/27		Literary terms quiz.	Syllabus. Research project ass't.
08/29	"Good Reading"; "Reading" (TSIS)		Writing about drama. Drama essay ass't. Active reading. Plagiarism.
09/03	"The Emperor Jones" (OSJ)		"The Emperor Jones". Thesis statements.
09/05	"The Writing Process" (RFW)		"The Emperor Jones". Incorporating evidence.
09/10	"Writing about Literature" (RFW)		In-class writing: Drama draft.
09/12	"Writing Papers in MLA" (RFW)	Drama essay revision.	Drama revision workshop.
09/17	"Tying It All Together" (TSIS)		Transitions. Metacommentary.
09/19			Literary theory.
09/24	Writing about Poems; "London" (OSJ)	Drama essay final.	Poetry essay ass't. Writing about poetry. "London".
09/26	"On Being Brought"; "Ballad" (OSJ)		"On Being Brought from Africa". "The Ballad of Birmingham".
10/01	"Hard Rock"; "Mask" (OSJ)		"Hard Rock Returns". "We Wear the Mask".
10/03	"America"; "For Fawzi" (OSJ)		"America". "For Fawzi".
10/08		Reading journals.	In-class writing: Poetry draft.
10/10	"They Say" (TSIS)	Poetry essay revision.	Poetry revision workshop. Integrating sources.
10/15	FALL BREAK - NO CLASS		
10/17	"Conducting Research" (RFW)	Literary terms quiz.	Library tutorial.
10/22	Writing about Stories; "The Use of Force"	Poetry essay final.	Fiction essay ass't. Writing about fiction. "Use of Force".
10/24	"Heart of Darkness" (OSJ)		"Heart of Darkness".
10/29	[brief essays on theory]		"Heart of Darkness". Literary theory.
10/31	"Documenting Sources" (RFW)		"Heart of Darkness". Literary theory. Documenting sources.
11/05		Reading journals.	In-class writing: Fiction draft.
11/07		Fiction essay revision.	Fiction revision workshop.
11/12	"I Say" (TSIS)		Synthesis. Integrating sources. Responding. Disagreeing.
11/14			Synthesis. Integrating sources. The So What Question.
11/19		Fiction essay final.	Movie (Viewers' Choice).
11/21			Movie. Movie discussion.
11/26			Synthesis. Integrating sources.
11/28	THANKSGIVING - NO CLASS		
12/03		Research essay draft.	Research draft workshop.
12/05		Literary terms quiz.	Literary theory.
12/10		Research essay final.	

- 8/28: Last Day to Add or Change a Course
- 9/2: Labor Day Holiday
- 10/4: Last Day to Remove "I"
- 10/8: Founder's Day
- 10/14-15: Contingency Days
- 10/22: Mid-Semester Evaluations Due

- 11/1: Last Day to Drop a Course
- 11/4-8: Early Registration for Spring Semester
- 11/22: Last Day to Withdraw from Xavier
- 11/27-29: Thanksgiving Holidays
- 12/7: Quiet Day
- 12/9-13: Final Examinations

### CLASS ENGAGEMENT<sup>1</sup>

Ten percent of your grade for this class is based on your participation in the class. Participating in class does not necessarily mean talking a lot or showing everyone else that you know or have studied a lot. Good participation involves trying to build on, and synthesize, comments from others, and showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking. Some of the most helpful things you can do are call for a quiet interlude, bring a new resource to class, or make a meaningful observation. Below are some specific examples of good engagement:

- Ask a question or make a comment that shows you are interested in what another person has said.
- Ask a question or make a comment that encourages another person to elaborate on something he or she has already said.
- Bring in a resource (a reading, a web site, a video) not covered in the syllabus that adds new information or a new perspective to our learning.
- Make a comment that expresses and underscores the link between two people's contributions.
- Use body language that shows you are actively listening to and interested in what different people are saying.
- Offer a comment that summarizes the conversation and suggests new questions to be explored.
- Make a comment indicating that you found another person's ideas interesting or useful. Be specific as to why this is the case.
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts.
- Make a comment on your CIQ that prompts us to examine discussion dynamics.
- When you think it's appropriate, ask the group for a moment's silence to slow the pace of conversation to give you, and others, time to think.
- Make a comment that at least partly paraphrases a point someone has already made.
- Make a summary observation that takes into account several people's contributions and that touches on a recurring theme in the discussion.
- Ask a cause and effect question—for example, "Can you explain why you think it's true that if these things are in place such and such a thing will occur?"
- Find a way to express appreciation for the enlightenment you have gained from a discussion. Try to be specific about what it was that helped you understand something better.

### ASSESSMENT

- ✓+ ..... 4 pts. ....In class on time with good engagement.
- ✓ ..... 3 pts. ....In class on time with adequate engagement.
- ✓- ..... 2 pt. ....In class on time with no participation; or in class late.
- ✓ ..... 0 pts. ....Not in class; or in class but actively unengaged.

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<sup>1</sup> Adapted from Stephen Brookfield's "Class Participation Grading Rubric." Used with permission.