**Bethel University English 111 Spring 2019**

**Writing About Literature Prof. Moser, Room 302**

 **Email: mosera@bethelu.edu**

**I. Course Prerequisite:**

English 101 or exemption.

**II. Catalog Course Description**:

Reading, analyzing, and writing about a variety of literary genres including poetry, drama, the short story, and the novel. Research paper required.

**III. Course Goals:**

Students will complete several formal writing assignments

Students will read assigned texts with critical perspective

Students will actively participate in class discussion

Students will present critical analysis on texts through prewriting, writing, revision, and oral presentations

**IV. Relationship of this course to content area knowledge and skills:**

This course addresses TN Matrix knowledge and skills in General Education and in English.

**V. Textbook & Supplies:**

The following textbook is **required** for the duration of the course:

Meyer, Michael. *The Compact Bedford Introduction to Literature*. 10th Ed. New York: Bedford / St. Martins, 2014. Print.

 ISBN# 978-1457650505

Foster, Thomas C. *How to Read Literature Like a Professor*. *Revised Edition*. New York: Harper Collins, 2014. Print.

ISBN#978-0-06-230167-3

I will also supply students with supplemental materials, outside texts, and sources. When these sources are used for a specific writing assignment, I will provide students with appropriate citation guidance, assistance, and recommendation, so it is the students’ best interest to write down the citations I provide them in these instances.

**For each class meeting**, students will need to bring their textbook/s, writing utensils, paper to take notes, and any relevant materials being covered (this is **nonnegotiable**).

Access to a computer with word processing software is necessary for this class, so students will also need a **reliable** means of saving their work: a jump drive would prove a valuable tool (at least 2GB will provide plenty of storage space for this course). Access to a computer connected to the internet is a major requirement for this course.

**VI. Course Objectives:**

Upon completion of this course, students should be able to:

A. Identify and critically examine the characteristic features of works from each literary genre

B. Respond orally and in writing to literary works

C. Compare the strategies of various writers within genres

D. Illustrate the ways different genres examine human conflict and experience

E. Show the ways a literary work can involve several different themes and conflicts

F. Effectively utilize appropriate literary terms

G. Incorporate research into written critical analysis of literary works

H. Demonstrate the importance and relevance of imaginative literature to contemporary life

**VII. Methods of Instruction and Learning:**

Students will be expected to read extensively and participate in classroom discussion. Lectures on literary genre, literary theory, rhetoric, and objective/analytic writing will be predominant throughout the semester. Quizzes, exercises, homework, and class discussions can be expected. Forms of collaborative learning (e.g. “work-shopping” and/or group projects) will be employed as a means of assisting students with thesis writing, paragraph development, and appropriate audience awareness. Formal writing assignments in various stages of development (thesis, drafts, and revisions) will be assigned throughout the semester. Examinations will include a mid-term and final exam completed in class.

**VIII. Classroom Decorum**

We will discuss topics in class that are interesting yet controversial, and **everyone must be respectful of each other’s views regardless of whether we agree with those views**. Part of being a critical thinker is being receptive to the ideas of others. When a student presents a pattern of disruption, I will go through the necessary channels to have that student removed from the class permanently.

If I am lecturing, students should be writing; do not ask me to repeat due dates, page numbers, or answers multiple times.

**X. Academic Honesty:**

According to the Student Handbook: Students are expected to uphold the University’s values. Cheating of any kind, plagiarism, and other forms of academic dishonesty involves imposing failing or zero grades by the following process: for a first offense, the student receives a zero on the assignment. A second offense results in an F for the course. Upon committing a third offense, the student will be expelled from the University. The faculty member presents notices of each offense to the Academic Dean, who keeps a record of students’ offenses from all courses.

Plagiarism occurs when a person intentionally or unintentionally takes credit for information, ideas, concepts, and other forms of intellectual property that belongs to someone else. This includes using a friend’s paper (or having someone “help” with a student’s work without giving credit to his or her contribution in the work), obtaining a paper (or an idea from a paper) from the Internet, recycling writing assignments students may have done previously (everything students write for this class will be original **unless** students speak with me first), or otherwise claiming someone else’s work as a student’s own (even my lecture topics, notes, etc.).

**XI. Attendance Policy:**

1. There are occasions when illness strikes or personal issues necessitate students missing class, and perfect attendance is not always realistic. Students may miss **6 classes** without penalty; **however**, **any work due on and/or work missed from the absence will receive a “0” and will be the student’s responsibility to complete and turn in.** After the **6 absences**, the final grade (Bethel only) will be reduced by five points for each additional absence.

a. School sponsored or related activities are not included in this total, but students with obligations representing the university are still required to meet deadlines since many of these activities are scheduled in advance. It is each student’s responsibility to notify me **in advance** of these dates.

b. Students with school sponsored activities who miss class on dates of quizzes and/or exams are required to take an alternative version of the missing work by **no later than** 1 week from the missed work. Students should arrange a time for this in advance of their absence.

c. Texting, sleeping, using the computers inappropriately, not being prepared for class, or any other activity that demonstrates students are not mentally “present” **will result in a 0 for participation that day and will count as one of the 6 Bethel absences.**

d. Students need to keep track of attendance; it is not my responsibility to warn if/when they are close to failing for absences.

e. If circumstances require special consideration, please see me. I will work with students who need to miss class but only if the student contacts me **in advance**.

**XII. Late Work:**

Work is due on the dates assigned. All work must be submitted at the beginning of class, which means students submit their work **before** I finish taking attendance. Any work submitted after--even one minute after--will be counted as one day late.

If extenuating circumstances (school-sponsored activity, for example) prevent students from being present to turn in their work, it is **their responsibility** to submit their work **before** the deadline or **make appropriate arrangements for when work will be submitted**. It is **the student’s responsibility** to ensure work is submitted when absent.

All work not submitted by the deadline **will be penalized 10%** (including being tardy to class). I will follow the Smyrna High School late work policy.

**III. Grade Scale & Course Evaluation:**

In order to pass the course, a student **must submit relevant course work and fulfill course objectives**.

Final grades for this course will be determined using the following scale:

Bethel University Grade:

90-100 **A: outstanding, exemplary**

80-89 **B: above average**

70-79 **C: average**

60-69 **D: passing but below average**

0-59 **F: failing**

As with the Fall semester, your Bethel and SHS number grades will not be the same. Smyrna uses a different grading scale, and adds 4 points to your score for taking a dual enrollment course. But your letter grade reported to the university will match your letter grade reported to Smyrna.

Course Evaluation for this course is on a weighted scale and is as follows:

Reading Quizzes, Responses, Participation: 25%

HTRL Presentation:………………………..10%

Literary Analysis Essay:…………………...15%

Mid-Term with Essay:……………………...20%

Creative Research Story:…………………...15%

Final Exam:…………………………………15%

Final Exam: Please note, while you may be able to be exempt from your final exam for SHS – that does not apply to Bethel. EVERYONE will be taking the Final Exam for their Bethel University English Credit.

Quizzes, Homework: In order to ensure students complete the required work for the class (reading assignments), there will be **pop quizzes**.

Informal Responses: There will also be weekly informal responses due; of the 12 throughout the semester, I will grade 10, allowing you to miss up to two, or complete up to two extra for additional credit. There may be MLA citation quizzes assigned as well. Students may also be required to summarize and/or present on journal articles of scholarly criticism dealing with a particular piece of literature.

In-Class Essays: In order to help students be better prepared for the expository aspect of many college courses as well as career writing aspects, perfecting their ability to communicate in expository and analytical styles is paramount. Learning how to overcome stress and/or anxiety with “off the cuff” assignments, compile a credible argument in response to an inquiry (in this case over literature), and create relationships between seemingly unrelated ideas/concepts/topics are all skills considered valuable to future employers, so these skills are strengthened with in-class essays.

Examinations: Assessing student understanding of literary concepts and theories as well as composition modes we discover throughout the semester is important. The Mid-Term and Final Exams will cover materials/literature from the class-reading schedule and may include discussion topics from fellow students, which means class attendance and participation will help concerning the examinations.

Out of Class Essays: Part of this course is to demonstrate a student’s ability to write in a collegiate mode, which includes **consideration of audience** and **inclusion of appropriate language**. Students’ abilities in composition are most noticeable through essays they work on outside of class. Learning how to correctly integrate primary source material, properly attribute sources, strengthen the persuasive aspect of writing, and deal with abstract and complex topics inherent in literature are strengthened with out-of-class essays. These assignments deal with the primary sources according to the genre of literature we cover in class; these essays are “close readings” and will only rely on the literature itself and no outside sources; therefore, these are generally shorter essays but are expected to perform a thorough analysis.

* The assigned readings for paper topics will be given well before any writing assignments are assigned, so students have ample time to read literature and develop arguments for writing assignments. Therefore, I expect students to use their time with the course readings effectively so they have an advantage when writing the out of class papers. Beyond the course lectures, discussions, and instructor notes during class, I am available to students during office hours (or by appointment) to discuss the literature as well as issues relating to writing assignments throughout the semester. Writer’s block can be overcome (I promise we will work on some techniques); however, please do not hesitate to contact me during office hours if/when you experience difficulties getting started on a paper or just want to talk out some ideas. This is not the kind of course or material that can be well managed at the last minute; procrastination is the biggest threat to success in this class.

**XIV. Laboratory:**

There is no laboratory requirement for this course.

**XV. Critical Thinking Component:**

This course addresses the University initiative for critical thinking in its emphasis on analysis of assigned readings (including scholarly criticism) and its emphasis on employing the elements of rhetoric in assigned writing.

**XVI. Disability Policy**:

Bethel University is committed to equal opportunity in education for all students, including those with documented disabilities. If you have a diagnosed disability or if you believe you have a disability that might require reasonable accommodation in this course, please contact Tan-Gee Deem at 731.352.4012. Bethel University policy states that it is the responsibility of students to contact instructors to discuss appropriate accommodations to ensure equity in grading, experiences, and assignments.

**XVII. Month and Year of Syllabus Revision**

January 2019

This syllabus is subject to change throughout the term. Students will be notified in the event of changes.

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