

English 106 - Reading Fiction

What does it mean to be a survivor?

Who are you as a reader

Fall 2017

Class: Tuesday/Thursday 9:30 - 10:45 Room Number: CCC 204	Instructor: Erica J. Ringelspaugh Office: CCC 434 Email: eringels@uwsp.edu Phone Number: 715-346-4533 Office Hours: Tuesday and Wednesday, 11:00 -1:00
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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.

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 and some short stories together to establish some skills, procedures, and background knowledge. Then, you'll choose four Reading Challenges from the list of seven; then you'll choose a novel to meet each of those challenge. For each challenge, you'll also choose two to four classmates who are reading the same novel to be in your book club with you. After 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 to you 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.

Major Learning Goals for this course:

- **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
- **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

Course Materials:

1. Text Rental: Trimmer, Joseph, C. Wade Jennings, and Annette Patterson, eds. *eFictions*. Fort Worth, TX: Harcourt, 2002
2. Purchased Novels: (please do bring your books to class each day)
 - A. Whole Class Novel: *Night*, Eli Wiesel
 - B. Literature Circle Choice Novels
3. A notebook and folder dedicated to this course

Major Assessments:

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	Reader's Journal and D2L Discussions	40%
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 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	Novels Assessment 1	50%
3		Novels Assessment 2	
4		Novels Assessment 3	
5	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	Final Exam Assignment -- Who are you as a reader?	10%

Grading:

Reader's Notebook (40%): As you read, please note your thoughts, connections, questions, and reflections in your electronic 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 and I carry on a conversation about the texts.

Reader's Notebook Basic Requirements:

1. After each assigned reading, complete a posting following the directions/prompts outlined in the D2L dropbox.
 - a. Upload your response by the beginning of each class.

- b. Add new responses to the beginning of the document (i.e. reverse chronological order)
2. At the time that the compilation is due, you should do two additional things:
 - a. Complete any posting or prompt which you missed along the way
 - b. Add a final reflection considering what you have learned from the course readings and how they impact your overall experience with reading fiction. You will find more detailed prompts for this reflection in the dropbox instructions.

You really get two grades for Reader's Notebooks. One is for simply turning your Reader's Notebook in on time each class-day. I hope that you'll find that reading and thinking about the text is necessary for successful discussion and critical response to the novel.

In addition, your Reader's Notebook is the first place that you start thinking about how the literary terms are working in the text, how you're interpreting the text in view of the literary theories, and how you're connecting the text to the world around you. It's where you ask questions of the text and respond to the questions that the text is asking you. In essence, it's your thinking made visible. To that end, I'll be looking to see what you're thinking about and how you're processing the class content.

	Exemplary (10)	Effective (8)	Acceptable (6)
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	Combines literary terms to question the motives or patterns of the text.	Applies individual literary terms to the themes or questions of the text.	Applies individual literary elements to the overall reader's response .
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	Combines literary theories or pit theories against each other to reveal multiple interpretations	Uses multiple individual literary theories to analyze the text and question the text's place or importance	Mainly sticks to one dominant literary theory to analyze the text.
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	Makes specific connections between this work and the reader's own background, other literary works, world, US, regional, or community culture or history, etc.	Makes general connections between this work and the reader's own background, other literary works, world, US, regional, or community culture or history, etc.	Makes connections between this work and the reader's own life .

Major Assessments (50%): English 106 is a Choose-Your-Own Adventure Reading Challenge Book Club. We'll read our first book and some short stories together to establish some skills and procedures. Then, you'll

choose four Reading Challenges from the list of seven; then you'll choose a novel to meet each of those challenge. For each challenge, you'll also choose one to three classmates who are reading the same novel to be in your book club with you. After reading three books (yep, only three of the five you'll read for class), 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. You'll have lots of choices for these activities so that you can most effectively explore your reading in a way that makes sense to you and take ownership of your analysis.

Final Exam (10%): Your final exam is an in-class evaluative essay where you examine your own self as a reader, how you've changed since the beginning of the course, and what your plans are for future reading, using evidence from your reader's journal, your conversations, activities, and work in class, D2L discussions, and your major assessments. As part of this essay, you'll argue what letter grade you should earn in the course.

Exemplary (10)	Effective (9)	Developing (8)	Acceptable (7)	Unacceptable (6)
<p>Reflection examines and evaluates the reader's performance, growth, strengths, and weaknesses in the course, using specific and insightful details from the major assessments, reader's journal, D2L postings, and D2L discussions notebook to support and explain.</p> <p>Discusses their personalization of the writing process and their goals for their writing growth in the future.</p>	<p>Reflection examines and evaluates the reader's performance, growth, strengths, and weaknesses in the course, using details from the major assessments and their reader's journal to support and explain.</p> <p>Discusses their personalization of the reading process.</p>	<p>Reflection examines the reader's growth or performance, strengths or weaknesses, using mentions of class content as activities to support and explain.</p> <p>Mentions their application of the writing process.</p>	<p>Reflection provides a broad overview of the strengths or weaknesses of the reader as a whole.</p>	<p>Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.</p>

Letter Grades:

Each assessment will be evaluated on a rubric or points scale. 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. However, if, in your end of semester reflection, you make a successful argument for a letter grade other than the one mathematically averaged from your overall scores, I'll change your grade to match your argument.

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 a absence for the day. If you miss a class, please do check the class presentation on D2L, 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 (5 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% (12 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 half the time (22 periods or more), you will not be able to pass the class.

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 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 respected 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.

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 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 D2L. You’ll turn in your major assessments, reading journal postings, and final exam to me via Dropbox, I’ll post class materials in the content section, we’ll occasionally have electronic discussions, and you’ll find updated scores and grades there.

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	September 5 Welcome to our Community of Readers!	September 7 Due: Reading Survey, part Discussion and part Dropbox Due: Choose one (or more): <ul style="list-style-type: none"> • Edgar Allen Poe, <i>The Tell-Tale Heart</i> (D2L), • John Updike, <i>A & P</i> (eFictions, 823) • Ellen Gilchrist, <i>Among the Mourners</i> (eFictions, 92)
2	September 12 Due: <i>Night</i> , Part 1 Due: D2L Discussion response to introductions In class: Book Dating	September 14 Due: <i>Night</i> , Part 2 In class: Book Talks
3	September 19 Due: <i>Night</i> , Part 3 In class: Develop Reading Groups for Novel A	September 21 Due: <i>Night</i> , Part 4
4	September 26 Due: <i>Night</i> , Part 5 In class: My Reading Itinerary starts	September 28 Due: Novel A, Part 1 Due: D2L Discussion about <i>Night</i>
5	October 3 Due: Novel A, Part 2 In class: Develop Reading Groups for Novel B	October 5 Due: Novel A, Part 3 At end of class due: Night Assessment
6	October 10 Due: Novel A, Part 4 Due: D2L Reflection on Reading Itinerary	October 12 Due: Novel A, Part 5
7	October 17 Due: Novel B, Part 1 Due: D2L Discussion about Novel A	October 19 Due: Novel B, Part 2 At end of class due: Novel A Assessment

8	October 24 Due: Novel B, Part 3 In class: Develop Reading Groups for Novel C	October 26 Due: Novel B, Part 4
9	October 31 Due: Reader's Journal Overall Reflection In class: Visit to Portage County Public Library--Stevens Point Branch	November 2 Due: Novel B, Part 5
10	November 7 Due: Novel C, Part 1 Due: D2L Discussion about Novel B	November 9 Due: Novel C, Part 2 At end of class due: Novel B Assessment
11	November 14 Due: Novel C, Part 3 In class: Develop Reading Groups for Novel D	November 16 Due: Novel C, Part 4
12	November 21 Due: Novel C, Part 5 Due: My Reading Influences Reflection, with D2L Discussion	
13	November 28 Due: Novel D, Part 1 Due: D2L Discussion about Novel C	November 30 Due: Novel D, Part 2 Due: Novel C Assessment
14	December 5 Due: Novel D, Part 3	December 7 Due: Novel D, Part 4
15	December 12 Due: Novel D, Part 5 Due: End of Semester Reading Habits and Preferences Survey (Google Survey)	December 14 Due: Alice Walker, <i>Everyday Use</i> (eFictions, 830) Due: D2L Discussion about End-of-Semester Reading Habits and Preferences Survey

		At end of class due: Novel D Assessment
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Final Exam:**Wednesday, December 20, 12:30 - 2:30, CCC 307****In-class: Write final exam essay**