

**University of Minnesota College in the Schools**  
**Introduction to Literature: ENGL 1001W**

**Instructor:** Mrs. Magel

**Office Hours:** 7:30-8:00; 3:00-3:30; my prep; my study hall

**Credits:** 4 U of M semester credits

**Classroom:** Room 132

**Email:** jmagel@isd578.org

### **Course Description**

EngL 1001W is a four credit University of Minnesota literature course. Through intensive, close reading of a range of literary works, students will understand diverse experiences, languages, forms, and genres. They will find it necessary to understand information from various fields (history, art, literature, music, politics, and philosophy) and social practices (gender, sexuality, class, and more) in order to understand the basic “facts” of literary works. The course also introduces students to the concepts of literary theory. Students will discover ideas through the guidance of the instructor, other students, and themselves. It is a discussion-centered course mandating that students have a high level of personal investment. The objectives are for students to gain an awareness of themselves, other cultures and other individuals; to gain an ability to think critically and to express ideas orally and in writing; to gain aesthetic sensitivity; to acquire or further develop their intellectual curiosity, and be challenged by the remarkable range of knowledge available through literature. The knowledge gained in this course will be applied toward the production of an extensive portfolio that examines new ideas and demonstrates acquired skills. Students are dually enrolled at the University of Minnesota and Pine City High School. Students will register online, receive a university I.D. and visit the university on a required field day. Students earn a semester grade at the U of M and at their high school. The U of M grade is recorded on their permanent U of M transcript. Students must complete the entire course to earn credit.

### **Course Outcomes**

*Students will . . .*

1. gain an awareness of themselves, other cultures, and other individuals through reading numerous modern multicultural texts, through journaling and extensive writing, and in class discussion
2. think critically by participating in class discussion and expressing ideas orally and in writing often
3. identify, examine, and produce textual analysis from a variety of critical perspectives
4. examine not only the “who” and “what” of a piece, but *how* the piece is a part of greater discourse, and/or how the piece contributes to the creation, perpetuation or evolution of life’s larger issues
5. revise work and make improvements with each reading notebook

### **Course Expectations**

My expectations are that you are respectful, prepared, participate positively in the class, and you are on task. Skill, work ethic, and motivation need to be high. Active participation in discussions is required. You will need to think beyond your comfort level. All students need to treat other people, ideas, and property with respect. No one will speak when another has the floor, and no harassment of any kind will be tolerated. It is inappropriate to promote racism, sexism, homophobia, classism, ageism, or any other form of prejudice in the classroom.

### **Course Materials**

Materials needed are the following: a medium sized three ring binder, loose leaf paper, post-it notes, a two-pocket folder, and a writing utensil. You will need access to a computer for word processing and in order to create and utilize a turnitin account. Most books will be provided to you, but on occasion you may be asked to purchase texts of your own. Plan to put aside \$20.00 by the end of the semester for the course.

#### **Texts:**

Appleman, Deborah. *Critical Encounters in High School English*. New York: Teachers College Press, 2009. Print.

Barry, Peter. *Beginning Theory*. New York: Manchester University Press, 2009. Print.

Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 2008. Print.

Tyson, Lois. *Critical Theory Today*. New York: Routledge, 2006. Print.

8-10 pieces of literature will be chosen from the following list:

<i>Ceremony</i> by Leslie Marmon Silko	<i>Solar Storms</i> by Linda Hogan
<i>Fences</i> by August Wilson	<i>Sula</i> by Toni Morrison
<i>The Things They Carried</i> by Tim O'Brien	<i>The Help</i> by Kathryn Stokett
<i>Heart of Darkness</i> by Joseph Conrad	<i>The Kiterunner</i> by Khalid Hosseini
<i>Balzac and the Little Chinese Seamstress</i> by Dai Sijie	<i>Bastard out of Carolina</i> by Dorothy Allison
<i>The Lone Ranger and Tonto</i> by Sherman Alexie	<i>In Time of the Butterflies</i> by Julia Alvarez
<i>Invisible Man</i> by Ralph Ellison	<i>Love Medicine</i> by Louise Erdrich
<i>Tracks</i> by Louise Erdrich	<i>Sweet &amp; Sour Milk</i> by Nuruddin Farah
<i>Green Grass, Running Water</i> by Thomas King	<i>Angels in America</i> by Tony Kushner
<i>Zamy: The Spelling of My Name</i> by Audre Lorde	<i>Life of Pi</i> by Yann Martel
<i>19 Varieties of Gazelles</i> by Naomi Shihab Nye	<i>Going After Cacciato</i> by Tim O'Brien
<i>The Joy Luck Club</i> by Amy Tan	<i>Kitchen God's Wife</i> by Amy Tan
<i>Oranges are not the Only Fruit</i> by Jeanette Winterson	<i>The Latehomecomer</i> by Kao Kalia Yang
<i>The Space Between Us</i> by Thrifty Umrigar	<i>The Color Purple</i> by Alice Walker
<i>A Thousand Splendid Suns</i> by Khalid Hosseini	<i>Blood Meridian</i> by Cormac McCarthy

This list will be supplemented with non-fiction, video (such as *Life of Khan* and *Crash*), and shorter fiction/poetry.

### **Class Format**

This course is different from other English courses offered in high school. It contains three main foci: the literature is multicultural; the writing is informal, formal, and creative; and the learning is active and based on discussion. We will have discussions that are different from most high school discussions. They will be student centered as opposed to teacher centered, and we will entertain ideas, perspectives, and experiences different from, and perhaps opposed to, our own.

### **Time Commitment:**

This course requires a considerable time commitment on the part of the student. In addition to reading the books, you must write three reading notebooks per novel and prepare presentations. This work will be done largely outside of class. The time required for all the reading, writing, and preparation for this course averages at least two hours per each hour of class. In general, four days of class a week will be devoted to class discussion. The other day will be dedicated to doing research, working on group projects, and individual work. During these non discussion days you are expected to work on material for this course exclusively.

### **Inclusivity Statement:**

You are a very diverse group of students, even if on the surface you all may appear more or less homogeneous. Diversity is a strength in our society. In this class, you will be expected to maintain an open mind to the differences around you, and you are encouraged to place a positive value on those differences. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inherent in our culture. We need to learn how to recognize and address statements of these attitudes so that our classroom can be as inclusive as possible. Students are encouraged to acknowledge diversity by listening actively to one another. It is especially important that you listen to students whose opinions differ from your own, arguing with the opinions while remaining respectful of the individual.

### **Scholastic Honesty:**

Students are expected to do research in the library and on the Internet on topics related to the texts. Students are responsible for maintaining scholastic honesty in their work at all times. Students are expected to give credit to the source when using any information taken from outside sources. Failure to give credit is considered plagiarism. Students engaged in scholastic dishonesty will be penalized. Your name may also be reported to University of Minnesota Student Judicial Affairs as well as the administration at Pine City High School. The University's College of Liberal Arts defines scholastic dishonesty as "any act that violates the rights of another

student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work." All reading notebook entries and projects will need to be submitted to turnitin.com for credit.

### **Attendance**

Daily class attendance is essential. Much of our work in the class will depend on everyone's presence. Therefore, attendance is expected unless clear and compelling arrangements are made in advance. You will find that work with the class or in groups is severely compromised if anyone is absent. **Discussions cannot be made up if a student is absent.** You should contact another student for notes and speak with me if you have further questions. Always contact someone **before** you come to the next class session so you can complete any assignments given the day you were gone. It is your responsibility to be an active participant at all times. Poor attendance may result in loss of University credit and, **according to University policy will result in grade reduction. Please note the University timeline for withdrawal.** Tardies are unacceptable. Be in your seat when the bell rings. Three tardies count as one absence.

### **University of Minnesota: Academic Policies**

Traditional letter grades (A-F) will be recorded on each student's transcript. Grading expectations are consistent among instructors teaching this course at other high schools & at the University of Minnesota. Note: a "C" grade is a normal grade for this course. It means that the student has fulfilled all the requirements satisfactorily. Anything above a "C" requires significant extra effort. Because this is a U of M course, grading is significantly different from regular high school courses.

An "A" indicates significant improvement/growth throughout the course, frequent demonstration of initiative, and an excellent grasp of course content. It also indicates that the student has demonstrated a level of writing/critical analysis skill that exceeds course expectations and surpasses most other students. A student receiving an "A" grade will have completed all required work in a manner that is consistently **excellent and outstanding.**

A "B" indicates significant improvement/growth throughout the course and an above average grasp of course content. It also indicates that the student has demonstrated a level of writing/ critical analysis skill that meets or exceeds course expectations. A student receiving a "B" grade will have completed all required work in a manner that is **consistently and significantly above average.**

A "C" indicates some improvement/growth throughout the course and an average grasp of course content. It also indicates that the student has demonstrated a level of writing/critical analysis skill that **meets course expectations.** A student receiving a "C" grade will have completed all required work in a manner that is consistently **satisfactory.**

A "D" indicates little or no improvement/growth throughout the course and a below average grasp of course content. It also indicates that the student has demonstrated a level of writing/ critical analysis skill that meets course expectations. A student receiving a "D" grade will have completed all required work in a manner that is **below average,** or inconsistent. A "D" is a **passing grade,** and the student will receive credit, but it is not considered to be acceptable performance.

An "F" indicates that a student has not shown any improvement/growth throughout the course and/or has failed to complete the required work. Students with an F **fail to meet the basic course requirements.**

View complete text at <http://www1.umn.edu/usenate/policies/gradingpolicy.html>

### Course Assignments

#### **Reading:**

Reading a text at the college level means getting below the surface of the work! At this academic level students

are expected to discuss texts in detail, allude to specific passages, compare the text with others, identify issues and ideas, apply critical theory, and more. **Students are expected to have the complete text read by the day of the first discussion and be prepared with questions and ideas for discussion. In addition, a minimum of one reader's notebook entry must be completed prior to the opening discussion of a text.** In order to assist you in discussion and notebook writing, it would be helpful as you read to write down characters, important quotations or events, and page numbers for future reference. Some students use post-it notes to mark important passages.

### **Discussion/Participation & Ownership of Learning/Quizzes – 30% of Course Grade**

All students are expected to participate in class discussion, share their writing, and prepare for informal presentations. This is an *essential* component of the course. A holistic evaluation will be made upon the instructor's evaluation of attendance, contribution to discussion, procurement of relevant outside materials, presentation of written work, and demonstration of improvement. As the class grows in familiarity, the instructor will become more of a participant in daily discussion, calling upon students to facilitate discussion. Students are strongly encouraged to volunteer information. Participating in the campus field day on \_\_\_\_\_ is also a course requirement. Expect a reading quiz for every novel read in class.

### **Reader's Notebook – 50% of Course Grade**

Students will interact with the assigned texts, prepare for, and respond to discussion in a Reader's Notebook. This is not a diary, but a series of informal analyses of the literature, class discussion, supplemental research, and the human issues that emerge. These daily entries are intrinsic to the writing process and prepare students for effective class participation and formal writing. Critical thinking is required; entries must not be limited to liking or disliking the text. Notebook entries should not be a summary of the book. This is informal writing but should contain specific references, examples, and quotes to support your ideas and responses. It is the entries that are assessed/graded, but successful students find it helpful to be organized. Expect to write at least three entries per text which are rather lengthy and thorough. **Use the notebook as study tool as well as a base for future reading notebooks.** Make sure reading notebooks are completed and **submitted to Turnitin.com by the assigned date.**

All reading notebooks and assignments must be completed for credit in the course, and they must be turned in at the beginning of class on the day it is due. A deduction of 50% will be taken for an assignment that is 1 day late, and a deduction of 75% will be taken for an assignment that is 2 days late. Assignments later than 2 days will receive a score of 0 but must still be completed to pass the class.

### **Assignments – 20% of Course Grade**

- First Week Reflection
- Historical/Biographical Presentation
- Final Group Presentation
- Revised notebook entry
- Final portfolio
- Reflection Essay

### **Media Resources:**

College in the Schools has a very helpful website –[www2.cce.umn.edu/cis](http://www2.cce.umn.edu/cis). There is a student section you may find useful. This site also includes important forms you may need. Another helpful site is [voices.cla.umn.edu](http://voices.cla.umn.edu), which is an index of critical reviews and author bios.

### **Disabilities Services**

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange

reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu). Additional information is available at the DS website <http://ds.umn.edu>.

### **Student Conduct and Academic Integrity**

As a new member of the University community, it is important to be aware of what is expected of you and what you can expect of the University. This information is designed to clarify the values and actions of an academic community. An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service. An excerpt from CLA Handbook 2008 listed Five Fundamental Values: Honesty, Trust, Fairness, Respect, and Responsibility. The first guiding principle of the Conduct Code is: The University sees an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. All students at the University are bound by the Student Conduct Code. It is the policy of the University of Minnesota (University) that certain minimum standards of conduct are necessary to safeguard the rights, opportunities, and welfare of students, faculty, staff, and guests of the University community and to assure protection of the interests of the University as it seeks to carry out its mission. The University requires a community free from violence, threats, and intimidation; protective of free inquiry; respectful of the rights of others; open to change; supportive of democratic and lawful procedures; and dedicated to a rational and orderly approach to the resolution of conflict. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the code. The College of Continuing Education reserves the right to cancel current or future registration for such students. The Office for Student Conduct and Academic Integrity (OSCAI) has been entrusted with the responsibility of upholding the University of Minnesota Board of Regents Student Conduct Code and administering the student discipline procedures.

### **Sexual Harassment**

Definition: “Sexual Harassment means unwelcome sexual advances, requests for sexual favors and/or other verbal or physical conduct of a sexual nature...” The policy strictly prohibits sexual harassment by or toward a member of the University community and requires appropriate reporting and investigation of such reports. The definition and policy can be seen in its entirety at:

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>.

### **Teaching Philosophy:**

“If you give a child a fish, s/he will eat for a day. If you teach a child to fish, s/he will eat for a lifetime.” This Chinese proverb encompasses my job as an educator. My job is to give you the tools to “fish” or read, write, and critically think at a high level. While doing this task, I hope to promote positive learning, spark your enthusiasm for literature and the acceptance of all people, and provide a strong foundation of skills for you to build on. Literature allows us to make discoveries of others and ourselves. In addition, compelling literature, such as that offered in this course, demands that we open our minds, examine our schema, and develop a deeper comprehension of ourselves and others, as well as our connection to the cultures and environment around us. Sticking with the proverb, I will be a guide, and you will be (I hope) an active learner, getting your feet wet, diving in, reflecting often, and maybe even catching “the big one.”

### **Insider Information:**

Successful college students have a strong work ethic and solid skills, but they also try to figure out the instructor’s priorities and quirks, so they can respond accordingly. Here are some of mine, so you have a head start:

- I value hard work and promptness in my students with all assignments.
- I value honesty in people regarding themselves and others during discussion
- I value taking responsibility for one’s actions or inactions.
- I value the awareness that learning is a lifelong process filled with exciting possibilities and some discomfort. It is not always about the grade.

- I value courage shown by those who go beyond what they have done before in discussion and
- activities.
- I value grammatical and mechanical rules. I expect writing to be done properly, and I expect you
- to adhere to the conventions of writing you have learned in my other classes.
- I value doing the work and reading yourself, not stealing ideas from others.

**Dear Parent or Guardian:**

Please review the following material with your son or daughter and sign below. Keep in mind that this course is a University of Minnesota course offered in the high school, and as such the academic rigor, content, and assessment used at the high school is comparable to the rigor, content, and assessment used in on-campus sections of the same course. The University of Minnesota is a large, prestigious, public research university. Many of the texts are extremely challenging on a number of levels. Some texts are incredibly complex; many address controversial subjects, require extensive background knowledge and/or incite readers to respond to intense politically, socially, or emotionally charged subject matter.

This course will adhere to all University of Minnesota rules and guidelines for collegiate coursework, academic integrity, grading, data privacy and grade reporting. Keep in mind these are the U of M policies that I must abide by. Students are responsible for keeping returned, graded assignments.

The below signatures indicate that students and parents have read the course syllabus, are aware of the academic structure and content, are aware of the mandate of increased student ownership, and are willing to adhere to all course policies and procedures.

Sincerely,

Mrs. Magel

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_