

Literary Explorations III

Fall 2018 Course Syllabus & Policies

Teacher: Mr. Michael Dean

Office: A136A

Contact: (630) 907 – 5057 **Email:** mdean@imsa.edu

Office hours: Thursday (C Day) 1:20 – 3:20 or by appointment (see my office door for details)

Course Description:

Literary Explorations III is a continuation of Literary Explorations I and II and will explore the British literary tradition. Not surprisingly, you will be expected to read, interpret, and discuss works of historical and cultural significance. You will also be asked to share your ideas through formal, informal, and creative writing opportunities. In all cases, the class will stress the need for thoughtful planning, critical thinking, and meticulous drafting. Your job is not simply to understand literature but also to actively engage it.

Meeting Days/Times

Time	Room	Schedule
9:00 – 9:55 am	A113	A, C, D
3:20 – 4:15 pm	A119	A, C, D

Required Materials

Textbooks

Hag-Seed by Margaret Atwood

Other textbooks will be distributed throughout the course.

Additional Materials

Additional readings and supplementary texts will be provided electronically through Moodle and as printed handouts.

SSLs and Outcomes

- Students will understand conventions of poetry, drama, and fiction as genres and be able to explain their uses and effects [English A.1-3, B.2-4, E.1; SSL IV.A-D].
- Students will evaluate the influence of historical context on form, style, and point of view [English A.4, A.7-8; SSL II.A].
- Students will work collaboratively to come to an understanding of readings [English A.5-6, C. 1-2, E.2, E.5; SSL I.A-B].
- Students will develop greater autonomy as readers and writers by generating and responding to their own substantive questions about authors and literary works [English B.1, D.1-3, E.3; SSL I.B].
- Students will experience writing as an incremental and recursive process by drafting, critiquing, and revising creative and expository works [C.3-5; SSL I.A, II.A, III.A, IV.A-D].
- Students will reflect upon literacy learning as a lifelong endeavor and set goals for themselves as literacy learners based on their strengths, needs, and aspirations [English E.3; SSL II.A, III.B, V.C].

Instructional Design and Approach

Developing a full appreciation for British literature is a herculean task, one that could easily take a lifetime of dedicated research and reading. This course is only meant to provide an introduction to British literature, one that touches upon the “classics” while still offering the occasional divergence or obscure distraction. In looking through these pieces, we will be asking

ourselves a number of important questions, such as “what makes a British literary tradition distinct from an American one?” or “what common themes or elements exist across centuries of different works, if at all?” Consequently, we will discover and develop our own answers to these questions as we proceed in the course.

Potentially, this course could feature any work of literature by a British author, but for the sake of sanity, our exploration will take generous leaps across time to examine different movements. Our course will cover a number of literary genres such as prose fiction and non-fiction, poetry, and drama. Additionally, we will be framing our journey around the conflict between “monsters” and “civilization.” We’ll consider how society develops its ideas of monstrosity as well as the repercussions of those ideas.

Student Expectations

Participation and Attendance

My expectation is that, at least once per class, you voluntarily respond to a question or comment from your teacher or another student. I want this class to be based on your questions and discussions about them. As to why participation in class is important beyond your grade, consider these statements from some of today’s business leaders:

“We are routinely surprised at the difficulty some young people have in communicating: verbal skills, written skills, presentation skills. They have difficulty being clear and concise; it’s hard for them to create focus, energy, and passion around the points they want to make.”

-- Mike Summers, VP for Global Talent Management at Dell

“I want people who can engage in good discussion—who can look me in the

eye and have a give and take. All of our work is done in teams. You have to know how to work well with others. But you also have to know how to engage customers—to find out what their needs are. If you can't engage others, then you won't learn what you need to know."

-- Clay Parker, engineer and president of the Chemical Management Division of BOC Edwards

"People who've learned to ask great questions and have learned to be inquisitive are the ones who move the fastest in our environment because they solve the biggest problems in ways that have the most impact on innovation."

-- Mike Summers, VP for Global Talent Management at Dell

All quotations taken from "Rigor Redefined" (2008) by Tony Wagner of the Harvard Graduate School of Education.

Academic Honesty Policy

Please refer to the Academic Behavior Code on page 10 of the Student/Parent Handbook.

Laptops

The default position for your laptop in this class is closed. This means, from the moment class starts, unless I ask you to use it, I don't expect to see it open. We will use the laptops frequently for in-class work and research and even for online readings, but to the greatest extent possible, this will be a laptop-free class. Here's why:

Researchers have repeatedly found that students who use laptops in class learn less than their "disconnected" peers (see Cornell's 2003 study "The Laptop and the Lecture"). Studies at Princeton and the University of California have found students who take notes on laptops performed worse on evaluations such as quizzes than those who took notes by hand "even when laptops are used solely

to take notes, they may still be impairing learning because their use results in shallower processing” (“The Pen is Mightier than the Keyboard,” 2014).

But laptop use in class harms more than just the user – it also negatively impacts students seated nearby. Sana, Weston, et al (2013) found that: participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.

Therefore, I require that you please keep your laptop closed during class unless you have been specifically asked to use it, and I would encourage you to keep it closed in other classes, as well.

If you have a special need that requires accommodation in this area, please see me.

This policy likewise extends to all electronic devices such as phones, tricorders, telegraphs, etc.

Book Returns

During this course, you will be given a number of texts from the English Department’s collection. It is your responsibility to treat these books carefully and to make sure they are returned when asked to do so. Late returns or lost textbooks will result in a penalty to your participation grade, and you will be expected to replace lost or damaged textbooks.

Assessment Practices, Procedure, and Processes

Assignment Descriptions

ESSAYS

During our class, you will be responsible for completing four essays (a formal document between 3 to 5 pages in length). Each essay will have a different focus and will cover material from the class. More detailed information will be provided in future handouts.

HOMEWORK

“Homework” refers to non-essay assignments completed in and out of class. All homework must be completed by the date assigned. A homework assignment can be submitted late for half credit, but after three days, the assignment will not earn any credit.

PRESENTATIONS & PROJECTS

Occasionally, we will have special projects and presentations. These assignments will typically ask you to radically change your thinking or to engage with your peers through public speaking. More detailed information will be provided in future handouts.

QUIZZES AND EXAMS

Periodically, you will be quizzed on readings and class content. You will also have two larger examinations at the end of each quarter. The midterm exam will cover material from the first quarter. The final exam will only cover material from the second quarter. More information along with study recommendations will be provided in the weeks before each exam.

PARTICIPATION

A participation grade will be awarded at the end of each quarter. I will take into account many factors when considering your participation grade. Having meaningful contributions in class helps, but sometimes participation also involves asking questions or seeking out extra help when it's needed. Reading quizzes will also be a strong factor for your participation grade.

Grade Scale

Your grade will be weighted as follows:

Essays	60%
Homework / Daily Work	5%
Midterm and Final Exam	10%
Participation	10%
Presentations and Projects	15%

English Department Grading Guide

A = Exceeds course requirements (90-100%)

B = Meets course requirements (80-89%)

C = Credit awarded but needs improvement (70-79%)

D = Does not meet course requirements: no Academy credit awarded

Essay Revision Policy

After submitting an essay assignment, you may have the option to revise that essay for an improved grade. Any essay that was submitted *on time* and earned *lower than an A-* will be eligible for revision.

To revise an essay, a student must arrange for a tutoring session at the Writing Center. After attending this session, students will make significant changes to

their draft then resubmit their essay with proof of the tutoring session. Along with a writing center slip, you will submit with your new essay a “changes memo” that describes the work that you’ve done to improve your document. Information about what should appear on that memo can be found on Moodle.

A student who earns a C or lower on an essay **must** revise that essay and **must** also meet with me during office hours or by appointment to discuss the assignment. The conference with me must take place within one week of receiving the graded paper.

Once a student has revised and resubmitted their essay, the original grade of the assignment will be averaged with the grade of the revised draft. Students have one week once their essay has been returned to complete a revision.

Late papers cannot be revised.

Late Work Policy

As noted above, “Homework” can be submitted late for half credit up to three days after the due date. In some instances, an assignment or activity will not be eligible for makeup due to the nature of the work. I will notify the class when this is the case.

Major essay assignments are always submitted electronically to Turnitin.

Consequently, Turnitin will determine whether an essay is late. If you miss the window for submission, Turnitin will not allow you to upload the file and you will need to email me the essay as an attachment. It is your responsibility to make sure that an essay is submitted on time. Waiting until the last minute means that a technological mishap could cause you to miss your deadline.

Keep in mind that if an assignment is due at 12:00 am and it is submitted at 12:07 am, it is considered a day late because it was submitted after the deadline.

The first day an essay is late you will lose the opportunity to revise it. For each day after the first, your essay will lose a letter grade. After five days, the essay will receive a "zero."

Grade "Bumping"

Officially, the English Department does not round or "bump" quarter or semester grades, and I adhere to this policy. Please do not contact me at the midterm or near the end of the semester with requests to increase a grade.

Response Time on Assignments

It is my intent to return all assignments that receive a grade within two weeks of their submission date.

Policies and Expectations

Winning Strategies for Students

CONSISTENT ATTENDANCE AND PARTICIPATION

All students should be prepared and on time for class. The most effective students will use their enrollment as an opportunity to expand their knowledge about a variety of skills and to improve their ability to write.

RESPECTFUL BEHAVIOR

This is a learning environment, and the class is made up of your peers and colleagues. As such, you will always treat your classmates with the utmost respect and courtesy. Likewise, I expect to receive the same consideration. While it is common to refer to a class by a teacher's last name, when speaking to me directly, please call me "**Mr.** Dean." I won't respond to anything else.

TIMELINESS AND HONESTY

As mentioned above, you are expected to complete your assignments on time

and on your own. Plagiarism and academic dishonesty will not be tolerated in this course.

EFFORT IN WRITING

For written assignments, I expect that the copy you submit for assessment will not be the first draft, but instead, a product of time and careful revision. You typically will get two weeks to write a major essay, and I expect you to use that to create multiple drafts.

Faculty Expectations

GUIDANCE AND SUPPORT

I'm here to help you, and yes, I want you to do well in my class. Never be afraid to ask questions or approach me for advice or extra help. Email is a fantastic way to contact me outside of class and you can always make an appointment to see me during my office hours. But remember, I expect you to take ownership of your education. If you're confused, talk to me. If you need clarification on an assignment, ask.

FLEXIBILITY AND RESPECT

Just as I expect you to treat each other with interest, compassion, and civility, I strive to do the same for you.

HIGH STANDARDS

Grades in my class are not "given," they are **earned**. At IMSA a "B" means that you have met expectations for a class. A "C" grade means that you did not meet expectations, and an "A" grade means you exceeded expectations. I am happy to spend time with you helping you improve your performance and meet the standards you set for yourself.