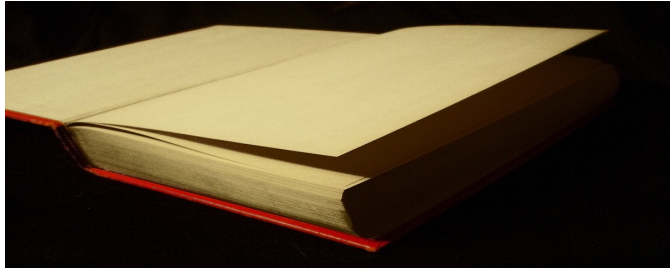


## Syllabus for English 2150-017/Fall 2017



### What Other Students Say About This Course:

"Because this course delved into the issues of a present time, I found it very helpful in forming opinions and considering the issues of today."



"This course helped me to see things through others' eyes. I don't have to agree with something a person says, but we all need to learn to be respectful of others and their opinions. If the whole world could treat people like this class treated each other, it would be a much happier (and educated) world."

"Whole class discussions were awesome. I really looked forward to them."

"I liked that our ideas were never wrong. Most teachers want you to get the exact same ideas as them from reading books and other pieces of literature, but Ms. Nalley let us have our own ideas and told us they were still valid. I liked that we had freedom on assignments to take them where we wanted to and could be creative."



**My contact: Kathleen Nalley**

[snalley@clemsun.edu](mailto:snalley@clemsun.edu)

511 Strode

Hours: 8-11 a.m., M/W/F, and by appointment. I'm also always in 203 Daniel between classes.

## COURSE DESCRIPTION

The primary objective of sophomore literature is to provide you with the skills necessary to perform close reading of texts in a variety of genres, including poetry, essays, novels, short stories, and creative nonfiction. The importance of reading closely is emphasized and necessary for daily discussion. You will become more confident in your abilities to analyze literature, both formally (e.g., in written essays) and informally (e.g., discussions).

The focus in this course will be texts that **explore humanity's collective identity**, specifically in regards to socioeconomics, gender, and race. We will participate in **rigorous discussions** that

examine various perspectives, dissect the ethics of appropriation, and ultimately, question the overall role of **literature as a catalyst for human empathy**.

Additionally, this class is participating in Clemson's "CT2" campus-wide Quality Enhancement Plan to target undergraduate **critical thinking**, an invaluable skill for you to strengthen during your college career (employers highly value this skill!). We will focus on consciously practicing critical thinking skills throughout the semester: in our discussions, reflections, presentations, and projects. As part of this effort, you will complete two versions of the California Critical Thinking Skills Test (CCTST) and submit an artifact (one of our three projects) as a measure of mastery of critical thinking skills.



**GENERAL EDUCATION REQUIREMENTS:** In meeting the requirements of this course, you will demonstrate competencies in three University general education areas, including:

- **Arts & Humanities:** Demonstrate an understanding of the arts and humanities in historical and cultural contexts;
- **Communications:** Effective oral and written communication is the means by which all competencies will be demonstrated; and
- **Critical Thinking:** Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.



### LEARNING OUTCOMES:

1. You will **read, critically review, and analyze** a variety of literature that transcends historical periods and genres. Within discussions and assignments related to these readings, you will **explore complex challenges and analyze multi-dimensional issues**.
2. You will **identify, critically reflect upon, and articulate** the cultural relevance for the texts analyzed (not only within the cultures in which the texts were written or written about, but also how the themes and philosophies in the texts permeate our contemporary culture).
3. You will **strengthen your writing craft** through reflection in informal written assignments, as well as in formal academic papers. You will **communicate complex ideas** effectively through both oral and written analyses.
4. You will **collaborate with peers** to create a dynamic presentation that synthesizes close textual reading and critical thinking. This requires you to work together to evaluate peers' analyses, distill information, and articulate the group's collective response to a text.

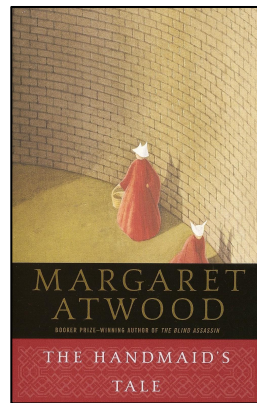
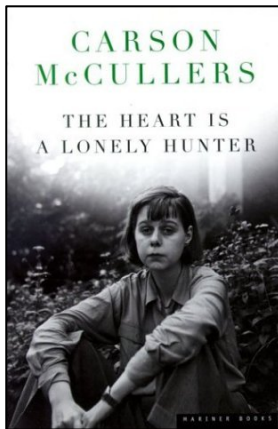
Participation/discussion, formal academic papers, and group projects and presentations, as well as the final exam, are used as the measure of mastery of these learning objectives.

## COURSE CONTENT

We will use the online learning management system, **Canvas**, for our course. **Grades and feedback will be reported in Canvas.**



**1. Required Text Reading:** You will have daily reading assignments, as indicated on the schedule. Please note you must purchase the following books. All other readings will be provided on our Canvas page.



1. *The Heart Is a Lonely Hunter*, Carson McCullers    2. *The Handmaid's Tale*, Margaret Atwood



3. *Exit West*, Mohsin Hamid    4. *Citizen, An American Lyric*, Claudia Rankine

**2. In-class Writing and Quizzes:** You will participate in several in-class writing exercises through our Canvas Portal, so **be sure to always bring your laptops to complete these writing responses!** We may also have several unannounced quizzes that will test your knowledge of the reading material if deemed necessary.

**3. Papers:** You will complete **two formal academic papers** during the course of this class. We will have several in-class writing sessions and at least one peer review in preparation for these assignments.

**4. Group Presentation:** We will break into groups to examine a theme or topic of the book *Citizen, An American Lyric* (assigned by me). Your group will **read, analyze, research, discuss, and work to create a dynamic lesson plan** to present to the rest of the class. In other words, YOU will be teaching this book.

**5. Midterm and Final Exams:** In lieu of a midterm exam, I will hold **conference times** wherein students can schedule to meet with me one-on-one to discuss their progress. Students who earn an A average by the end of the semester can exempt the final exam.

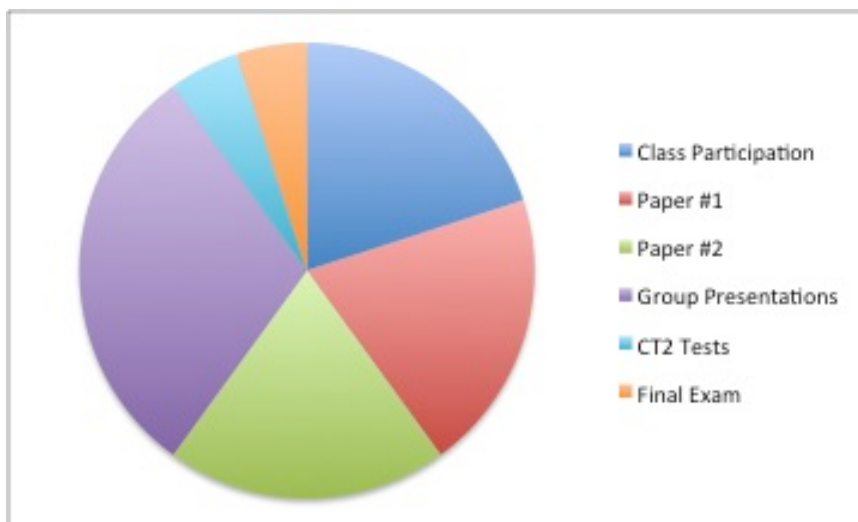
## GRADES AND FEEDBACK

Grades and feedback are provided generally one week after the assignment is turned in. Unless otherwise stated, grades and feedback will be available on Canvas. If ever you need to discuss your grade with me, send me an email to set up a time to talk or come see me during office hours.

**GRADING POLICY:** Final semester grades will be determined based upon the following:

Class participation:	= 20%
Paper #1:	= 20%
Paper #2:	= 20%
Group Presentations:	= 30%
CT2 Test Participation	= 5%
Final Exam:	= 5%
<b>TOTAL</b>	<b>= 100%</b>

**A = 90-100**  
**B = 80-89**  
**C = 70-79**  
**D = 60-69**  
**F = 59 or less**



**\*NOTE\*** I will not round up to the next point bracket. I will not add additional points to your grade for any reason. Grades must be earned.

## CLASS POLICIES

**Absences and Tardies:** You are allowed a **maximum of five absences. Three tardies equals one absence!** I do not distinguish between excused and unexcused. For every absence over the maximum, your final grade will be reduced by one letter grade per absence (i.e., You have 7 absences, so the highest possible grade you could make in the class is a C.). There are several compelling reasons for your attendance. One, **this class is participatory by nature; absences affect the wellbeing of the entire class.** Two, assignments will be explained in class. Three, missing class sessions is likely to put you very far behind, not only in your comprehension of the texts, but also in your grades. And, four, this class will be fun, and you will be totally missing out. With that said, please note: I WILL NOT drop any assignment, writing, or quiz grades. If you miss a class, it is your responsibility to get class notes, etc., from a fellow classmate. **Do NOT email me asking what you missed in class; rather, contact a classmate.** Further, absences will affect your class participation grade, as if you are not in class, you cannot participate. **Missed in-class writing exercises, quizzes, and assignments cannot be made up, so be mindful of attendance.**

**Weather Cancellations:** Any exam, readings, or assignments that were scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless you hear otherwise from me. **I will always communicate via the Announcements portal in Canvas.** Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.

**Electronic Devices:** Laptops, iPads, Kindles, etc., are allowed in class, as some of your readings are available online and **you must have your laptop to complete in-class writing assignments.** These devices should only be used for coursework. Cell phones should be turned off and put away while in class. If you choose to use any device for texting, Twitter, Facebook, Pinterest, or any other online activity during class, your ultimate class participation grade will reflect this (and I may or may not call you out in class, which no one wants. Trust me.)

**Collaborative Work:** Collaborative work is a required component of this course. Students are expected to work collaboratively by participating vigorously in discussions to contribute to the intellectual climate of the classroom. Our class is primarily based upon discussion, so **you are expected to talk a lot in this class.** Failure to do so will be reflected in your class participation grade. Further, students will participate in a group project toward the end of the semester, and each person's ability to collaborate within the group is vital to the success of the project.

**Late Work:** Assignments must be ready, proofed, and turned in on their due dates. If you elect to turn in an assignment late, it will be marked down one grade per day late, up to three days. After three days, the grade will be recorded as zero. **Missed in-class writing exercises, quizzes, and assignments cannot be made up, so be mindful of attendance.**

**Waiting:** If I am not in class 10 minutes after our start time, you may leave.

## ADDITIONAL POLICIES

In addition to the policies as stated above, this class will adhere to the following:

- All assignments are due at the beginning of class or by their due date on Canvas. Hand in all assignments to the instructor, and/or upload to Canvas as indicated. Do NOT leave an assignment on your desk, under my door, in my box, etc.

- **Consistent attendance, punctuality and participation are expected.** If you have a serious and compelling reason for absences, please speak with me in private. In-class activities may not be made up.
- All assignments must be word-processed. Handwritten assignments WILL NOT be accepted unless indicated.

## UNIVERSITY POLICIES

To view a list of all University student policies, please see

<http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html>.

### PLAGIARISM AND ACADEMIC INTEGRITY:

*As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. If you have any questions whatsoever about what constitutes plagiarism, see me before you turn in final drafts of your work. Students are not allowed to submit work from other classes for credit in this course.*

**DISABILITY ACCESS STATEMENT:** *Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.*

**CLEMSON UNIVERSITY TITLE IX (SEXUAL HARASSMENT):** *Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).*

## SCHEDULE

**\*NOTE\* Have works read and be ready to discuss by the due dates on the schedule!**

### **Week 1 (8/23): Welcome to 20<sup>th</sup> and 21<sup>st</sup> Century Lit**

- W: Syllabus/Class Overview/Essay Assignment
- F: Intros/CT2 Test #1

### **Week 2 (8/28-9/1)**

- M: **Essay Due!**/A Clean, Well Lighted Place, Hemingway [http://www.url-der.org/a\\_clean\\_well\\_lighted\\_place.pdf](http://www.url-der.org/a_clean_well_lighted_place.pdf)
- W: The Heart is a Lonely Hunter, McCullers
- F: The Heart is a Lonely Hunter

### **Week 3 (9/4-9/8)**

- M: The Heart is a Lonely Hunter
- W: The Heart is a Lonely Hunter
- F: The Heart is a Lonely Hunter

### **Week 4 (9/11-9/15)**

- M: The Heart is a Lonely Hunter
- W: Writing Session
- F: Writing Session

### **Week 5 (9/18-9/22)**

- M: Reading Poetry
- W: "Lady Lazarus," Plath <https://www.poetryfoundation.org/poems/49000/lady-lazarus>
- F: "Lady Lazarus"

### **Week 6 (9/25-9/29)**

- M: "Dancing with Strom," Finney <https://www.poetryfoundation.org/poems/55992/dancing-with-strom>
- W: "Dancing with Strom"
- F: Writing Session/**Paper #1 Due!**

### **Week 7 (10/2-10/6)**

- M: The Handmaid's Tale
- W: The Handmaid's Tale
- F: The Handmaid's Tale

### **Week 8 (10/9-10/13)**

- M: The Handmaid's Tale
- W: The Handmaid's Tale
- F: The Handmaid's Tale/**Paper #1 Revision Due!**

### **Week 9 (10/16-10/20):**

- M: **FALL BREAK**
- W: The Ones Who Walk Away from Omelas <https://www.utilitarianism.com/nu/omelas.pdf>



- F: The Ones Who Walk Away from Omelas

**Week 10 (10/23-10/27)**

- M: Exit West, Hamid
- W: Exit West
- F: Exit West

**Week 10 (10/30-11/3)**

- M: Exit West
- W: Exit West
- F: Exit West

**Week 11 (11/6-11/10)**

- M: "Gate A4," Nye <https://www.poets.org/poetsorg/poem/gate-4>
- W: *Citizen, An American Lyric*, Rankine
- F: Group Work

**Week 12 (11/13-11/17)**

- M: Group Work
- W: Group Work
- F: Group Work/**Paper #2 Due!**

**Week 13 (11/20-11/24)**

- M: TBD
- W: **THANKSGIVING**
- F: **THANKSGIVING**

**Week 14 (11/27-12/1):**

- M: Presentations
- W: Presentations
- F: Presentations

**Week 16 (12/4-12/8): Presentations**

- M: Presentations
- W: Presentations/Student Evals/**CT2 Test #2 DUE**
- F: Presentations/Student Evals

**Final Examination will be Friday, December 15 at 3 p.m.-5:30 p.m. in this classroom.**

*\* The instructor maintains the right to change policies, readings, assignments, and schedules as deemed necessary.*

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