

# ENGL. 215—Contemporary Literature: (Re)Narrating Colonial Women

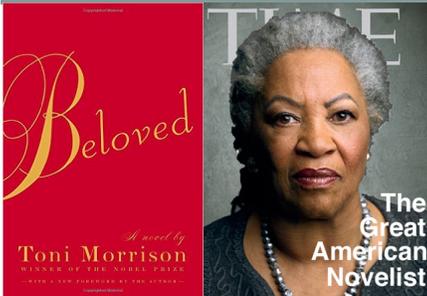
Section 400  
Section 401

Online  
Online

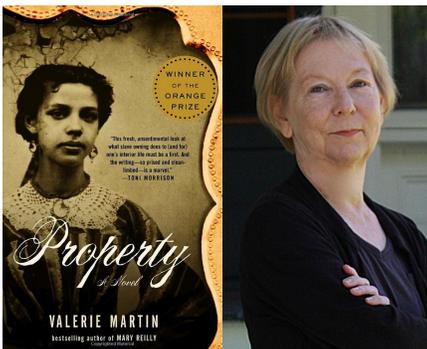
Spring 2017 Clemson University  
Professor C. Wiley  
wiley2@clemson.edu

Office Location: Canvas and Skype  
Office Hours: TTh noon – 2:00 p.m.  
and by appointment via Skype

## Required Material



*Beloved* by Toni Morrison



*Property* by Valerie Martin



*patient. poems.* by Bettina

## Course Overview

This course is an introduction to major contemporary cultural movements via selected authors in 20<sup>th</sup> and 21<sup>st</sup> century literature, primarily American, with attention to poetry, fiction, and dram since World War II.

*We will take an in depth focus on 20<sup>th</sup> century women authors who retell colonial U.S. and Caribbean stories that center on women.*

We will examine a wide range of genres including fiction, poetry, and film. Students will be tasked with finding and sharing other supplemental materials such as speeches, letters and other primary documents, nonfiction essays, and autobiographical excerpts.

We will analyze varying definitions of freedom and progress, critique how these definitions are formed and developed, examine social, legal, and familial environments of women and how these are altered by gender, race, and location, and we will interrogate the ways that these identities intersect and create liminal spaces. Our readings will cover diverse interests, political stances, genres, and critical approaches, with a focus on close reading. This course will be an entry point for reading, thinking, speaking, and writing critically and persuasively about literature. This course will hone your ability to read critically, write critically, and think critically, a skill set that can transfer to any field.

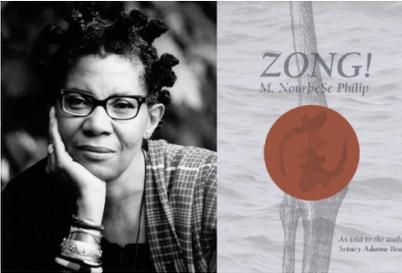
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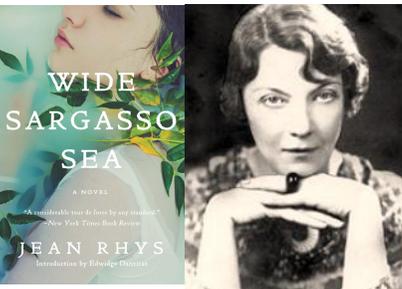
## Required Material



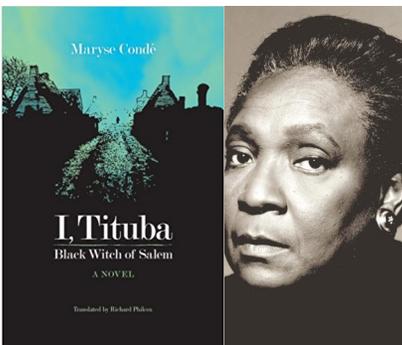
*Belle* (film) by Misan Sagay



*Zong!* M. NourbeSe Philip



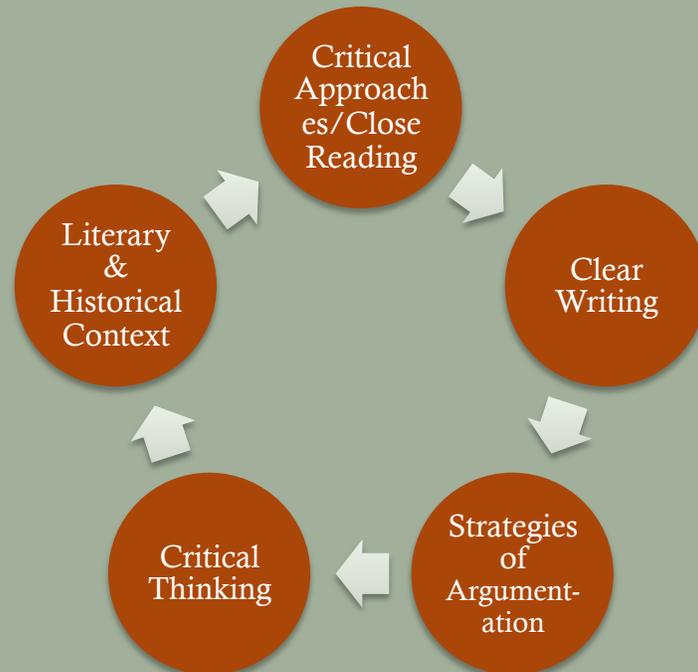
*Wide Sargasso Sea*  
by Jean Rhys



*I, Tituba...* by Maryse Condé

## Competencies and Outcomes

Your active participation in this course will build your competency in the arts, humanities, critical thinking, and writing, which will enhance transferable skills that are highly desirable for employers.



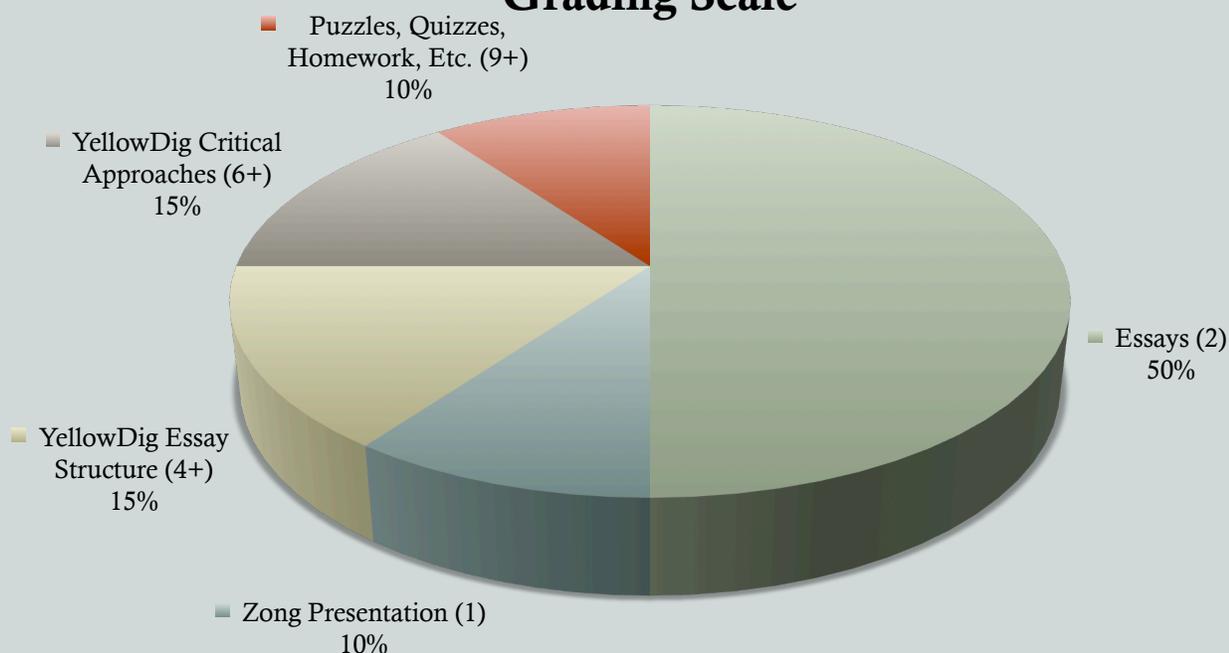
Throughout the course, students will

- demonstrate understanding of the literary arts and their connection with their historical contexts.
- critically interpret texts from a variety of genres and time periods.
- formulate provocative, analytical how/why questions and claim.
- use strategies of argumentation to analyze and produce clear interpretation of a literary text.
- identify connections among texts, authors, and arguments, especially ones that aren't readily noticeable.
- explain history's influence on current questions, norms, conflicts, movements, and victories.

## Clemson Thinks<sup>2</sup>

*This class is participating in the Clemson Thinks<sup>2</sup> (CT<sup>2</sup>) campus-wide Quality Enhancement Plan that focuses on undergraduate critical thinking, a skill that is invaluable for your success in college and in your career pursuits after graduation. All course assignments are designed to significantly enhance your critical thinking skills.*

## Grading Scale



**Puzzles, Quizzes, Homework, Etc.**—This category includes a variety of assignments, including peer reviews and diagnostic tests. Not all of all of these assignments will be visible at the beginning of each module. Some will populate in Canvas as necessary.

**YellowDig Critical Approaches**—YellowDig is the place for you to collaborate with your colleagues and engage with course material. You will need to complete that week's reading assignment, research the critical approach, and post a new and original idea in YellowDig.

**YellowDig Essay Structure**—Also in YellowDig, students will complete writing assignments that help them engage their critical thinking skills, build logically constructed arguments, and prepare for their longer essay assignments.

**Word Counts**—An assignment that is turned in on time but does not meet the minimum word requirement will automatically fail.

Late assignments that do not meet the minimum word count will not be accepted and will be graded as zero.

**Essays**—These 2 major essays require you to use your knowledge of claims, evidence, critical approaches, analysis, and fallacies to present an interpretation of (new way of understanding) a course text. All papers must be submitted on Canvas on the day that they are due.

**Zong Video Presentations**—Students will use the appropriate critical approaches to present their analysis of a section of Zong. Students will be assigned pairs or groups to complete this project.

**Late Work**—Assignments are due on Canvas by the date and time specific there. In order to receive timely feedback and benefit from process-oriented tasks, you must adhere to these dates.

Late work will be accepted until the last day of the month the assignment was due. (Ex. An assignment that is due on Sept. 16 will be accepted until Sept. 30. If it is not turned in by then, it will permanently become a zero on Oct. 1.)

No work will be accepted after that time. No course work will be accepted after the last day of class. Final essays cannot be turned in late. I do not accept e-mailed assignments.

## Specifications Grading

Assignments will receive All or Nothing scores according to each assignment rubric (also known as Specifications Grading or Specs. Grading). This is not to be mean: it is to help you work more strategically and with clarity toward your minor and eventually major assignments.

Example:

Paragraph # $x$  Rubric

- 20% Claim Statement follows the class formula
- 20% Warrant follows course standards is fully fleshed out with no fallacies or assumptions
- 20% Evidence follows course requirement
- 20% Conclusion Statement follows course standards
- 10% Each sentence logically flows from the previous
- 10% No grammatical errors

Possible Score= 100%

With Specs. Grading, if a student completes all of these rubric points, but the second bullet point is unclear, generic, vague, broad, etc., the student will receive no credit for the second bullet point. The total score will be 80%.

A “D” is the lowest passing grade in English classes. I grade on a 10-point scale (A=90-100; B+=88-89; B=80-87; C+=78-79; C=70-77; D+=68-69; D=60-67; F=50).

## Ways to Improve Your **Grades**

### ...Understanding of the Material and Analytical Approach

#### Before the Assignment is Due

- Read the directions, grading criteria, and rubrics provided for each assignment to understand how you will be graded. (In other words, do not assume that all English papers are the same.)
- Meet with me via Skype or in person before the assignment is due. **I love brainstorming with students!**
- Be sure to carefully read all course materials and participate in class.
- Complete small assignments with focus and intensity because they build the necessary skills for larger assignments.

#### After the Assignment is Due

- Read the graded rubric and any accompanying comments from me or your peers.
- Compare the rubric and comments to the directions, grading criteria, and rubrics provided for the assignment.
- Compare the rubric and comments to feedback on previous assignments.
- Meet with me via Skype or in person to discuss your grade.

#### Grade Disputes

You may do this only **after** you have followed all of the instructions above. Before you can dispute a grade, you must conference with me about that assignment in question. If you still disagree with grade, you may submit a dispute in writing (polite, letter form) to [wiley2@clermson.edu](mailto:wiley2@clermson.edu) within 10 days of receiving the grade in question (only after conferencing with me about that assignment). Be sure the subject line is “Grade Dispute: [Assignment Name].” If grade disputes are not submitted within those parameters, the student accepts the grade received as a fair and just assessment of the work.

# Message/E-mail Policy

## Professional Format

Dear Professor Wiley,

Blah, Blah, Blah (Use paragraph breaks when you change topics.)

Sincerely,

Jamie Doe  
Engl. 21#0.00#

## Response Time

I check e-mail regularly on Tues., Thurs., and Sun. (and occasionally more often).

## Check Canvas

Check Canvas "Announcements" and your e-mail for updates and responses. When it's useful, I address an individual inquiry generically to the entire class.

## Don'ts

- ⊘ Don't use excessive exclamation marks.
- ⊘ Don't use bold lettering.
- ⊘ Don't use CAPS.
- ⊘ Don't use improper or unprofessional e-mail format.

# Introduction to Canvas

All communication for this class will occur on Canvas. You must access Canvas as soon as you enroll.

All writing assignments, responses, quizzes, etc. must be turned in on Canvas. Only e-mail assignments (before the due date) in moments of technical difficulty or emergencies. However, after the difficulty or emergency has ended, the assignment needs to be uploaded to Canvas along with an explanation of the situation. (Please, see the section on Technical Difficulties further on in this document.)

Download the Canvas app. on your phone and change the settings in 1) the phone settings, 2) the Canvas app., and 3) in your profile on the website to receive notifications to your phone and/or e-mail.

# Important Canvas Tabs

## Modules

- all writing assignments
- course overview
- due dates and grades

## Calendar

- all writing assignments
- course overview
- set up appointments with me by clicking "Scheduler"

## Announcements

- my communications to the class
- Set notifications for your phone or e-mail

## Messenger

- replaces e-mail for me and your classmates
- must follow the Messenger/E-mail Policy

## Syllabus

- provides a link to this syllabus/policies
- lists all writing assignments

## Grading Criteria

Writing assignments will be graded on the strength of the argument, the structure in which that argument is conveyed, the use of evidence to support the argument, and the clarity of the essay's style. A "C" paper reports, reviews, or summarizes. A "B" paper makes an argument (in other words, it has a thesis, with a sustaining antithesis). An "A" paper reveals the author's prior engagement with the issue in the essay, or it is so informed or persuasive that it creates the impression of the author wanting to continue thinking about the topic, with only time or space constraints preventing him or her. A poorly structured attempt to report, review, or summarize is unlikely to get as high as a "C." By the same token, an "A" essay not only shows how the essay participates in a pre-existing argument: it must do so with confident self-awareness as an expository essay.

## Academic Support

Students may access a variety of academic support services to support your learning in the online classroom. Here are links to services available:

- **Academic Success Center**  
<http://www.clemson.edu/asc/>
- **The Writing Center**  
<http://www.clemson.edu/centers-institutes/writing/>
- **Clemson Library** <http://www.clemson.edu/library/>
- **Clemson Online Library Resources** <http://libguides.clemson.edu/distanceded>
- **CCIT (Tech Support)**  
[http://www.clemson.edu/ccit/help\\_support/](http://www.clemson.edu/ccit/help_support/)  
[CCIT e-mail ithelp@clemson.edu](mailto:ithelp@clemson.edu) or call (864) 656-3494
- **Academic Advising**  
<http://www.clemson.edu/academics/advising/index.html>
- **Registrar-Student Index**  
<http://www.registrar.clemson.edu/html/indexStudents.htm>

## Technical Difficulties

There are thousands of computers, printers, scanners, etc. on campus and at local county libraries. There are copies of your course text in the university library, book store, local public libraries, and online as e-books. There are free online drives for composing and backing up your work on a cloud. Clemson provides Box for free, which comes with Microsoft Word for all students and faculty. In essence, there are so many resources at your disposal that it is improbable that a proactive student will lack course materials or not be able to turn in assignments.

## Inclement Weather

In case of inclement weather, all course work is due as specified on Canvas and in the syllabus, unless otherwise stated in an e-mail or Canvas "Announcement."

## Privacy Statement

For any publicly accessible student-created content (e.g., social media, multimedia posted in YouTube) included in the course assignments, an alternate activity will be offered upon student request. This option ensures students have a choice to meet learning outcomes (students are given an option on how to meet the learning outcomes) when there is any potential risk to student privacy resulting from applications that may be discoverable outside of the Learning Management System. Students may perform and display their multimedia projects for educational uses in the course for which they were created or may use them in their own portfolios as examples of their academic work. Students are reminded to credit the sources and display the copyright notice (©) and copyright ownership information, if this is shown in the original source for all works incorporated as part of educational multimedia projects.

## 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 for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge. 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. Students are not allowed to submit work from other classes for credit in this course.

## Accessibility

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/>.

## Copyright

The materials found in this online course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

## Title IX & 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. [Mr. Jerry Knighton](#) is the Clemson University Title IX Coordinator, and is also the Director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD). [More on Title IX policy](#) <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>