English 111, Section A (#1220) – Introduction to Literature
Spring 2015
12:30-2:40pm, Monday & Wednesday, A240

Instructor: David Lopez-Kopp
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Office: R230-H
Office Hours: 7:30-8:30am (R230-H and by appointment)
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- When sending emails, please use your Bellevue College email account and include “English 111, Section A” in the subject line.

Required Texts and Materials

- Journal * any composition or spiral notebook will do, however, your journal will be used exclusively for journal assignments. (you may take notes, write down homework, etc. in a different notebook)
- USB floppy drive/memory stick – strongly recommended
- Dictionary and Thesaurus – strongly recommended
- Stapler – strongly recommended

What You Can Expect From Me

My role as your instructor is to facilitate the learning process and offer assistance concerning resources for this course and the larger campus community. I will come to class prepared to respectfully engage your thoughts, ideas and suggestions. You can also expect me to assess your work in a timely manner, and provide careful and thoughtful feedback. You are, of course, entitled to discuss your assessment with me at any time. My classes are safe places where respect is a value that is present in nearly everything we do, and how we communicate with each other. My classroom embraces our differences and will take advantage of our unique individual attributes, lifestyles, experiences and backgrounds. I will not tolerate any intentional disrespect towards any member in the classroom. No matter the religion, creed, sexual orientation/identity, socioeconomic background, native language or cultural practices and traditions, everyone has an important and equal role is our class, the learning process, and the success we will obtain throughout the quarter!

Course Description, Objectives and Learning Outcomes

Literature represents a response to an experience while trying to reveal to its audience (and, many will argue, to the author as well) the significance of that experience. As with science and religion, literature seeks to articulate a “truth.” This course will introduce you to three literary genres, or categories, and means by which you can look at and analyze various works within them. From there you will determine what truth might be revealed in the work, the relationship of that work to your world, and finally, what, if any, value it holds for you.

This course will be an introduction to the careful and critical reading of fiction, poetry and drama. As we learn how to read various literary works (and determine the characteristics that distinguish it from other types of writing), we will also learn how to offer thoughtful responses, in a variety of contexts, to the stories we have read.

This work will be conducted in an informal, workshop atmosphere. We will work in both small groups and as a whole class, using discussion, group presentations and various peer response strategies to become careful, critical readers. By quarter’s end, you will have a more intimate understanding of what literature is made of and what it’s good for.

After completing this course, students should be able to:

- Demonstrate an increased level of comfort with the genres: poetry, drama, fiction.
- Identify and use terminology specific to literature.
• Recognize some major authors.
• Read, analyze, and explicate complex literature at both the literal and inferential levels.
• Develop a process of analyzing works of literature.
• Use evidence from text to support a thesis.
• Enjoy literature and appreciate unique characteristics of each genre.
• Apply writing skills to analyzing literature.

English 111 Class Policies

Class participation: Regular attendance is required for active learning. Much of class time will be spent learning new skills or working as a group. Thus, it is impossible to “make up” a missed class. Attendance and active participation contribute considerably to the quality of this course and help us meet the course requirements and learning outcomes. Class participation is central to our process of practicing listening and communication skills, thinking critically and ethically about ideas and opinions of divergent perspectives, and sharpening self-reflexive, cooperative, and collaborative argumentation skills. Through this process we can construct informed, critical, cross-cultural analyses of reading, writing, and critical thinking. If you miss a class, it is your responsibility to contact me (david.lopez-kopp@bellevuecollege.edu) or one of your peers for any assignments you may have missed. Excessive tardiness or failure to participate in the work of the class is considered equivalent to an absence.

• Excess unexcused absences could result in a "no credit" grade for the course, meaning you will need to retake the course. Do not interpret this policy to mean that you are entitled to “free” absences. You are expected to attend all class meetings.

Affirmation of inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. http://bellevuecollege.edu/about/goals/inclusion.asp

Student code

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Public Safety

The Bellevue College (BC) Public Safety Department’s well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. Public Safety is located in K100 and on the web at: http://bellevuecollege.edu/publicsafety/

Values Conflicts

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one’s personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.
To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>points towards course grade</th>
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<tbody>
<tr>
<td>* 3 Essays (including all drafts, essay assignments, writing reflections, peer review workshops, etc.)</td>
<td>400</td>
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<tr>
<td>* 7 Seminar Papers</td>
<td>400</td>
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<tr>
<td>* Participation and Attendance</td>
<td>400</td>
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</tbody>
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Total: 1200 points

English 111: Introduction to Literature - SEMINAR PAPER Guidelines

You might want to begin by thinking of seminar papers as a way to interact with the reading material, as part of a dialogue between you and what there is on the page. These papers will contain your comments, questions, responses, arguments, etc., as well as page and paragraph numbers to help your readers locate the passage for themselves. More specifically, seminar papers are your somewhat formalized thoughts on some aspect of the material. They will serve to generate discussion and may later serve as the seeds for your essays. I will evaluate them primarily on the depth of understanding and thought they reflect, and are less concerned with technical conventions (grammar, spelling, sentence structure, etc.); however, carelessly composed, sloppy seminar papers will receive no credit. Those papers that fail to make a point clearly or whose point we can't follow due to careless rendering will also receive no credit. Having said that, please explore, take risks, take on what you may not be certain of. The point is to stimulate interesting discussion and discover new, deeper ways to understand the material. Present your ideas clearly, and carefully, but don't obsess over the mechanics.

Format: 500-750 words typed or word-processed, double-spaced.

Objective: To develop thinking on reading material by responding to all or any part of it in writing.

Keep in mind

- Seminar papers address all or any part of reading.
- Seminar papers state the page and paragraph(s) that you are responding to.
- Seminar papers explain the passage in your own words.
- Seminar papers explain your thoughts on this material.

Seminar papers may address many things:

- Something you find interesting
Seminar papers can explore connections you find between current reading material and other reading/ideas/issues/topics/concerns.

Seminar papers can point to what you don’t understand while exploring your attempts to make sense of the material.

Seminar papers ARE NOT SUMMARIES, telling readers what they can find out through reading the material themselves.

Seminar papers DO NOT DISCUSS WHAT YOU DID AND DID NOT LIKE, as your personal taste is of less interest to readers than your ability to develop and enrich their understanding of the material.

Seminar Papers on Literature

Keep in mind that the goal of seminar papers in a literature class is to offer readers a deeper or alternative (but reasonable) understanding of the work in question. Papers will seek to go beyond summary and explication of the obvious. These papers will attempt to offer clearly reasoned explorations of some aspect of the work (the function of a set of symbols, how the conflict reveals the primary theme, setting as tool in understanding the conflict, etc.).

I will be “grading” seminar papers in this class on a NC (no credit)-10 point scale.

7-10 indicates above average insight; clear understanding and analysis of the literary elements at work; illuminating speculation or conclusions based on articulated inferences from the reading; claims supported by clear references to specific examples drawn from the material.

4-7 indicates that the material has been read in its entirety and clearly understood at the literal level; satisfactory analysis of literary elements to reveal themes and implied “levels” in the work; some speculation on what the elements suggest; all claims supported by specific references to the work; an attempt to probe the work through a series of questions and possible answers; a promising but incomplete discussion.

NC-4 may indicate any one or all of the following: unsatisfactory application of the elements of fiction, a poor grasp of the story at its literal level, a simple summary of content, vague or overly general statements with no supported conclusions, a series of questions with no answers; an incomplete or poorly developed discussion.