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**Calumet College**

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**of Saint Joseph**

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*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

*We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.*

## **COURSE SYLLABUS, Fall 2019**

### **EWPC 111 The Literary Experience**

#### **Instructor Information**

<b>Instructor Name</b>	Chris Buczinsky, Ph.D.
<b>Office Number:</b>	Room 177
<b>Phone Number:</b>	(219) 473-4250
<b>Email:</b>	cbuczinsky@ccsj.edu
<b>Office Hours:</b>	Mondays 7:30-8:30 a.m. Tuesdays or Thursdays 11:00-4:00 p.m. Wednesdays 7:30-8:30 a.m.
<b>Instructor Background:</b>	I first attended Northwest Nazarene College in Nampa, Idaho, where I studied Biblical Literature and Philosophy. I earned my B.A. in English Education from Northern Arizona University in Flagstaff Arizona, where I taught high school for two years before going to graduate school at Northwestern. In 1994 I earned my Ph.D. in English from NU, and afterwards I opened a children's performance company where I was a writer, illustrator, and performer of children's poetry. After a brief stint as an associate editor of a trade magazine, I began teaching at CCSJ, where I am now in my 17th year. In my spare time I draw and paint, practice yoga, and drink lots of coffee!

#### **Course Information**

<b>Course Time:</b>	Mondays and Wednesdays 10:15 a.m. – 11:45 a.m.
<b>Classroom:</b>	Room 271
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	Selected poems and short stories (Handouts/Electronic Versions on Blackboard) <i>The Haunting of Hill House</i> by Shirley Jackson

## Learning Outcomes / Competencies:

*This course meets the following objectives:*

Students in this course will...

- understand **the role of stories and songs** in their lives.
- understand **character** in narrative: character types, flat versus round characters, static versus dynamic characters, protagonists versus antagonists.
- understand the **elements of plot**, including exposition, conflict, complication, crisis, climax, and denouement.
- understand **the relation of character to plot** (i.e. the interrelationship between character traits and motivation to action)
- understand the significance of **point of view** in storytelling, especially first and third person narration.
- know the basic **elements of poetry**: rhythm, rhyme, figurative language, theme, and form.
- understand **literary language**: the difference between the denotation and connotation of words, the difference between the literal and figurative use of language, the different kinds of tropes (e.g. metaphor and metonymy) and the difference between the vehicle and tenor of a metaphor.)
- understand **basic poetic form**, including fixed or metered forms (like the ballad and the sonnet) and various free verse or organic forms of poetry.
- apply their knowledge of literary elements to the intelligent **reading, analysis, and interpretation poems and stories** from both the Western literary canon and pop culture.
- develop an **appreciation and life-long love of great literature**.

*This course reinforces the following General Education Program objectives:*

Students in this course will...

- read analytically, synthetically, and critically in a variety of genres.
- write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- appreciate, create, and critique the persuasive power of art and media.
- apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

## Course Description:

Using classic and contemporary short stories and poems, this course introduces students to the elements of fiction and poetry and to the interpretive skills necessary to deepen their experience of great literature. Students study both Western literary classics and minority challenges to that tradition, examining the role of stories and poems in a meaningful life. (This course is a CCSJ General Education option in Humanities.) Prerequisite: EWPC 103

## Teaching Methods/Learning Strategies:

1. **Chalk Talk.** A chalk talk is a **mini-lecture**. I provide historical and literary context, explain literary concepts, and generally introduce the text, writing key ideas and notes on the board. My job is to be clear, interesting and entertaining; your job is to listen, take good notes, and ask questions—to engage.

2. **Close Reading.** We gather at the Smart Board, at the chalkboard, before the screen, or in a round-table to **analyze a text**. We go slow and dig deep, discuss, and come to some agreement about the meaning of the literary work we are studying.

3. **Class Discussion.** We **talk about the text as a group**, usually in “fishbowl” discussion style. The more you prepare and participate, the more fun it becomes (and the more time flies).

4. **Coaching.** Coaching occurs both in my questioning during classroom discussion and in my helping you write your interpretive essay and your theme compositions. I help make you a more intelligent and sensitive reader.

## Assessments

Your final grade in this class will be assigned based on your performance in **five areas**:

<b>1. Theme Compositions (3 @ 33.3 pts.)</b>	<b>100 pts.</b>
<b>2. Hill House Quizzes (3 @ 33.3 pts.)</b>	<b>100 pts.</b>
<b>3. Fishbowl Discussions (3 @ 33.3 pts.)</b>	<b>100 pts.</b>
<b>4. The Literary Essay</b>	<b>100 pts.</b>
<b><u>5. Unit Exams (2)</u></b>	<b><u>200 pts.</u></b>
<b>Total Points</b>	<b>600 pts.</b>

### 1. Theme Compositions (33.3 pts. each; 100 pts. total.)

At the beginning of each unit, you will write a **one-page composition on the unit theme**:

Innocence/Experience, Sanity/Insanity, and Negotiations and Love Songs. I will hand out a writing prompt for each theme composition. Compositions are graded on both content (what you write) and form (how you write it).

**Note:** All students are required to read their second essay in **CCSJ's 2019 Humanities Festival Essay Contest** on this year's theme: "The Ghost That Haunts Me."

### 2. Hill House Quizzes (33.3 pts. each; 100 pts. total)

In our second unit we will be reading *The Haunting of Hill House* by Shirley Jackson. We will read the novel over a three-week period. We will have three quizzes, one every Wednesday during this time. Each quiz covers the week's assigned reading. (See **Course Calendar**.)

### 3. Fishbowl Discussions (33.3 pts. each; 100 pts. total)

We will have **three fishbowl discussions** (i.e. class discussions led, monitored, and graded by the class itself.) Students sit in two circles, one inside the other, students in the outer circle listening and evaluating students discussing in the inner circle. (**More information on Fishbowl Discussion later**)

### 4. The Literary Essay (100 pts. total)

To pass this class you must write **one literary essay** on *The Haunting of Hill House* by Shirley Jackson. The Literary Essay is a **General Education Portfolio Assignment** used to measure your achievement and progress on general education competencies in reading, writing, art critique, and ethical reflection. (More on this assignment later).

### 5. The Unit Exams (100 pts. each; 200 pts. total)

We will have two unit exams. The exams will cover reading done during the units and the material we cover in lectures and class discussion. The unit exams include multiple-choice, matching, short-answer, and essay questions, so keep a good, accurate, thorough notebook during the semester.

#### Grading Scale:

100% – 92%: A	91% – 90%: A-		
89% – 88%: B+	87% – 82%: B	81% – 80%: B-	
79% – 78%: C+	77% – 72%: C	71% – 70%: C-	
69% – 68%: D+	67% – 62%: D	61% – 60%: D-	59% and below: F

## Course Schedule

### Unit 1: Innocence and Experience

Aug 26	<b>Introductions. Syllabi. First Assignment</b>	Aug 28	<b>What is Literature? News that Stays News</b> “Do Not Go Gentle” by Dylan Thomas
Sept 2	<b>Labor Day—No Class</b>	Sept 4	<b>What is Poetry? The Five Elements</b> “Constantly Risking Absurdity” by L. Ferlinghetti <b>Composition #1 Due</b>
Sept 9	<b>Elements of Poetry 1: Rhetoric/Tropes</b> “On Turning Ten” by Billy Collins “The Early Purges” by S. Heaney	Sept 11	<b>Elements of Poetry 2: Rhythm and Rhyme</b> <i>Poetic Form: Hymn Meter</i> “Incident” by Countee Cullen
Sept 16	<b>Elements of Poetry 3: Structure</b> “This Be the Verse” by Phillip Larkin “Homework” by Allen Ginsberg	Sept 18	<b>Fishbowl Discussion #1</b> “Directive” by Robert Frost
Sept 23	Unit Exam I Review	Sept 25	<b>Unit 1 Exam</b>

### Unit 2: Sanity and Insanity

#### *The Haunting of Hill House* by Shirley Jackson

Sept 30	<b>Introduction to <i>Hill House</i></b> <b>Composition #2 Due</b>	Oct 2	<i>Hill House</i> pages 1-60 <b>Quiz #1</b> <b>Fishbowl Discussion #2</b>
Oct 7	<b>The Elements of Fiction I:</b> Genre, Setting, Characters	Oct 9	<i>Hill House</i> pages 60-120 <b>Quiz #2</b> <b>Writing Workshop #1</b>
Oct 14	<b>The Elements of Fiction II:</b> Point of View and Plot	Oct 16	<i>Hill House</i> pages 120-182 <b>Quiz #3</b> <b>Writing Workshop #2</b>
Oct 21	<b>The Elements of Fiction III:</b> Plot and Theme	Oct 23	<b>Literary Essay Due</b> <b>Writing Workshop #3</b>

### *Humanities Festival: The Ghost* October 28-November 1

### Unit 3: Negotiations and Love Songs

Nov 4	<b>Introduction to Unit Theme</b> “Train in the Distance” by Paul Simon <b>Composition #3 Due</b>	Nov 6	<b>Short Love vs. Long Love:</b> “Since Feeling is First” by e. e. cummings “For C” by Richard Wilbur
Nov 11	<b>Dads/Cads, Madonnas/Whores:</b> “The Hitchhiking Game” by Milan Kundera	Nov 13	<b>Lost Love Poems</b> Poetry Packet: Poems by Collins, Atwood, Gluck, and others.
Nov 18	<b>Realism: “Agreeable”</b> by Jonathan Franzen <b>Fishbowl Discussion #3</b>	Nov 20	<b>Romance: “The Bad Graft”</b> by Karen Russell
<b>November 25 and 29: Fall Break--No Class</b>			
Dec 3	<i>The Princess Bride</i> Directed by Rob Reiner	Dec 5	<i>The Princess Bride</i> Directed by Rob Reiner
Dec 9	Final Exam Review	Dec 11	<b>Final Unit Exam</b>

*I reserve the right to change this schedule to meet the needs of the class. Always check our class Blackboard site for daily assignment updates.*

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>In accordance with English program policy, any student missing more than NINE (9) hours of class will receive an F. These nine hours include both excused and unexcused absences; it also includes all tardies of more than 15 minutes. Please be aware these hours include birthdays, sport events, illness, work, etc. If a problem arises with your absences, please come and talk to me immediately.</p>
<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work when due. Work will be docked one letter grade for every week it is late unless some mutually agreeable arrangement has been made with the professor beforehand. Late work is not accepted beyond a week later than the due date.</p>
<b>Meeting Standards for Classroom Behavior</b>	<ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay until it ends. Coming late or leaving early disrupts class. Use the restroom <i>before</i> class begins.</li> <li>• <b>Come prepared.</b> Bring your texts. Come with pencil and pen, prepared to take notes. Demonstrate that you have completed the assignments for the day through your class participation.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Eat modestly.</b> You may snack discretely on low-mess items like a mini muffin and coffee, but no hot, sloppy, and fragrant pizza, McDonalds egg sandwiches, and the like. This is not a cafeteria.</li> </ul>
<b>Using Electronic Devices</b>	<p><b>Electronic devices are strictly prohibited.</b> Research has shown that the use of cell phones and even laptops in class distracts students from learning. All phones must be placed in the storage slot at the start of each class. If you fail to do so and/or use your phone for any purpose (unless approved and directed by the professor) you may be asked to leave, in which case you will be marked absent for the class period. If a home emergency demands you have your phone for the day, you must clear it with the professor.</p>
<b>CCSJ Student Honor Code</b>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> </ul>

	<ul style="list-style-type: none"> <li>Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience</b>	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
<b>Withdrawing from Class</b>	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a>. <b>All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</b></p>
<b>Student Success Center</b>	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
<b>Disability Services</b>	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
<b>Student Assistance Program</b>	<p>Through a partnership with <b>Crown Counseling</b>, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, <b>contact Kerry Knowles SAP Counselor</b>, at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a>.</p>

<b>CCSJ Alerts</b>	Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .
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