
Calumet College



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, Spring 2019

EWPC 265 British Literature: Monster Literature

Instructor Information

Instructor Name	Chris Buczinsky, Ph.D.
Office Number:	Room 177
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Email:	cbuczinsky@ccsj.edu
Office Hours:	Mondays 7:30-8:30 a.m. Tuesdays 10:00-3:00 p.m. Wednesdays 7:30-8:30 a.m.
Instructor Background:	I graduated from Northwestern in 1994 with my Ph.D. in English, specializing Victorian and Modern British literature and social theory. Before coming to CCSJ I worked for four years as a writer and illustrator and performer of children's poetry, and I did a two-year stint as an associate editor of trade magazines. This is my 17th year at CCSJ. I have taught almost all of the EWPC literature and writing courses. In my spare time I draw and paint, practice yoga, drink coffee, and watch monster movies.

Course Information

Course Time:	Mondays 3:30 p.m. – 6:30 p.m.
Classroom:	Room 268
Course Description	This course examines the nature of English literature by way of a close-study of groundbreaking British novels about monsters. Students explore monstrous characters, the elements of the basic overcoming the monster plot, and the nature of the monster and the monstrous as a central theme in British literature.
Required Books and Materials:	<i>Frankenstein; or the Modern Prometheus</i> by Mary Shelley <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson <i>The Picture of Dorian Grey</i> by Oscar Wilde <i>The Hellbound Heart</i> by Clive Barker

Learning Outcomes/ Competencies:

Students in this course will:

1. Know key British monster novels—characters, plots and themes—and the historical context and literary concepts and movements out of which they grew.
2. Understand the nature, elements, meaning, and significance of the traditional “overcoming the monster” plot.
3. Apply their knowledge of storytelling and interpretation to the understanding of key British monster stories.
4. Analyze and interpret the meaning and cultural significance of particular British monster stories.
5. Synthesize a knowledge of monster stories and plots in an extended essay, story, cycle of poems, or communication project.

The course also meets the following **EWPC program objectives**. Students will

1. Know nature of narrative, the elements of story, storytelling genres and structures, the story writing process.
2. Understand the mechanics of textual, aural, and visual storytelling, the nature of current industry platforms, and the production process.
3. Apply the knowledge of multimedia storytelling in informative journalism, fictional entertainment, and strategic business communication.
4. Analyze textual, aural, and video stories in a variety of genres to determine and convey meaning.
5. Synthesize their knowledge of multimedia storytelling in a variety of real-world multimedia journalistic, entertainment, and business storytelling projects

Teaching Methods/Learning Strategies: There are five.

1. **Chalk Talk.** A chalk talk is a **mini-lecture** at the chalk board. 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. Keep a good notebook of everything I write on the board.

2. **Socratic Questioning.** At the podium **I question you** on the reading. You answer to the best of your ability, but I continue my questioning, putting you in the hotseat only to draw from you the best that you can think and articulate. My job is to deepen your thoughts and ideas, to force you to articulate yourself more clearly.

3. **Close Reading.** We gather at the Smart Board, at the chalkboard, before the screen, or in a round-table to **analyze a text** or important passages from a text. We go slow and dig deep, discuss, and come to some agreement about the meaning of the passage in particular and the meaning of the literary work as a whole. studying.

4. **Fishbowl Discussion.** We **discuss the text as a group**, usually in “fishbowl” discussion style. Half of the class discusses the novel in an inner circle while an outer circle of students monitors and grades their performance. The more you prepare and participate, the more fun it becomes (and the more time flies). More on this teaching method later.

5. **Coaching.** I play midwife to you, meeting with you one-on-one to help you create your class project, pushing you to make it and you the best writer and thinker you can be.

Assessments

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

Assignment	Points Possible
1. The Pop Quizzes	100 pts.
2. The Monster Project	200 pts.
a. The Monster Project Proposal	25 pts.
b. The Monster Project	100 pts.
c. The Monster Project Presentation	75 pts.
3. Fishbowl Discussions	100 pts.
4. The Mid-Term and Final Exams	200 pts.
5. Total Points	600 pts.

1. The Pop Quizzes (5 @ 20 pts. each; 100 pts. total.)

We will have **one pop quiz on each of the novels** we are reading in class. Each quiz can occur at any time during the reading of that particular novel. The quizzes are meant to make sure you have done the week's reading and are prepared for class on a regular basis.

2. The Monster Proposal, Project, and Presentation (200 pts. total)

The Monster Project (100 points) is a large (monster) **writing project** of your own design on the idea of the monster or monstrous. The project can and will take many forms, depending on the interests of the individual student. It can be

1. A fully-fledged, literary **research paper** on a course-relevant topic
2. An **interpretive essay** on a specific character, plot device, motif, symbol, or theme in one or more of the works we are studying in class.
3. A **short story** or a **cycle of poems** on the theme of the monster or monstrous
4. A **communication/art project** (series of product advertisement, a feature story and design, a marketing plan, etc., that makes central use of the monster theme.
5. **Your choice** (subject to my approval)

Before undertaking the monster **project**, all students must submit a one-page **proposal** (25 points), due three weeks in advance of the project due date. The project *must be approved* by the instructor, students deliver oral **presentations** on their project. **Proposal Due: March 23. Project Due: April 13. Student Presentations: April 20.** (See Course Calendar)

3. Fishbowl Discussions (5 @ 20 pts. each; 100 pts. total)

We will have **five fishbowl discussions**, one on each of our main readings. A fishbowl discussion is a class discussion 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. (More on this teaching method later)

5. The Mid-Term and Final Exams (100 pts. total)

The **mid-term** and **final exams** are tests of all the materials we have covered in each half of the course, including readings, lectures, and class discussions.

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

Monster British Literature	
Jan 13	Introductions. Syllabi. Monster Lit: An Introduction
Jan 20	<i>No Class</i> <i>Martin Luther King Day</i>

Unit 1: The Scientific Monster	
Jan 27	<i>Frankenstein; or the Modern Prometheus</i> by Mary Shelley
Feb 3	<i>Frankenstein; or the Modern Prometheus</i> by Mary Shelley
Feb 10	<i>Frankenstein; or the Modern Prometheus</i> by Mary Shelley Fishbowl Discussion #1

Unit 2: The Psychological Monster	
Feb 17	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson Fishbowl Discussion #2
Feb 24	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson Mid-Term Exam

Spring Break: No Classes March 2-6

Unit 3: The Aesthetic Monster	
Mar 9	<i>The Picture of Dorian Grey</i> by Oscar Wilde
Mar 16	<i>The Picture of Dorian Grey</i> by Oscar Wilde
Mar 23	<i>The Picture of Dorian Grey</i> by Oscar Wilde Fishbowl Discussion #3 Monster Project Proposal Due

Unit 4: Contemporary British Monsters	
Mar 30	The Sensuous Monster: <i>The Hellbound Heart</i> by Clive Barker Fishbowl Discussion #4
Apr 6	The Feminist Monster: <i>The Life and Loves of a She-Devil</i> by Fay Weldon Fishbowl Discussion #5
Apr 13	The Best British Monster: <i>Movie Night: The #1 British Horror Film of All Time</i> The Monster Project Due
Apr 20	Monster Project: Student Presentations
Apr 27	Final Exam

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.

Responsibilities	
Attending Class	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 more responsibilities to keep up and meet the objectives of this course.

	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.
Turning In Your Work	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.
Meeting Standards for Classroom Behavior	<ul style="list-style-type: none"> • Use all the class time. 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. • Come prepared. 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. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Eat modestly. 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.
Using Electronic Devices	Electronic devices are strictly prohibited. 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.
CCSJ Student Honor Code	<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"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Doing Your Own Work	<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 http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	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!
Withdrawing from Class	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.

Resources	
CCSJ Book Rental Program	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 http://www.ccsj.edu/bookstore . 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.
Student Success Center	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.
Disability Services	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.
Student Assistance Program	Through a partnership with Crown Counseling , 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, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts	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: http://www.ccsj.edu/alerts/index.html .