
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, Fall 2020 (2020-1)

Course: EMCO 111A, The Literary Experience

Instructor Name Gordon Stamper, Jr.
Email: gstamper@ccsj.edu
Hours Available: Tuesday, Thursday 10:00-11:30 a.m. or by appointment, all via Zoom.

Instructor Background: I am a Northwest Indiana native, born in Gary and grew up in Portage. Earning a B.A. in English from Indiana University Northwest, I continued my education at Purdue University Calumet (now Purdue Northwest) and received my M.A. in Literature with concentration in Rhetoric and Composition. I have over 25 years of college teaching experience as well as work in journalism and legal proofreading and editing. Also, I co-moderate Highland Writers Group, a public critique group that has met continuously over 23 years. My poetry has been published in *Danse Macabre*, *Skylark*, *Spirits*, and *Tipton Poetry Journal*.

Course Information:

Course Time: Monday/Wednesday, 10:15 a.m. - 11:45 a.m.
Classroom: Virtual
Prerequisites: None

Required Books & Materials: Kennedy and Gioia, *Backpack Literature: Introduction to Fiction, Poetry, Drama, and Writing*, 5th ed.

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 meets the following General Education Program objectives:

Students in this course will...

- Students will read analytically, synthetically, and critically in a variety of genres.
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- Students will appreciate, create, and critique the persuasive power of art and media.
- Students will be able to 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.

Learning Strategies:

Direct instruction with PowerPoint and other visual aids will be used to provide and reinforce required course content. Students are expected to prepare handwritten notes during periods of direct instruction, including during class discussions. Students' notes should include the day/date of the class session. They should also include a list of unfamiliar vocabulary encountered during direct instruction and class discussions. These notes should be assembled into a chronological archive and stored in a notebook, a folder, or on a digital platform. Student notes may be reviewed and/or collected periodically gauge student participation.

Reading is essential to mastering the learning objectives of this course. Students should be prepared to read, re-read, annotate, summarize, discuss, and analyze texts selected from a wide variety of genres, which may include textbooks, scholarly, and literary texts. Reading regularly will also help expand

students' vocabulary and strengthen their ability to "decode" the meaning, structure, and rhetorical situation of different kinds of texts.

Writing is essential to mastering the learning objectives of this course. Students should be prepared to pre-write (list, brainstorm, freewrite), write (draft), re-write (revise), edit, and publish (print/post) a variety of writing assignments. Students will prepare a mixture of academic essays, exploratory and expressive writing assignments (e.g., online discussion forum posts, freewriting, journals, reader response).

Oral Communication is essential to mastering the learning objectives of this course. Students should be prepared to formulate their ideas orally during full-class or small-group discussions. Students may also be asked to deliver oral presentations related to course reading and writing assignments.

Individualized Instruction will be provided at various times during the course, particularly to assist students in the writing process. These interactions (e.g., informal paper conferences) provide an opportunity for students to ask questions, respond to instructor feedback, and gain greater control over their personal writing process.

Online Instruction will be incorporated throughout the course. This will include regular use of Blackboard and will include assigned online grammar, vocabulary, reading, and writing exercises and assessments.

Experiential Learning Opportunities:

- Dramatic performance (table reading or stage scene from story/play)
- Character role play

Assessments:

Major Assignments:	Weight (points)
<p>Student performance in this course will be evaluated using the weighted grading system described herein. Students can track their current grade in Blackboard by viewing the "Weighted Grade" column in the course gradebook. Students' final grade will be determined based on their performance in five different areas, weighted as follows:</p> <p><u>1. Participation Assignments:</u> <i>Students will complete a variety of short homework and in-class assignments. Some will assess if students have completed the assigned readings, understood vocabulary, and can articulate key concepts. Others will provide opportunities for students to express their thoughts about class readings or ideas presented in class to an audience that includes the instructor and/or their peers. Still others may be self-reflective assignments to help students formulate their thoughts.</i></p> <p><u>2. Reading Responses:</u> <i>At various points in the semester, students will be required to turn in a 250-300 word literary analysis in response to a question I pose during class or in response to an assigned reading. Your response should include at least one piece of evidence (a quoted section) from the text and detailed explanation of this evidence.</i></p>	<p>10</p> <p>20</p>

<p><u>3. Literary Essays:</u> <i>To pass this class you must write two literary essays, one on a work of fiction and another on a work of poetry. 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. These essays will be 750-1000 words.</i></p> <p><u>4. Competency Mid-term Quiz and Exam:</u> <i>Students will take a mid-term quiz and competency exam that provide summative assessments of their attainment of the course objectives. The exam consists of four sections: Elements of Literature, Analyzing Literature, Elements of Poetry, and Analyzing Poetry.</i></p> <p><u>5. Attendance:</u> <i>Regular attendance is required to succeed in this course. Students are expected participate during class through regular online activity. Students who do not attend live Zoom lectures and do not actively participate in online activities and assignments will receive a zero (0) for the attendance portion of their final grade. (Be sure to review the complete English Program attendance policy below under “Responsibilities”).</i></p>	<p>100</p> <p>50 (quiz)/100 (exam)</p> <p>Up to 20 points for full participation</p>
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Assessments:

Formative Assessments:

- Participation Assignments
 - Reading quizzes
 - Review of class notes and reading annotations
 - Online discussion
 - Review of writing assignment drafts

Summative Assessments:

- Final drafts of writing assignments
- Competency exam

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:

I reserve the right to change this schedule to meet the needs of the class.

Understanding the Schedule of Assignments:

BL = Backpack Literature

Online = Reading will be handed out or posted to Blackboard

BOLD ITEMS = Homework due, exams, or important information

[] = Planned in-class activities

Week One

Mon 8/24 Explication and Analysis Discussion with Online Supplement
[*Today's Topic(s)*: Course policies; Introduction to the Blackboard site and what is literature]

Wed 8/26 READ: *BL*, "Araby" by James Joyce, pp. 296-301
BL, Plot (pp. 15-17)
[*Today's Topic(s)*: Plot; Chart the plot of the reading]

Week Two

Mon 8/31 READ: *BL*, Response Paper (pp. 1134-38); Blackboard OWL Supplement on Literary Analysis.
[*Today's Topic(s)*: Continue discussing story; How to write a literary response]

Wed 9/2 **DUE: READING RESPONSE 1 ("Araby")**
READ: *BL*, "The Storm" by Kate Chopin, pp. 104-109
BL, Character (pp. 61-63)
[*Today's Topic(s)*: Character; Point of View]

Week Three

Wed 9/9 **DUE: READING RESPONSE 2 ("The Storm")**
[*Today's Topic(s)*: Calixta and Bibinot's marriage and relationship, other themes]

Week Four

Mon 9/14 READ: *BL*, "A Clean, Well-Lighted Place" by Ernest Hemingway, pp. 151-155
BL, "Setting" (pp. 93-95)
BL, "Reading a Play" (pp. 631-33)
[*Today's Topic(s)*: Setting; Intro to Drama]

Wed 9/16 [*Today's Topic(s)*: Dramatic reading for "A Clean Well-Lighted Place" performance (assigned by alphabetical order)]

LAST DAY TO WITHDRAW WITHOUT INSTRUCTOR APPROVAL (9/19)

Week Five

Mon 9/21 READ: *BL*, Chapter 7, pp. 203-206, "Symbol."
Ursula K. Le Guin, "The Ones Who Walk Away from Omelas," pp. 229-235.
[*Today's Topic(s)*: Symbolism in writing; introduction to Literary Analysis Essay]

Wed 9/23 READ: *BL*, Topics for More Extended Papers (p. 1139)
BL, Theme (pp. 174-176)
[*Today's Topic(s)*: Writing a Literary Analysis Essay; Brainstorm topics]

Week Six

Mon 9/28 **DUE: FIRST FINISHED DRAFT, LITERARY ANALYSIS ESSAY (SHORT STORY)**
[*Today's Topic(s)*: Submit copy of your essay for peer and instructor review]

Wed 9/30 **PAPER CONFERENCES**
[*Today's Topic(s)*: Meet with professor to discuss your essay via Zoom, A-L]

MIDTERM GRADES

Week Seven

Mon 10/5 **PAPER CONFERENCES**
[*Today's Topic(s)*: Meet with professor to discuss your essay via Zoom, M-Z]

Wed 10/7 **DUE: FINAL DRAFT, LITERARY ANALYSIS ESSAY (SHORT STORY)**
READ: *BL*, Chapter 21, What is Poetry (pp. 558-59)
BL, Chapter 9, Reading a Poem
[*Today's Topic(s)*: Types of Poetry; Explicate Yeats's "Lake Isle of Innisfree," p. 365]

Week Eight

Mon 10/12 **DUE: READING RESPONSE 3 ("Those Winter Sundays," p. 368)**
READ: *BL*, Chapter 10, Listening to a Voice (pp. 379-99)
[*Today's Topic(s)*: Tone ("My Papa's Waltz," p. 380); Persona (English B); 3 Types of Irony]

Wed 10/14 READ: Robert Browning, "My Last Duchess" (pp. 373-74)
[*Today's Topic(s)*: Dramatic Monologues and Dramatic Irony]
MIDTERM QUIZ ON LITERARY TERMS AND THEMES (OPEN BOOK AND DUE SUNDAY NIGHT, OCTOBER 18, 10:59 P.M. CDT)

Week Nine

Mon 10/19 READ: William Blake, "London" (pp. 422)
Robert Frost, "Fire and Ice" (pp. 425)
BL, Chapter 11, Words (pp. 402-04, 409-11)
BL, Chapter 12, Saying and Suggesting (pp. 421-22)
[*Today's Topic(s)*: Denotation/Connotation; Concrete/Abstract; Diction; Allusions]

Thurs 10/21 READ: *BL*, Chapter 13, Imagery (pp. 432-34)
BL, Chapter 14, Figures of Speech (pp. 447-57)
[*Today's Topic(s)*: Imagery and Figurative Language; "Sonnet 116," pp. 501-502, and "What my lips have kissed, and where, and why," p. 502]

Week Ten

Mon 10/26 CELEBRATING CCSJ ANNUAL HUMANITIES FESTIVAL

Celebrating Flannery O'Connor.

READ: *BL*, pp. 336-349; online supplement reading.

Wed 10/28 CELEBRATING CCSJ ANNUAL HUMANITIES FESTIVAL (CONTINUED)

Celebrating Emily Dickinson.

READ: *BL*, pp. 576-577; online supplement reading.

Week Eleven

Mon 11/2 DUE: READING RESPONSE 4 (Imagery Worksheet)

READ: e.e. cummings, "anyone lived in a pretty how town" (p. 414)

BL, Chapter 15, Sound (pp. 464-71)

[*Today's Topic(s)*: Euphony, Cacophony, Alliteration, Consonance, Assonance]

Wed 11/7 READ: *BL*, Chapter 16, Rhythm (pp. 478-89)

[*Today's Topic(s)*: Introduction to Meter; Shakespeare Scansion Activity]

Week Twelve

Mon 11/9 READ: *BL*, Chapter 17, Closed Form (pp. 493-508)

[*Today's Topic(s)*: Introduction to Common Forms]

Wed 11/11 [*Today's Topic(s)*: Discuss Poetry Essay and student choices from text]

Week Thirteen

Mon 11/16 PAPER CONFERENCES

[*Today's Topic(s)*: Students A-L meet with professor to discuss your paper ideas]

Wed 11/18 PAPER CONFERENCES

[*Today's Topic(s)*: Students M-Z meet with professor to discuss your paper ideas]

NO CLASS FOR WEEK FOURTEEN – FALL BREAK (NOVEMBER 23-28)

Week Fifteen

Mon 11/30 DUE: FINAL DRAFT, LITERARY ANALYSIS ESSAY (POEM)

[*Today's Topic(s)*: Course Reflection and Evaluations]

Wed 12/2 COMPETENCY EXAM PREPARATION

[*Today's Topic(s)*: Review for Competency Exam]

LAST DAY TO WITHDRAW WITH INSTRUCTOR APPROVAL (12/6)

Week Sixteen

Mon 12/7 DUE: REFLECTIVE WRITING ON EMCO 111 (In-Class)

[*Today's Topic(s)*: IDEA Course Evaluations]

Wed 12/9 DUE: COMPETENCY EXAM—OPEN BOOK AND DUE AT 10:59 P.M. CDT.

[*Today's Topic(s)*: Students take final exam]

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.

Students who do not participate in activities and lectures online will receive a zero (0) for the attendance portion of their final grade.

In accordance with the English Program attendance policy, any student missing more than **NINE (9) hours of class** will receive an **F** (a failing grade) for the course.

Turning In Your Work

You cannot succeed in this class if you do not turn in all your work on the day it is due.

To pass the course, you must complete and turn in all required assignments. Work is to be turned in at the beginning of class on the due date listed on the course syllabus or stated by the instructor in-class or online. All written work must be typed and submitted online.

Late Work: You will not receive credit for any late assignment unless you have made formal, written arrangements with the instructor via email prior to the next scheduled class session. Any work submitted after the assignment is due will receive a 20% deduction. Any assignment more than **five days late** will not be accepted and receive a zero. Contact me at gstamper@ccsj.edu to determine how/where you should submit any late work. In other words, do not hand in work one week after its due date and expect to receive credit for it.

Missed In-class Work: Except under dire circumstances (e.g., serious bodily injury requiring hospitalization or prolonged illness) in-class activities such as worksheets, journals, quizzes, review of notes/annotations, presentations, performances, group work, etc. cannot be made up if you are absent on the day the assignment is due.

Meeting Standards for Classroom Behavior

- **Use all the class time.** Come to sessions on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.
- **Wear appropriate clothing for visual Zoom sessions.** Please keep your camera setting on and wear shirt, pants or slacks, or dress for the occasion. Mute yourself when not presenting an oral response.
- **Come prepared.** Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.
- **Respect others.** Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.
- **Use electronic devices only for class purposes.** Engage with your classmates and the instructor without technological distractions.
- **Eat before or after class.** Consume meals, snacks, and other food items outside of the classroom. Eating during class detracts from the learning

environment. Drinks, cough drops, hard candy, etc. are permitted, so long as they do not become a distraction.

CCSJ Student Honor Code

This course asks students to reaffirm the CCSJ Student Honor Code:

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:

- 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

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.

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>

PLEASE NOTE: All papers will be electronically checked for plagiarism and early, not final drafts, of major work can be revised to avoid unintentional plagiarism (examples include problems with MLA citation format or not properly re-wording paraphrases of outside work).

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.

Communicating with your Professor

Blackboard: Blackboard will be used to distribute readings, handouts, and announcements. Your grades will also be recorded regularly in Blackboard. It is essential that you log into Blackboard regularly to ensure that you stay informed about the course.

Office Hours: Students are encouraged to use Zoom office hours for assistance and clarification. Office hours are an excellent forum to discuss individual questions which are not appropriate during class (a question about your particular assignment, a question about the Communications program, your attendance, etc.). Appointments are not necessary, but they help me to prepare

for your visit and ensure that I will be available to discuss questions and course work with you. My office hours are specified on the first page of the syllabus.

Email: I will use CCSJ's email and Blackboard Announcements to send urgent announcements about class or assignments. You should use CCSJ's email to communicate about absences and to ask small but important questions (e.g. clarification about an assignment). Don't use email to request information or materials readily available elsewhere (e.g. due dates ← listed on the syllabus, handouts ← available on Blackboard). I generally respond to emails within 24-48 hours with the exception of breaks/holidays when I may be unavailable until the next scheduled business day.

In all instances (Blackboard, office hours, email), remember that communication with college instructors should *always* maintain standards of professionalism and formality. "Hey you" or not titling email messages would be examples of lapses in formality.

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.

Update for Fall 2020: **Kerry Knowles, MHS** from Crown Counseling is back on campus for the fall semester. CCSJ has a partnership with Crown Counseling

for our **Student Assistance Program (SAP)**. The SAP program is a free confidential counseling service provided to CCSJ students for personal and school concerns which may be interfering with academic performance and/or quality of life. **Kerry** is available **on-campus three days a week. Students can meet with Kerry face to face or online virtually.** The **on-campus** days and hours for CCSJ are **Tuesday, 10:00-1:00 pm, Wednesday, 10:00-4:00 pm** and **Thursday, 12:00-3:00 pm** in **room 276** (located on the 2nd floor).

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>.