

GIS ENGLISH 1120 Literature: An Introduction

Instructor Contact Information

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Class Delivery	Online / Blackboard Learn
Preferred Communication	I will primarily communicate with students via email.

Course Information

Course Description

(NOTE: there are no prerequisites for this course. This course does satisfy the LAC 3B: Literature, Philosophy and Religion requirement)

Welcome to Introduction to Literature. I look forward to working with you on this course and I hope that for whatever reason you are taking this course that you will find something valuable in it. These days many people are put off by the term "literature." It seems to smack of elitism, and boring reading material. I certainly don't want to convey that attitude in this course. I hope the readings for this course, at least some of them, will provide you with new perceptions about daily events in our lives, because a fundamental purpose of literature—poems, stories, plays—has been to enlarge our perspective on the great and small experiences of life.

Literature for me has been a way to expand my knowledge of the world, not a way to escape my world. While literature must be entertaining, I don't think that value is meant to be its final goal. Through literature you can gain new insight on your own life, and enlarge your sympathies for people. At least, this is what literature can do. What effects it has on you is really up to you. I hope I have selected literary works that are provocative and life-enhancing. When literature changes you, its value can't be reduced to just being "entertaining." So, as you read and reflect on these readings, don't reduce the text to its "fun" value, or to trying to find out its "theme," or "what the author meant." Instead, examine how it explores the human condition and engages you with issues of importance. See how it challenges your own experiences and allows you to re-consider the world you live in.

Another distinctive feature of this course and its textbook is the emphasis put on writing. An important way to develop one's understanding about a story or poem is to write about it, either identifying certain stylistic features or reflecting on

its meaning. In either case, you can expect the mere writing down of preliminary answers to bring you to new insight into the literary text. On occasion, too, I will ask you to create your own literary work, as a supplement to your own analytical work.

Learning Objectives

University Level Objectives

- **Critical Thinking**
Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.
- **Communication**
Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.
- **Program Content Knowledge**
Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study

Program Level Objectives

ENGLISH 1120: Introduction to Literature produces the following outcomes in a student's educational experience:

- Describe larger implications of literature, of philosophical and aesthetic dimensions
- Acquires skills in close reading of texts whose strategies can be used in non-literature contexts
- Develops critical thinking and communication skills via attention to understanding and appreciating creative uses of verbal resources and artful representations of human experience.

Course Level Objectives

This course can satisfy the LAC: 3B: Literature, Philosophy and religion requirement. Course objectives include:

- Develop an ability to read literary texts perceptively and imaginatively
- Identify and evaluate the creative uses of verbal resources
- Produce analysis of literary texts such that the student demonstrates an increasingly sophisticated engagement with literary texts
- Develop one's abilities to produce original texts that have a literary dimension

Course Requirements

Required Texts/Readings/Other Content

Schilb, John and John Clifford. *Making Literature Matter: An Anthology for Readers and Writers*. 7th ed. Boston: Bedford/St. Martins, 2018. [Obtain through UNI Bookstore]

ALSO: [*Childhood's End*](#) by Arthur C. Clarke [any edition will do and can be found on Amazon or Ebay].

Instructional Methods

Readings

The majority will be from the anthology called *Making Literature Matter*. You will be reading short stories and poems in the anthology, but even more important, this text will teach you the different ways to analyze a text. I will be asking you to learn as much about the writer's craft as about the traits of a literary text. I believe that the adult engagement with literature involves as much knowing about the choices a writer made in producing his or her final text as it is engaging with the specific content of a text. I hope you find yourself interested in the craft of literary expression as well as the literary product.

You will also read a novel, *Childhood's End*, by Arthur C. Clarke. Please refrain from reading this novel until it is assigned.

Assignments

While you will complete 13 writing assignments, there are no exams, though later assignments are built on earlier ones. Some assignments are brief. Most of them will consist of two sections—first, short responses to specific works, and then a longer (2 – 3 pages) essay dealing with a more general concern.

My approach to interpretation is that while everyone has their own way of looking at a text, their interpretation must still find support within the text. You will be asked to argue a certain answer to a work's meaning or "theme," and while that answer will be personal, your evidence for its validity must come from the text. Do not assume that all interpretations are equally valid.

Assignment Mechanics

Use a standard font such as the one I'm using—Times New Roman—and 12 point letter size. I'd rather not have you use a cursive style font. Double-space all your writing.

I assume that the student has competent college-level writing skills. Assignments will be graded on the **clarity** of the writing (writing style) as well as **content**, and if a student's writing reveals deficient writing ability, I'll recommend that student delay taking this course until those skills have improved. The assignments will be evaluated based on Assignment Rubrics (see the end of this file).

Evaluation Methods

Determination of Grades

Each of the 13 assignments will be worth 100 points, for a total of 1300 points.

Final letter grades will be assigned accordingly:

A 1300-1170

B 1169-1039

C 1038-908

D 907-777

F 776-

If a student's assignments show improvement over the duration of the course, the final grade will be more than the total of points earned. That is, I expect that a student's ability to read texts and analyze them will improve as he or she progresses through course, and such improvement will be rewarded.

Academic Integrity

I assume that you are submitting your own work. Feel free to consult with others about particular questions of understanding or meaning, but you must do your own research, writing and editing. Please contact me if you have any questions about this course and its activities. Naturally, work judged not to be the student's own may jeopardize his or her standing in this course.

To ensure academic integrity and to follow UNI policies on Student Academic Ethics (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

Course Communication and Technology

Online Component

This course is completely an online utilizing eLearning for instruction, materials, and communication. This online component can be accessed through the [UNI Blackboard Learn website](http://elearning.uni.edu/): <http://elearning.uni.edu/>

All of the handouts and information for this course will be available in eLearning. Students are advised to check the website and their e-mail for communication. Any changes to the course syllabus or schedule will be announced through eLearning. Assignments are due as specified in the course schedule and on the course Blackboard page in eLearning. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the [Blackboard Learn Help website](#).

Communication with Instructor

The easiest way to contact me is through email, at William.koch@uni.edu.

Allowing Time

If you have never taken a guided independent study course before, I'd like to give you this key to success: don't put off the first assignment for a few days. Read the first chapter and jot down preliminary answers to the questions today. Try to finish the first few assignments quickly. Since a guided independent course provides you much individual freedom, it is easy to squander the time required to complete the course.

A student taking this three hour course on campus is expected to study five to ten hours outside of class time each week, besides the three classroom hours. Your commitment to the course needs to be similar, so pace yourself accordingly.

Online Netiquette

Because this is a fully online class, you will mostly be communicating with me and others through email, discussion forums, and other online communication. It is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through eLearning and never via email.

Finally, read [Albion's Core Netiquette Rules](#) and always remember to address your professor and other students in a respectful manner.

Technology Requirements

The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account
- Microsoft Office
- High speed internet connection
- Blackboard Learn is supported on Firefox and Chrome (Internet Explorer and Safari do not support eLearning and users can experience difficulty opening files)

If required in this course

- Adobe Connect (see Adobe Connect Systems Requirements in START HERE for more information)
- YouTube, setting videos to "unlisted" in order to share links
- Panopto
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

Technical Support

If you experience any technical problems, do **not** contact the instructor. Please contact the **Office of Continuing and Distance Education** at 319-273-7740 (local), 800-772-1746 (toll-free) or cesp-consult@uni.edu.

Support hours are available Monday – Thursday 8am – 9pm and Friday 8am – 4:30pm.

Rubric for Assignments

Categories and Criteria	Does Not Meet Expectations (20%)	Partially Meets Expectations (60%)	Meets Expectations (80%)	Meets Expectations with Excellence (100%)
Knowledge/understanding Information & ideas (20 Points)	Demonstrates limited understanding of the topic and concepts	Demonstrates some understanding of topic and concepts	Demonstrates considerable understanding of topic and concepts	Demonstrates thorough understanding of topic and concepts
Thinking/inquiry Analyzing and Interpreting (20 Points)	Analyzes and interprets information with limited effectiveness	Analyzes and interprets information with some effectiveness	Analyzes and interprets information with considerable effectiveness	Analyzes and interprets information with a high degree of effectiveness
Communication Language and Style (20 Points)	Meaning and intent are frequently unclear. Demonstrates limited sense of purpose and audience	Meaning and intent are sometimes unclear. Demonstrates some sense of audience and purpose.	Meaning and intent are clear. Demonstrates a clear sense of purpose and audience	Meaning and intent are clear and engaging. Demonstrates strong sense of purpose and audience.
Application of Language Conventions (20 Points)	Frequent major errors in mechanics and usage	Some major errors in mechanics and usage	Some minor mechanical errors	Few minor mechanical and usage errors
Supporting analysis (20 Points)	Communicates ideas with limited clarity and has unsupported opinions	Ideas are communicated with some clarity but opinions are mostly unsupported	Communicates ideas with considerable clarity; effectively supports opinions	Ideas are communicated with a high degree of clarity. Opinions are supported and with insight
Other				