

Foundational Studies Course Proposal Cover Page

Course Title: ENG 239: Literature and Human Experience FS Category: Literary Studies

Department: English

Chairperson: Perrin Date: 1/13/10

Faculty Representative: Jakaitis Date: 1/13/10

**Instructor commitments**

Instructors agree to ensure that the content and delivery of this FS course meets the Learning Objectives (LO) and the Skill and Applied Learning Requirements (SALR) of the category of the course.

Instructors will include the following in their syllabi:

- a. Statement explaining the FS requirement the course is meeting-
- b. Statement identifying specific FS learning objectives for the course
- c. Statement explicating how the assigned work assists students in meeting the FS program's goals, as well as the goals of the specific FS category under which the course falls
- d. Statement encouraging students to review the University's Academic Dishonesty Policy found in the Student Code of Conduct
- e. When appropriate, a statement outlining the citation style the instructor wishes students to use and the repercussions they will face if they plagiarize or act in other academically dishonest ways
- f. Statement explaining course attendance policy
- g. Statement describing the central tenets of academic freedom and how these relate to the course
- h. One of the four designated statements on laptop computers
- i. The University statement on the rights and responsibilities of students with disabilities

Instructors will submit to their department chairperson and to the FS coordinator an electronic copy of their syllabus at the beginning of each semester in which they teach this course, including summer sessions.

Instructors will submit a copy of their SIRs to the FS coordinator.

Instructors will have their students complete the designated FS assessment instrument for the category in which this course falls and will submit the completed instruments to the FS coordinator.

**Chairperson/director commitments**

The chairperson/director will complete the verification documentation for this course each academic year and submit it to the FS coordinator.

The chairperson/director will coordinate with the chairpersons/directors offering courses in this FS category to assure a broad array of course offerings.

The chairperson/director will ensure general consistency across sections.

**Questions for Chairpersons and Curriculum Affairs Committee**

1. When will this course be offered?

- a. Fall semester \_\_\_\_\_ b. Spring semester \_\_\_\_\_ c. Summer sessions \_\_\_\_\_
- d. Fall and Spring \_\_\_\_\_ e. Fall, Spring, and Summer sessions  X
- f. Other: \_\_\_\_\_



## Foundational Studies—Literary Studies

### English 239: Literature and Human Experience

*Literature and Language at ISU* (2010), an official document of the Department of English, describes English 239 thusly:

English 239, Literature and Human Experience, is a Foundational Studies course that introduces students to literature that reflects on some aspect of human endeavor. At the same time, English 239 meets the goals of the Foundational Studies program: developing “aesthetic responsiveness and interpretive ability”; linking works to “their literary, cultural, and historical contexts”; “[analyzing] issues and [answering] questions relating to human experience”; and allowing students to “reflect on themselves as products of and participants in traditions of literature and ideas” (*Foundational Studies* 2009). Themes include “Relationships,” “Images of Masculinity,” “Monsters,” “Shakespeare and Film,” and others. The course explores a variety of texts – poetry, fiction, nonfiction, and drama, and sometimes film or music – and uses reading, writing, discussion, group work, and presentations to ensure that students’ experiences with literature are multidimensional.

- 1. Demonstrate aesthetic responsiveness and interpretive ability.**  
Through personal responses, classroom and/or online discussions, and writing assignments, students are asked to respond to texts using basic literary terminology and critical and theoretical interpretive lenses introduced and modeled by the instructor. Texts are selected to demonstrate how the chosen theme of the class can be represented in a variety of genres; careful reading and writing about these texts enable students to work through a variety of different interpretations of multiple literary genres.
- 2. Connect writings to their literary, cultural, and historical contexts.**  
Texts are always already embedded within cultural and historical contexts as well as literary traditions. Through class discussion, lecture, and writing activities, students are made aware of and asked to reflect upon and respond to these contexts. For example, in the attached syllabus, many of the texts chosen specifically tie to the image of the assembly line, which leads to an analysis of the effects of industrialization in Western culture; other courses create similar links between the topic and human experience.
- 3. Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment.**  
Again, careful selection of texts leads to the examination of the individual as s/he interacts with and is impacted by social groups, economic and political systems, and the physical world. For example, in the attached syllabus, the texts chosen specifically ask students to consider the definition of humanity and free will as humans interact with a technologicalized society; other themes courses require similar analysis.
- 4. Reflect on themselves as products and participants in traditions of literature and ideas.**  
Through various activities, students are asked to envision themselves not only as consumers of texts but also as active participants in the act of interpretation. Texts are read not only for content but also as demonstrations of the ways that readers construct meaning through interacting with the text. Discussions ask students to make connections between their personal reactions to the texts and those of others in the class, as well as other interpretations the instructor may raise. Writing activities ask students to articulate clearly and to argue cogently their interpretations of the works considered.

## English 239 Literature and Human Experience: Humans, Technologies, Civilizations

Dr. Susan Latta, Associate Professor, English  
Root A220 x3506 OH: MW 1-1:50

NOTE: After the first day of class, all online communication should be through Blackboard Messages. See attached sheet for instructions on how to use Messages.

### Description

*Course Catalog:* "Understanding how writers have imagined and represented human experiences through the study of recurrent themes in literature."

*Section Focus:* The texts discussed in this section will examine how technology has impacted human experience, both individually and socially. Some of the questions that we will explore through the discussion of these texts include:

- How do humans interact with technology?
- What impact has technology had on humans?
- How has technology changed our notion of what it means to be human?
- What impact has technology had, for good and ill, on the organization of human societies?
- What ethics guide our use of technology? *[LS 1 2, 3, 4]*

### Required Texts

#### (in order of discussion)

Hardy, "The Convergence of the Twain" (poetry). To be distributed in class.

Huxley, *Brave New World* (novel). Harper (0060850523). Available at bookstore and on reserve at library

Rice, *The Adding Machine* (drama). In *Three Plays*. Hill and Wang (0809007355). Available at bookstore and on reserve at library.

Chaplin, *Modern Times* (film). To be viewed in class. On reserve at library.

Shelley, "The Mask of Anarchy" (poem). Available in *The Complete Poetical Works of Percy Bysshe Shelley* on Project Gutenberg and on reserve at library.

Dickens, *Hard Times* (novel). Signet (10-0451530993). Available at bookstore, on reserve at library and on Project Gutenberg.

Carlyle, Selections from Book III of *Past and Present*: "The Modern Worker." On reserve at library and on Project Gutenberg. (essay).

Asimov and McQuarry, *Robot Visions* (short stories and essays). ROC (0451450647). Available at bookstore.

Gibson, *Neuromancer* (novel). Ace (0441569595). Available at bookstore.

Chibnall, *Torchwood*, "Cyberwoman" (television episode). To be viewed in class and on reserve at library.

### Course Requirements:

1. Take three in-class exams (including a final exam during the final exam period). These exams will consist of multiple choice and true/false questions to check reading comprehension and understanding of terminology and concepts introduced. The exams will also require that you write an essay (two for the final) based on the assigned readings. One of the essays on the final will be comprehensive. *[LS 1, 2, 3, 4] [FS Syllabus]*
2. Participate on the class discussion board on the class Blackboard website. On Friday I will post a thread on the discussion board with a question. You are required to write a response to the question of at least 100 words. You are also expected to comment on another student's response in a relevant, constructive way (at least 25 words). You must complete both your post and the response by noon on Monday. The discussion board posts will begin the first week of school and will continue through Study Week for a total of 12 required posts. *[LS 1, 2, 3, 4] [FS Syllabus]*
3. Take a pop quiz each week. The quiz will be unannounced and will consist of true/false, matching, or short answers. The questions may be over assigned readings up to that point, class discussion, or any other media (films, etc.) we may have covered. There will be no quiz the first week or last week of classes. *[LS 1] [FS Syllabus]*
4. Complete two out-of-class writing assignments.
  - A. A formal essay of 750-1000 words (3-4 pages) that takes a text we have not read in this class and discusses how this text develops in some way the themes of the class. This text may be a novel, graphic novel, collection of short stories, collection of poems, movie or television series. The text to be discussed must be approved by the instructor at least two weeks before the essay is due. *[LS 1, 2, 3, 4]*
  - B. A formal academic essay of 750-1000 words (3-4 pages) that explores one of the themes noted above in one of our assigned texts. This discussion should go beyond merely summarizing what we have said about the text and say something interesting, significant, and relevant about the text and its relationship to the class themes. This essay must be documented according to current MLA documentation guidelines and should not draw on any research. The proposed thesis for this essay must be approved by the instructor at least two weeks before the essay is due. *[LS 1, 2, 3, 4]*

### Weights of Assignments

Exam 1	15%
Exam 2	15%
Final Exam	20%
Academic Essay A	15%
Academic Essay B	15%
Pop Quizzes (13 total)	10%
Discussion Board Posts (12 total)	10%

## Grade Weights:

A+ 97-100	A 94-96	A- 90-93	B+ 87-89%	B 84-86 %	B-80-83
C+ 77-79%	C 74-76%	C- 70-73	D+ 67-69%	D 64-66	D-60-63
F 50% 0 no work submitted					

Cheating or Intentional Plagiarism F in class

## *Classroom Etiquette:*

### Tardiness:

You may enter the class after it has begun if you do so quietly and do not disturb the discussion. If you enter class after the class has taken a quiz, you may not take the quiz. If you enter during a quiz, you may take the quiz but you will not be allowed extra time to complete it. If you enter class late, you are responsible for asking a classmate to fill you in on what you missed; the instructor will not stop class to cover for you what you have missed. My assumption is that tardiness will be rare; if you cannot make it to class on time on a regular basis, drop the class. *[FS Syllabus]*

### Leaving the Classroom:

You do not need to ask permission to leave the classroom, but you do need to leave quietly and not disturb the class discussion. If you leave the classroom, it is your responsibility to ask a fellow student what you missed; the instructor will not stop class to fill you in on what you missed. Refrain from repeatedly entering and leaving the classroom during the class.

### Disruptive Behavior:

When the instructor is talking or students are contributing to the discussion, you should be listening. You should treat all members of the class with courtesy and respect. As college students, you are in training to become professionals, and we expect you to begin behaving in a professional manner. In extreme cases of disruption, you may be asked to leave the class if your behavior prevents the regular progression of the class. Repeated disruptions will be reported to Administration/Student Judiciary.

### Classroom Civility:

In literature classes, we occasionally read texts that deal with controversial or adult material as well as strong language. In some cases, you may have very strong feelings about the texts we are reading or may strongly disagree with a view proposed by someone else in the class. Disagreements are inevitable; however, when disagreements occur, I expect that the discussion will be respectful and courteous. It is possible to disagree with someone without the discussion degenerating into yelling, obscenity, and name calling; under no circumstances will I tolerate any form of hate speech by anyone in the class. If a disagreement is occurring, and the behavior of those involved escalates to an unacceptable level, I will ask those involved to leave the class and not return for the remainder of the period to cool off.

### *Appropriate Online Behavior:*

When students are communicating online, they are to follow the same standards of behavior outlined in Classroom Etiquette above.

All emails and messages are to be written in Standard American English and with a level of formality appropriate to professional communication. Emails and messages are online memos and should be written as such.

Students should communicate in a respectful, professional manner in all situations, including the online environment. Appropriate language should be used at all times; students who engage in obscenity, derogatory language or hate speech will be barred from the communication areas of this class.

Discussion board posts should be relevant to the content of this class. Disagreements should be handled in a civil and respectful manner, and students who engage in hostile, threatening, or harassing behavior on the boards will be banned from the boards. Personal discussion on topics not relevant to the course should be taken to email.

PLEASE REMEMBER THAT TYPING IN ALL CAPS IN ONLINE COMMUNICATION (LIKE THIS) IS SHOUTING, AND SHOUTING IS INAPPROPRIATE BEHAVIOR. If you want to emphasize an idea, use **boldface** or *italics*. Blackboard's communication function has buttons for bold and italics; if you are on an email program that does not have the capability to change fonts, you may signal boldface with html tags `<b></b>` or italics tags `<i></i>` around sections to be emphasized.

#### *Laptops and Other Electronic Devices:*

##### Laptops:

If you have laptops, you may bring them to class. However, if you have a laptop, you should be using it in relation to class activities. You may not use the laptop during class for non-class activities such as checking email or MySpace, watching video, or listening to music. You may not use your laptop during quizzes unless given permission by the instructor. ***[FS Syllabus]***

##### Cell Phones and PDAs:

Put your cells and Blackberries on voicemail and turn off the ringer. You may not make or place calls or text message during class or during quizzes. ***[FS Syllabus]***

##### I-pods and MP3 Players:

You may not watch or listen to i-pods and mp3 players during class or during quizzes. ***[FS Syllabus]***

#### **Academic Integrity and the ISU Code of Student Conduct:**

In Fall 2007 ISU adopted a revised Code of Student Conduct. This new code contains specific prohibitions against a variety of academic integrity infractions, including deliberate or unintentional plagiarism, multiple submission of papers, and cheating. ***[FS Syllabus]***

*All ISU students are responsible for reading the Code and abiding by its rules.*

You will find a link to the revised code in the External Links section of the left menu of the course web site. You will need Adobe Reader or Preview to read the Code. **It is mandatory that all students in 239 read the Code.**

#### **Documentation:**

Any work that cites the work of another must be documented.

In this class, you must use the most recent version of MLA as described in *Beacon*. **[FS Syllabus]**

Generally, the following principles apply.

1. All quotes, summaries, paraphrases and facts must have two types of documentation. The first is a parenthetical or a footnote inserted in the text where the citation appears. The second is a bibliographic entry or endnote on a bibliography page at the end of the paper.
2. Anything cited word-for-word is a quote and must appear in quote marks. Quotes must be documented.
3. Any source cited in the paper should have a corresponding bibliographic entry/endnote at the end of the document.
4. Only sources cited in the paper should appear in the bibliography/endnotes. Sources you read but did not cite may be cited in a separate Works Consulted.
5. All quotes, paraphrases, and summaries must have page numbers. If you are using an internet source, or an article accessed through a database that does not include page numbers, use a paragraph number instead.

For this class, the guidelines of the *ISU Code* are applied as follows.

**Cheating on a quiz or exam results in an F in the class.** Students may not bring notes or materials to class exams and may not use such notes or materials while taking class exams. Collaborating with fellow students and sharing questions or answers is not allowed and is also considered cheating. This principle applies equally to comprehension checks and exams.

**Stealing another student's work, in whole or part, and submitting it under your name is theft (intentional plagiarism) and will result in an F for this class.** Lifting work from the internet, undocumented cut-and-paste, hiring someone to write your papers for you, asking a friend, relative or employee to write your paper or purchasing a paper from someone else will also result in an F for the class.

**Substantial errors that indicate a fundamental lack of understanding of documentation will result in an F on a paper.** Such errors include not including a bibliography, not including parenthetical documentation, documenting quotes but not other citations, etc. These mistakes signal a pattern of error that is significant and widespread. They are considered unintentional plagiarism.

**Minor documentation issues**, such as incorrectly formatting quotes, parentheticals, or bibliographies, forgetting to place an entry on a Works Cited page, etc., are also considered unintentional plagiarism. However, they signal sloppiness and inattention rather than lack of understanding or intent to deceive. These errors **will result in a lowered score on the paper and may result in an F on a paper depending on their number and type.**

Any of these issues may be reported to Student Judiciary at the discretion of the instructor.

#### **Multiple Submission of Work:**

Papers Written for Other Classes:

You may not submit a paper for this class that you have submitted to another class or plan to submit to another class. This prohibition includes papers written for high school classes or classes at other colleges or universities.



**Work Prepared by Someone Else:**

The assumption is that any work that you submit under your name for grading in this class was written by you. The use of purchased papers or papers snagged from online databases is forbidden, as is work to which another person (employer or employee, tutor, coach, friend, etc.) has made substantial contributions. Submitting someone else's work under your name will result in an F for the class and will be reported to Student Judiciary.

**Submission of Your Work:**

All papers for this class are to be submitted electronically via Blackboard. You will find links to the bins to upload the assignments under the Assignments tab in the left menu of Blackboard. You will also find attached to this syllabus a copy of an instruction sheet to take you through the basic Blackboard functions if you have not used Blackboard before.

All papers for this class should be saved as Word documents. They should be double spaced and should follow MLA guidelines. If you did not use the *MLA Handbook* or *Beacon* in your first-year writing class, you will find helpful handouts on MLA form at the ISU Writing Center's online site (electronic link provided on Blackboard External Links).

Grades for your papers will be posted in the Blackboard gradebook. Each paper will receive feedback; this feedback may be listed with the grade in the gradebook, or, if there is extensive feedback on a paper, I will insert the feedback as Comments in your Word document and reload the graded paper into the gradebook for you.

**Late Work:**

I will accept papers late but will subtract a late penalty (1/3 a letter grade off for each day late up to 72 hours past the deadline). All late papers must be submitted electronically to the Late Paper Bin on Blackboard.

**Missed Quizzes:**

You may not make up missed quizzes for any reason.

**Missed Discussion Board Posts:**

You may not make up missed discussion board posts for any reason.

**Missed Exams:**

You may make up an exam only under the following conditions:

1. I am informed in writing of the reason for missing the exam before the exam OR in cases of illness, I receive an email, message, or voice mail before the exam informing me of the illness AND
2. Upon your return to school I am given a letter from employer, physician, or commanding officer stating that it was impossible for you to be in class on the day of the exam. This letter must be presented upon your return to class and you must make arrangements at that time to take the exam within one week's time of your return.

**Extra Credit**

You may complete an extra credit activity this semester consisting of the presentation of your own creative work that relates in some way to the themes we are exploring this term. This creative work must have at least 300 words of your own original composition. It may take the form of a

traditional literary work such as a story, collection of poems, songs, or drama. It may also be a media composition such as a dramatic video performance or podcast, musical performance, or mixed media (graphic novel, music video, etc.). However, new media compositions must be original and must contain at least 300 words. Sorry, no fanfic, fanvids or filk accepted for this activity.

Your submission can earn up to 5 semester points extra credit; however, simply submitting something is not sufficient to get full credit. Your submission will be evaluated based on its literary or artistic merit as well as its relevance to the themes explored in this class.

Traditional creative works should be submitted as Word documents in the Extra Credit bin before the final exam for this class. Media works should be saved as MP3, MP4, or QuickTime files and burned to a CDROM or DVD. Graphic novels should be saved as PDF files on disk. Turn in the disk when you come to class for the final. I will keep disks until the end of the third week of the fall semester if you want them back.

### **Special Needs Students**

Students with documented physical or learning disabilities that may impact their work in this class should notify me privately. By federal law you are entitled to and eligible for accomodation through Student Support Services Program, Gillum Hall 201E, ext. 7920. Your contact person at Student Support Services should contact me to discuss appropriate accommodations, wich may include more time on in-class writings or a transcriber for out-of-class work. *[FS Syllabus]*

### **Academic Freedom**

ISU follows American Association of University Professors' guidelines: "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.: For complete guidelines, see (<http://www.aaup.org/aaup/pubres/policydocs/content/1940statement>) *[FS Syllabus]*

### **Discussion Schedule:<sup>1</sup>**

In a literature class, it is nearly impossible to say exactly what we will be discussing on any particular day. Discussions may speed up or slow down depending on how easy or difficult a particular text may be for a particular class. Listed below is a rough tentative approximation of where I expect we will be each week, but understand that the schedule may change as the semester progresses.

Week 1: Introduction. Technology and Writing. Explications and Close Readings. Hardy's "Convergence of the Twain." *[LS 1, 2, 3]*

Week 2: Huxley, *Brave New World* *[LS 1, 2, 3]*

Week 3: Huxley *[LS 1, 2, 3]*

Week 4: Rice, *The Adding Machine*; Chaplin, *Modern Times* *[LS 1, 2, 3]*

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<sup>1</sup> As a course that focuses on reading, English 239 incorporates Foundational Studies (FS) objective 2 on a daily basis; further, daily discussions address FS objective 10. Other objectives—both general and specific—are noted throughout the daily schedule of class activities using these abbreviations: FS = Foundational Study, LS = Literary Studies, and S = Skills (Applied Learning).

Week 5: Chaplin [LS 1, 2, 3]

Week 6: Shelley, "The Mask of Anarchy" [LS 1, 2, 3]

Week 7: Dickens, *Hard Times* [LS 1, 2, 3]

Week 8: Dickens [LS 1, 2, 3]

Week 9: Spring Break

Week 10: Dickens [LS 1, 2, 3]

Week 11: Dickens, Carlyle [LS 1, 2, 3]

Week 12: Carlyle, Asimov, "The Laws of Robotics," "The Machine and the Robot," "The Laws of Humanics" [LS 1, 2, 3]

Week 13: Asimov, "Liar," "Little Lost Robot," "Feminine Intuition," "The Bicentennial Man"; Gibson, *Neuromancer* [LS 1, 2, 3]

Week 14: Gibson [LS 1, 2, 3]

Week 15: Gibson; Chibnall, *Torchwood* "Cyberwoman" [LS 1, 2, 3]

Week 16: Chibnall [LS 1, 2, 3]

**Due Dates (These will NOT change)**

1/21 DB1 [LS 1, 4; S 3]

1/26 DB2 [LS 1, 4; S 3]

2/1 DB3 [LS 1, 4; S 3]

2/9 DB4, TOPIC FOR ESSAY A (REVIEW) [S 3]

2/13 EXAM 1 [FS 10; LS 1, 2, 3, 4]

2/16 DB5 [LS 1, 4; S 3]

2/23 ESSAY A [REVIEW] DUE [S 3]

3/2 DB6 [LS 1, 4; S 3]

3/16 DB7 [LS 1, 4; S 3]

3/23 DB8 [LS 1, 4; S 3]

3/30 DB9 [LS 1, 4; S 3]

4/1 EXAM 2 [FS 10; LS 1, 2, 3, 4]

4/6 DB10 [LS 1, 4; S 3]

4/10 TOPIC FOR ESSAY B [S 3]

4/13 DB11 [LS 1, 4; S 3]

4/20 DB12 [LS 1, 4; S 3]

4/24 ESSAY B DUE [S 3]

4/27 DB 13 (OPTIONAL)

5/4 1:00 FINAL EXAM IN REGULAR CLASSROOM; EXTRA CREDIT DUE AT BEGINNING OF FINAL [FS 10; LS 1, 2, 3, 4]

## English 239 (Literature and Human Experience) and Foundational Studies

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**REQUIREMENT:** English 239, Literature and Human Experience, fulfills the Literary Studies requirement of the Foundational Studies program. *[FS Syllabus]*

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**GENERAL OBJECTIVES:** The Foundational Studies program incorporates general goals that will be applied in English 239: students will (a) “critically evaluate the ideas of others,” (b) “demonstrate an appreciation of human expression through literature and fine and performing arts,” and (c) “express themselves effectively, professionally, and persuasively both orally and in writing” (*Foundational Studies* 2009). Further, Foundational Studies courses are designed to “develop critical thinking skills” and “develop information literacy,” as well as “include a graded writing component” (*Foundational Studies* 2009) *[FS Syllabus]*

**SPECIFIC OBJECTIVES:** Courses in Literary Studies—including English 239—have these specific learning objectives:

1. Demonstrate aesthetic responsiveness and interpretive ability;
2. Connect writings to their literary, cultural, and historical contexts;
3. Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and
4. Reflect on themselves as products of and participants in traditions of literature and ideas. *[FS Syllabus]*

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**APPLICATION:** The assignments in English 239 (readings and discussions, in-class writing, and out-of-class writing) will allow you to meet Foundational Studies goals, as well as the specific goals of the class. The readings for the course—in different genres, by different authors, from different periods, or from different cultures—will challenge you to look at literature in a contextual fashion. Discussions and other class activities will help you to develop techniques for interpreting literature, based on close reading and critical interpretation. Related readings, lectures, discussions, and perhaps research will allow you place literature in its cultural context, as well as analyze the ways in which literature represents and comments on human experience. The required writing will allow you interpret and respond to what you read in a variety of ways—offering opportunities for you to analyze what you read from both personal and academic perspectives. The most general goal, however, is to allow literature to expand your ideas, to challenge your thinking, to create new experiences, to enlarge your perceptions, and to enrich your life. *[FS Syllabus]*

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**FURTHER INFORMATION:** For information about the Foundational Studies program—specifically the “Sycamore Standard,” academic freedom, and the rights and responsibilities of students with disabilities—consult the Foundational Studies website <http://www.indstate.edu/gened/newfoundationalstudiesprogram.htm>). *[FS Syllabus]*