

Foundational Studies Course Proposal Cover Page

Course Title: ENG 338: Literature and Ideas

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: _____

2. Approximately how many seats can your department/program provide for the category?

a. Fall semester: 315

b. Spring semester: 315

c. Summer sessions: 90

3. Approximately how many sections of the course will be offered each semester?

a. Fall semester: 7

b. Spring semester: 7

c. Summer sessions: 2

4. What will be the typical section size?

a. Fall semester: 45

b. Spring semester: 45

c. Summer sessions: 45

5. Will the course be offered online?

a. Fall semester _____ b. Spring semester _____ c. Summer sessions _____

d. Fall and Spring _____ e. Fall, Spring, and Summer sessions X

f. Other: _____

6. Approximately, how many sections will be offered online?

a. Fall semester: 1

b. Spring semester: 1

c. Summer sessions: 2

7. If your department or program is proposing more than 1 course for this category, please identify where this course ranks when compared to the other courses which have been proposed (#1 out 3)

#1 of 4

8. Additional Comments:

Foundational Studies – Literary Studies

English 338: Literature and Ideas

Literature and Language at ISU (2010), an official document of the Department of English, includes the following description of English 338:

English 338, Literature and Ideas, is a Foundational Studies course that introduces students to literature that focuses on a distinct theme, idea, or topic—thereby allowing students to explore their individual interests. At the same time, English 338 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). 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 interpretative ability.** English 338 provides students in a variety of disciplines with opportunities to explore a wide range of literature (poetry, fiction, nonfiction, and drama—and less often film and music) united by an idea, theme, or topic. By reading, discussing, and writing about these diverse texts, students will learn alternative ways in which to interpret and respond to literature.
2. **Connect writings to their literary, cultural, and historical contexts.** All writing exists within cultural and historical contexts, but texts are selected for English 338 to illustrate these principles. For example, teachers may illustrate a theme using texts from different periods or cultures in a direct way; a teacher may alternately include texts by writers of different races, religions, ethnicities, genders, or sexual orientations; a teacher may also incorporate specific historical background to place the literature within a context. In other words, English 338 highlights these principles in a demonstrative way.
3. **Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment.** The themes used for English 338 sections are broadly conceived, in an effort to expand students’ perceptions beyond the merely personal. While connections at the personal level are valued, they are used to establish a sense of commonalities and shared experiences—with teachers introducing students to works that can lead to an understanding of universal experiences and cultural patterns.
4. **Reflect on themselves as products of and participants in traditions of literature and ideas.** Reading allows students to engage directly with texts (analysis through close reading); discussion allows students to participate in a reciprocal exchange of ideas and insights; writing allows students to articulate their views in a careful way. These three experiences give students ample opportunities to work actively with literature and explore the ideas that literature both contains and generates.

English 338: Teachers (and Education) in Literature

Spring 2010

Dreiser Hall 206: 11:00-11:50 MWF

Dr. Robert Perrin

Office: Root Hall A216

Office Phone: 237.3160

E-mail: robert.perrin@indstate.edu

Office Hours: 10:00-10:50 MWF; other times by appointment.

Contexts:

Catalog Description:

English 338 Literature and Ideas--3 hrs. Examining literary and artistic responses to the ideas and issues that shape human experience. [Fulfills the Foundational Studies (Literary Studies) requirement.] [FS Syllabus]

Thoughts on "Teachers (and Education) in Literature":

This section of English 338 has as its specific focus the topic of teachers and how they influence students, schools, communities (local and national), and culture at large. We can all recount stories in which teachers have played a part in our lives, but this course will give us the opportunity to read works of literature (some poems, some articles, excerpts from some essays, a brief play, a full-length play, a novel, a memoir/autobiography) and view portions of films in which teachers, students, and school staff are represented. In analyzing the literature, we will, of course, discuss the artistic merits of the works, but we will also address the ways in which teachers, students, and school cultures are represented – and the effect these representations have on our perceptions of those who teach and the educational contexts in which they work. [FS Syllabus]

*Outcomes:**

After students complete English 338, they should be able to

- write about elements of literary texts – themes, techniques, motifs, and so on. [FS Lit 2, 4]
- discuss ideas that are intrinsic to the literature. [FS Lit 1, 3]
- form and express independent judgments about literary works. [FS Lit 1, 4]
- articulate the ways in which literary works reflect societal experiences. [FS Lit 2, 3]

* These outcomes are presented in *Literature and Language at ISU* (2010), a Department document that articulates the overall goals of the literature program, as well as goals for individual courses. Foundational Studies goals are identified on a separate sheet: "English 338 (Literature and Ideas) and Foundational Studies."

- apply the principles of close reading in their discussions and in their writing. [FS Lit 1]
- express themselves clearly in both written and spoken forms. [FS Lit 4]
- apply critical thinking skills when reading, writing, speaking, and listening. [FS Lit 1, 4]

Texts:

Required:

- Kaufman, Bel. *Up the Down Staircase*. Dramatized by Christopher Sergel. Woodstock: Dramatic, 1964. (UDS)
- Lee, Harper. *To Kill a Mockingbird*. New York: Warner, 1960. (TKM)
- Perrin, Robert, ed. *Teachers, Students, Schools: A Collection of Readings* [ProfPak]. 2010. (TSS)
[Available at Goetz Printing and Copy Center, 16 S. 19th Street; 232.6504]
- Rodriguez, Richard. *Hunger for Memory: The Education of Richard Rodriguez*. New York: Bantam, 1982. (HM)

Recommended:

- Perrin, Robert. *The Beacon Handbook and Desk Reference*. 6th ed. Boston: Houghton, 2003. (BH)

Requirements:

1. On days when readings are assigned, you will complete a brief quiz; the combined quiz grades will be incorporated into your class average.
2. You will complete five brief papers (ranging from 500 to 1,000 words), ones that ask you to describe and to analyze your own experiences with teachers, students, and schools, as well as analyze the literature we read.
3. You will complete one source-based paper (750-1,250 words, excluding works-cited pages). For this paper, you will read or view a work *not* presented in class (subject to my approval) and write a documented paper that analyzes how it represents teachers. We will discuss this paper in some detail on February 25.
4. You will present a brief synopsis of your source-based paper to the class; for this presentation, you must prepare a one-page handout to share.
5. The final exam will consist of two parts. Part One will review the details of the texts treated in class; for Part Two, you will compose several short essays that analyze the roles of teachers.

Policies:

1. Out-of-class work must be typed, following MLA style and documentary form (you will have the option to use APA style for Project 6, the final paper). Laser- or

ink-jet-printed manuscripts are required. (See *Beacon Handbook*, Chapter 34, for complete guidelines.) [FS Syllabus]

2. Papers are due on the assigned days, at the beginning of the period. Late work will receive lowered grades, usually one letter grade off for every calendar day, not class session, that the paper is late.
 3. I give few extensions on assignments; a request for an extension must be made *in advance*.
 4. I do not accept e-mailed papers. If you are unable to attend class when a draft or final copy of a paper is due, you may send me the paper as an e-mail attachment (use Word and make sure to use a very clear subject line) to avoid a late penalty, but I will not print the paper for you. Rather, you must bring me a hard copy when you return.
 5. Completing *all* course work—in-class and out-of-class, minor and major—is a minimum requirement, but not a guarantee, for passing the course.
 6. Your attendance grade will be determined by this standard: 0-1=A; 2=B; 3-4=C; 5=D; 6-9=F. If you miss more than 10 days, you will receive an F for the course, not just an F for the attendance portion of your grade. [FS Syllabus]
 7. Your participation grade will be determined in two ways: (1) your participation in class discussions and (2) your preparation for and contributions to peer editing. Your participation grade can be no more than two grades higher than your attendance grade; however, if you are not actively involved in class, your participation may be more than two grades lower than your attendance grade.
 8. Laptops may be used on designated days only: peer editing days and days when I present lectures. They may not be used at other times. [FS Syllabus]
 9. The first instance of plagiarism will result in a failing grade (an F) for the individual assignment; other grades will then be averaged. Be aware, however, that I will report any instances of plagiarism to the Student Judicial office, even though the overall course grade will not necessarily be compromised. A second instance of plagiarism will result in a failing grade for the class.
- ISU's policy on academic integrity can be found at <http://www.indstate.edu/st-aff/dean-of-students.html>, and the "Code of Conduct" can be found at <http://www.indstate.edu/sjp/code.html>. [FS Syllabus]
10. Our final is on Friday, May 6, the last day of finals, between 10:00-12:00.

Grades:

Your final grade will be determined using a grading sheet that indicates the

proportionate weight of each class project, as well as in-class activities. Keep track of your grades during the course of the semester, and if you have questions, come see me.

Special Help with Your Writing:

In class, we will address issues of writing that relate to specific assignments, but if you need additional help, you can come see me during my office hours (or we can arrange a special meeting time). If you need even more help, you can arrange to work with a writing consultant at ISU's Writing Center, Root A274, or Cunningham Library, first floor. To schedule a 45-minute appointment to work with a consultant, call 237.3274 or stop by the Center to talk to Lynda Cox, the Writing Center secretary.

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]

January	10: Course Introduction 12: Defining What Teachers Do: A Discussion [LS 3, 4] 14: Historical Contexts: Developments in Teacher Training [LS 2] 17: No Class: Martin Luther King, Jr., Day 19: Portraits of Teachers: Selections from <i>English Journal</i> (TSS) [LS 1, 2, 3] 21: Portraits of Teachers: Welty and Rowan (TSS) [LS 1, 2, 3] 24: Creating Portraits of Teachers: Paper 1 Assignment [LS 4, S 3] 26: Creating Portraits of Teachers: Paper 1 peer editing (BH) [LS 4, S 3] 28: School Contexts: A Discussion; DUE: Paper 1 [LS 1, 2, 3] 31: School Contexts: Crow Dog, Erdoes, and Kingston (TSS) [LS 1, 2, 3]
February	2: School Contexts: White and Kozol (TSS) [LS 1, 2, 3] 4: School Contexts: Discussion of School Profiles [LS 2] 7: Techniques for Portraying Teachers: Paper 2 Assignment [LS 4; S 2, 3] 9: Techniques for Portraying Teachers: Paper 2 peer editing (BH) [LS 4; S 2, 3] 11: Teaching Contexts: A Discussion; DUE: Paper 2 [LS 1, 2, 3] 14: Teaching Contexts: Levine, Keller, Hughes, and Wong (TSS) [LS 1, 2, 3] 16: Teaching Contexts: Scudder, Calandra, and Pastan (TSS) [LS 1, 2, 3] 18: Teaching Contexts: Sherry, Minatoya, Collins, and Beber (TSS) [LS 1, 2, 3] 21: Teaching Contexts: Paper 3 Assignment [LS 4, S 3] 23: Teaching Contexts: Paper 3 peer editing (BH) [LS 4, S 3] 25: Representations of Teachers (and Education): Paper 6 Assignment; DUE: Paper 3 [LS 1, 2; S 2, 3] 28: Cultural Contexts: Lee (TKM PB 3-63 or HB 3-71) [LS 1, 2, 3]
March	2: Cultural Contexts: Lee (TKM PB 63-134 or HB 72-153) [LS 1, 2, 3] 4: Cultural Contexts: Lee (Discussion: Chapters 1-13) [LS 1, 2, 3] 7: Cultural Contexts: Lee (TKM PB 135-211 or HB 154-242) [LS 1, 2, 3]

* As a course that focuses on reading, English 338 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).

- 9: Cultural Contexts: Lee (*TKM* PB 212-81 or HB 243-323) [*LS 1, 2, 3*]
- 11: Cultural Contexts: Kaufman (*UDS* Act 1); **DUE: Proposed subject for Paper 6** [*LS 1, 2, 3*]
- 14: Cultural Contexts: Kaufman (*UDS* Act 2) [*LS 1, 2, 3*]
- 16: Cultural Contexts in *TKM* or *UDS*: Paper 4 Assignment [*LS 4; S 2, 3*]
- 18: Cultural Contexts in *TKM* or *UDS*: Paper 4 peer editing (*BH*) [*LS 4; S 2, 3*]
- 21-25: Spring Break
- 28: Education as Reinvention: A Discussion; **DUE: Paper 4** [*LS 1, 2, 3*]
- 30: Education as Reinvention: Rodriguez (*HM* 3-64) [*LS 1, 2, 3*]
- April** 1: Education as Reinvention: Rodriguez (*HM* 65-130) [*LS 1, 2, 3*]
- 4: Education as Reinvention: Rodriguez (*HM* 130-95) [*LS 1, 2, 3*]
- 6: Education as Reinvention: Paper 5 Assignment [*LS 4; S 2, 3*]
- 8: Media Representations [*LS 1, 2*]
- 11: Media Representations [*LS 1, 2*]
- 13: Media Representations [*LS 1, 2*]
- 15: Education as Reinvention: Paper 5 peer editing (*BH*) [*LS 4; S 2, 3*]
- 18: Presentations; **DUE: Paper 5** [*FS 10; LS 1, 4*]
- 20: Presentations [*FS 10; LS 1, 4*]
- 22: Presentations [*FS 10; LS 1, 4*]
- 25: Presentations [*FS 10; LS 1, 4*]
- 27: Presentations [*FS 10; LS 1, 4*]
- 29: Presentations; Reflection and Review; **DUE: Paper 6** [*FS 10; LS 1, 4*]
- May** 6: **Final Exam (10:00-12:00)** [*FS 10; LS 1, 2, 3, 4*]

GRADE SHEET

STUDENT:

Basic Point Values

A = 12	C = 6
A- = 11	C- = 5
B+ = 10	D+ = 4
B = 9	D = 3
B- = 8	D- = 2
C+ = 7	F = 1

Weight per Assignment

Paper 1 (Portrait of Teachers)	1
Paper 2 (Techniques of Portrayal)	1
Paper 3 (Teaching Contexts)	1
Paper 4 (Cultural Contexts)	1
Paper 5 (Educational Memoir).	1
Paper 6 (Representations of Teachers)	2
Final Exam.	1
Quizzes.	2
Attendance.	1
Participation.	1

TOTAL 12

To compute your grade, find the *basic point value* for each assignment and multiply it by the *weight per assignment*: that will give you the total point value you have received for each assignment. Then add the points for all assignment grades and compare your total to the *grade range* below: that will indicate your grade for the semester. Be aware that a 0 (zero) for any assignment will result in your failing the class.

<i>Grade Range</i>	Paper 1 _____
A 138-144	Paper 2. _____
A- 126-137	Paper 3. _____
B+ 114-125	Paper 4. _____
B 102-113	Paper 5. _____
B- 90-103	Paper 6. _____
C+ 78-89	Final Exam. _____
C 66-77	Quizzes. _____
C- 54-65	Attendance. _____
D+ 42-53	Participation. _____
D 30-41	_____
D- 21-29	TOTAL / GRADE. _____
F 0-20	

English 338 (Literature and Ideas) and Foundational Studies

REQUIREMENT: English 338, Literature and Ideas, fulfills the Literary Studies requirement of the Foundational Studies program. *[FS Syllabus]*

GENERAL OBJECTIVES: The Foundational Studies program incorporates general goals that will be applied in English 338: 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 338—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 338 (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]*

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]*