ENGL205 Intro. to Fiction[1]

2023-24, Fall

"Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of others" (Philippians 2:3-4).

Instructor Information

Name	Christi Hagen
Email	chagen@blc.edu
	NOTE: *This is my preferred contact method. I check email during standard business hours (8:00 a.m.-5:00 p.m., M-F). You are welcome to email me apart from these hours, but you should only anticipate a response during standard business hours. Except for weekends and holidays, I will try to reply to your message within 24 hours. Thanks!*

Learning Resources

The following materials are *required* for the class:
- Readings will be uploaded to Moodle for free
- One novel of your choosing (see the Novel Critique Assignment Sheet for selection guidelines)
- Google Drive (@blc.edu accounts only)
- If you struggle to maintain focus while reading, consider securing Read Aloud: A Text to Speech Voice Reader or Speechify; for the novel you select, consider securing a hardcopy of the text and an Audible copy of the text
- Loads of coffee[2]

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[1] The information in the course syllabus is subject to change. Changes will be announced during class meetings.
[2] Kidding! (Sort of.)

Course Description

ENGL 205 introduces literary terminology most commonly used in discussing and writing short stories and novels. American and European literature is selected from the 20th and 21st centuries. Emphasis is placed on relationships between authors' lives and their fiction, as well as individual works of fiction that have influenced other authors' fiction. In addition, cultural literacy is addressed with a focus on the research of literary allusions.

Course Workload

BLC uses the "Carnegie Unit" credit hour. Per credit, you can count on a minimum of two hours of homework for a total of 9 hours a week. For example:

- ENGL205 is a 3 credit class = 3 credit hours per week
- 3 credit hours x 2 study hours = 6 homework hours per week
- 3 credit hours + 6 homework hours = 9 hours of total classwork each week

Learning Objectives & Outcomes

Institutional Objectives

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.
2. Demonstrate (a) intellectual, (b) creative, and (c) problem-solving skills.
3. Demonstrate an understanding of personal and public responsibility.
4. Develop habits of thinking that apply to a fulfilling life of learning.

The goals and outcomes specific to this particular course correspond especially with Institutional Objectives 2 and 4, though we will take advantage of every opportunity to engage with all four of the Institutional Objectives.

General Education Core Curriculum: Objective #2a

This course belongs to the General Education Core Curriculum, and it appears in your Academic Catalog. Because a college diploma communicates to potential employers that you are able to read and write at a college level, BLC requires every student to fulfill Objective #2a: Demonstrate Intellectual Skills. Three subcategories are assigned to this objective:
- **Subcategory F**: Demonstrate the ability to closely and critically read a text.
- **Subcategory G**: Demonstrate an understanding of ideas from different cultures and time periods.
- **Subcategory H:** Demonstrate the ability to identify a diversity in perspective, ideology, and religion.

English Department Program Learning Outcomes (PLOs)

The goals of ENGL 205 are to encourage students to...

- Adjust their use of written language and their writing processes to communicate effectively with a variety of audiences for different purposes;
- Write in a variety of modes for reflection, writing-to-learn, various audiences, and presenting research in a creative format (Gen Ed Ob. 2a Subcategory F);
- Apply correct MLA formatting guidelines to projects;
- Demonstrate basic cultural literacy pertaining to course content, including identifying correctly allusions of the times, excerpts from renowned works, and works written by key authors (Gen Ed Ob. 2a Subcategories F-H);
- Ask effective questions of a literary text, based on their own interaction with the text, including how the text is significant in relation to their own lives and the lives of others, and in relation to other texts (Gen Ed Ob. 2a Subcategories F-H);
- Exhibit a minimum competency of a foundational knowledge of literary terminology and use said terminology to analyze and evaluate works read (Gen Ed Ob. 2a Subcategories F-G);
- Develop an appreciation for literature so that as educated young people they will lead fuller and more satisfying lives.

Course Outcomes

At the end of this course, students should be able to:

- Correctly identify allusions taken directly from literature selected for this course (Gen Ed Ob. 2a Subcategories F-H);
- Correctly identify excerpts from literature selected for this course (Gen Ed Ob. 2a Subcategories F-H);
- Correctly identify excerpts from works written by authors read in this course (Gen Ed Ob. 2a Subcategory F
- Ask effective questions of the various texts selected from this course (Gen Ed Ob. 2a Subcategories F-H);
- Define literary terminology and then apply it to course texts for evaluating its usage by authors read in this course, both on paper and in discussions (Gen Ed Ob. 2a Subcategories F-H);
- Respond personally to literature in at least one way not previously experienced (Gen Ed Ob. 2a Subcategories F-H);
- Write persuasively, using literary terminology correctly (Gen Ed Ob. 2a Subcategory F);
- Write creatively in a manner used by one or more authors read in this course (Gen Ed Ob. 2a Subcategory F).

Course Policies & Accommodations

Plagiarism & Academic Dishonor

As part of Bethany Lutheran College's Honor Code, plagiarism and academic dishonor are defined like this:

> Plagiarism and academic dishonor are the use of ideas, words, or data (including lab work) belonging to another person without adequate acknowledgment of that person's contribution. To use as one's own the ideas or words of another is academic dishonesty since with most academic writing the greater part of the thought and expression is the property of the author. Some ideas have such wide use that all may use them freely; some words – such as proverbs and cliches – are public property. But, when a writer borrows what belongs to any other person, whether from a published or unpublished work, the writer must indicate the source by way of a footnote or internal reference, and the writer must enclose all distinctive words, computation, or programming of the source within quotation marks. Neglect of these indications shall be considered an act of academic dishonesty.

> In addition to the use of someone else's work or answers, plagiarism can include but is not limited to, multiple submissions, the use of false citations, and the reporting of false data.

In short, to plagiarize is to give the impression that you have written or thought of something that you have borrowed from someone else. To learn more about BLC's Academic Honor System, click here. If a student's work is flagged for plagiarism, the instructor reserves the right to fail him or her for the assignment and/or the course. Be aware that BLC uses Turnitin which identifies plagiarism *and* AI-generated writing.

Chatbots: AI-Generated Writing

Chatbot Policy HERE

Accommodations for Students with Disabilities

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that "no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance." If you have a disability or feel you need accommodations, please contact Kristi Ringen in the Academic Resource Center (kringen@blc.edu, 507-344-7730). If you have an accommodations letter from the Academic Resources office, please discuss your accommodations and needs with me as early in the semester as possible. We will work together to ensure that accommodations are provided as appropriate.

Recording & Privacy

In this course, some software will be used to present course materials. These recordings will be made available only to students enrolled in the class. **You may not download, share, replicate,**

or publish the recordings, in whole or in part, or use the recording for any other purpose without the written approval of the instructor. Recordings are for personal academic use only, where personal academic use is restricted to the personal educational use of the individual. Any violations of this policy must be reported to the Vice President of Academic Affairs and may result in disciplinary action, including expulsion from the college. All recordings will become unavailable to students in the class shortly after the course ends.

Misconduct

Making negative, disruptive comments throughout the class portal undermines course instruction and others' learning and will not be tolerated. If such behavior occurs, the instructor will address the student directly. If the student continues to undermine the course, he or she will be reported to the student's academic advisor, the Dean of Students, and his or her activity director (i.e., athletic coaches). If negative behavior continues, the instructor reserves the right to work with the administration and permanently dismiss the student from the course.

Moral of the story: Be considerate! For your sake and the sake of others—to help promote learning (which is why you're here)—strive to maintain a positive disposition. Thanks!

Mandated Reporter

If a student indicates that he or she has been or is being harmed by another person—or if the student indicates that he or she might self-harm or harm others—the instructor is mandated to report it to the college. Otherwise, what a student chooses to share will remain confidential.

Course Schedule & Grading

Schedule

The course schedule and details are available in the class portal.

Grading[3]

Throughout the course, students will engage in group discussions, perform peer critiques, revise and submit assignments for instructor review, critically analyze a variety of published texts, and engage in other digital activities that are designed to enhance student learning.

Professionalism, Reliability, Engagement	60% of total course grade
Performance Project #1	20% of total course grade
Performance Project #2[4]	<u>20% of total course grade</u>
	100%

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[3] Grading criteria is subject to change
[4] Performance Project #2 will be used for the assessment of Objective #2a: Intellectual Skills (GEAC)

Grading Scale:

100-93 = A	82-80 = B-	69-67 = D+
92-90 = A-	79-77 = C+	66-63 = D
89-87 = B+	76-73 = C	62-60 = D-
86-83 = B	72-70 = C-	59-0 = F

Professionalism, Reliability, Engagement

College is a professional space organized around a goal: *learning*. Learning is an active process. One must be *actively engaged* in the course materials and activities to achieve the desired outcomes. Part of your grade is determined by your demonstrated investment in the culture and goals of the course.

Factors that influence this grade include class preparation, taking an active role in class discussions (be digitally vocal), workshops, presentations, group work, more group work, writing assignments, project activities, attentiveness to details, etc.

Professional interaction with your instructor and peers (both in Moodle and by email) is expected. Consider that if you are absent from class for a week, you cannot demonstrate engagement in that week's activities. If you skip materials and attend some weeks not having done the assigned reading(s), you've demonstrated unreliability and also cannot engage with the activities.

Be professional. Be reliable. Get engaged.

Late Work Policy

To ensure fairness, maintain a structured learning environment, and facilitate timely feedback and discussion, students are expected to submit work by the designated due date.

Occasionally, students may encounter circumstances that prevent them from submitting assignments on time. Life happens! Everyone has a 24-hour grace period from each assignment's original due date; however, materials submitted within the grace period will be reduced by -10% of the total earned grade. For example, if you earn 98% on an assignment submitted within the 24-hour grace period, the total score in the gradebook will appear as 88%.

Work submitted *after* the 72-hour grace period can only earn up to 50% of the assignment's total grade. Late work must be submitted within 1 week of the original due date, unless other prior arrangements are made with the instructor.

Breakdown:
- **Assignments Submitted on Time**: Earn up to 100% of the assignment's total grade.
- **Assignments Submitted within the 24-Hour Grace Period:** An automatic reduction of -10% will be applied to the total earned grade.
- **Assignments Submitted after the 24-Hour Grace Period**: An automatic reduction of -50% will be applied to the total earned grade.

Final Notes from Your Instructor

Email Communications

I only respond to email messages that adhere to the following style and format:

> Hello, Instructor/Professor/Dr. LastName:
>
> [No abbreviations or text-speak. Use punctuation. For the love of all things holy, capitalize the personal pronoun "I" and include clear communication concerning requests. What class and section are you in? What assignment are you working on? What do you need or want? Be specific.]
>
> Sincerely,
> Your Lovely Name

This email format and style are expected in the professional world. Email that does not adhere to the above format will receive the following response: "See the syllabus and try again. 🙂" Think of sending email as an opportunity to practice sentence-level and paragraph development.

SIDE NOTE: Be sure to know who you are emailing!
- **Instructor**. "Instructor" is often used for faculty who may not hold a terminal degree or a full-time position at the college (e.g., adjunct faculty). *Dear Instructor SoAndSo…*
- **Professor**. "Professor" is used for individuals who hold a professional rank (Assistant Prof., Associate Prof., or Full Prof.) and/or a terminal degree (MFA, Ph.D., Ed.D). *Dear Professor SoAndSo…*
- **Dr.** "Dr." is used for individuals who hold a doctoral degree in their field (like a Ph.D. or Ed.D). *Dear Dr. SoAndSo…*

Favors

In the past, students have asked me to read/edit resumes, cover letters, graduate applications, essays, and creative works written for other courses. As much as I would *love* to read everything you write, I do not have time. Please use the [Writing Center](#).

Mistakes

If you are new to digital learning (and even if you aren't), you are bound to make mistakes. Me, too! At some point in the term, I will probably click on the wrong thing and send everyone into a panic, including myself. We'll survive. No matter what happens, let's support one another and have fun!