**Common Syllabus: Draft**

**ENGL 1200: History, Community, and the Making of our Moment**

**Legend:** Black = Required Language and Information

Blue = You fill this in. See the sample syllabi in the GEL manual for sample language. Feel free to copy, cut & paste, and rewrite any of the information. Information does not need to appear in a specific order.

Interpretation of Literature (ENGL:1200: Your Section #)

Fall 2019   Time You Meet    Room and Building

Instructor: Your Name

Office Hours: (3 hrs minimum per week) and by appointment.

Email: your-address@uiowa.edu (Students should contact you via email; do not list the department phone number as your phone number.)

Department Chair: Chair Name

Department Main Office: 308 EPB

Course Supervisor: Blaine Greteman, Blaine-greteman@uiowa.edu, 474 EPB, 4-1860.

**Course Description**

History, Community, and the Making of our Moment

The 17th century poet John Milton wrote that "books are not absolutely dead things, but do contain a potency of life in them." This course explores literature as a living document, a guide to our past and our present moment. How have writers used different forms to think about our relation to others, our history, our community, and our obligations? During the coronavirus pandemic and the #BlackLivesMatter movement, it will be clear that these are not abstract questions, but matters of life and death, as many authors we'll discuss this semester see clearly and urgently.

Essays, poetry, drama, and narrative fiction offer different tools for engaging these questions, and this course will work not only to understand the issues, but to understand these literary forms and the way they work. Why do they move us the way they do to action, or to reflection, or to other forms of engagement?

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**Outcomes**

* Students will use and refine their skills of reading, speaking, and writing to respond critically and thoughtfully to literary texts and other media
* Students will learn to see themselves as readers, recognizing the influence of individual differences (such as gender, ethnicity, geography) and experiences on interpretation.
* Students will consider the connections between individual texts and broader cultural contexts.
* Students will explore our contemporary moment through literature and literary history

**Workload expectations**

For each semester hour credit in this course, students should expect to spend two hours per week preparing for class sessions. This is a three credit hour course, so your average out-of-class preparation per week is six hours. This will fluctuate throughout the semester; some weeks will be a bit lighter and others more intense.

**List of all required texts**

Toni Morrison, *Beloved.* Vintage, 1987/2004. ISBN: 978-0394535975

William Shakespeare, *Othello* Shakespeare. Oxford University Press, ed. Michael Neill (2006). ISBN: 978-0199535873

Kyle Baker, *Nat Turner,* Harry N. Abrams, 2008. ISBN: 978-0810972278

Other texts uploaded to ICON.

**Other required materials**

You will need a computer with a working camera and a high-speed internet connection.

**Grading policies:**

Participation: 15%

Major Writing Assignment 1: 15 %

Major Writing Assignment 2: 20%

Midterm Exam: 15 %

Quizzes and reading responses: 20%

Final Exam: 15%

Final Portfolio: required to pass the class

In this section, provide a brief description of the course work. Will the writing assignments be critical papers, or a combination of critical and creative responses? Will the quizzes be scheduled? Will the final exam and midterm be in-class or take home? What will be in the portfolio? Note where they can find full descriptions of assignments (e.g. if you will provide assignment sheets that outline specific requirements for each assignment and where they will be posted/if they will be handed out).

Note: GEL requires students to submit a final portfolio at the end of the semester, but instructors have flexibility in how to use the portfolio. Some choose to make it a graded component of their course; others choose to make it a shorter assignment and simply give it a completion grade, while making it clear that students cannot pass the class without completing this assignment. Minimum requirements are: A copy of all major written assignments (minimum 3 assignments, tbd by instructor) and a final 2-3 page reflective paper on what the student learned during the course. See the GEL manual for further details.  Below is the standard ICON/Canvas grading scale of an A-F plus/minus scale that you can include. Note that A+ is only used in the case of rare and extraordinary academic achievement.

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| --- | --- | --- | --- | --- | --- |
| A | 94-100% | A- | 90-93.9% | B+ | 87-89.9% |
| B | 84-86.9% | B- | 80-83.9% | C+ | 77-79.9% |
| C | 74-76.9% | C- | 70-73.9% | D+ | 67-69.9% |
| D | 64-66.9% | D- | 61-63.9% | F | 60% and below |

**Attendance policy**

Students are expected to attend all classes and arrive on time. That said, occasionally everyone needs to miss class, whether it is due to illness, family or personal emergency, or even being overwhelmed by work for other classes. Therefore, I allow each student **three absences** without penalty. You do not need to provide any excuse for these absences, though if you know ahead of time you will be missing class, an email is always appreciated.

Each unexcused absence beyond the permitted four will lower your final participation grade by **1/3**. So, with one additional absence, an A becomes an A- and a B- becomes a C+. With two additional absences, an A becomes an B or B+, a B- becomes a C or C-, etc.

There may also be other circumstances in which a student must miss class (e.g. illness, religious obligations, family obligations, athletics or other university activities, etc.) These absences should be documented properly with the University (this requires a form, available from the registrar.) These excused absences **will** count towards the aforementioned three, though you will not be penalized for excused absences accrued beyond the allowed three. For example, if you miss three classes to go to a debate tournament, and then decide to skip a fourth class later in the semester, it will lower your final grade. However, if you need to miss a fourth class because of a documented illness, religious obligation, or family emergency, it will not lower your final grade. For information on excused and unexcused absences, see <http://clas.uiowa.edu/students/handbook/attendance-absences>

Please note that an absence is not the same as an extension, and I still expect you to turn in via ICON any written assignments due that day. The only exception is reading quizzes, which you will not be penalized for missing as long as the absence is excused or one of your allotted three. If the absence is not one of the three or otherwise excused, you will also receive a 0 on the reading quiz for that day.

At times when Iowa City Schools have been dismissed or delayed due to weather, students will not be penalized if they decide it is not safe for them to travel to class. I will let you know via email whether we will hold class as usual or offer some online or replacement activity.

**Late Assignment Policy**

Late work will be **docked 1/3 letter grade** for every day late, beginning as soon as the original due date has passed. A paper due at 12 p.m. turned in at 12:30 p.m., for example, will be docked 1/3 letter grade. Late major work submitted six or more days after the due date will receive an automatic F. If you miss class, you are still responsible for submitting work on time via ICON or email.

Fall 2020 Calendar of Course Assignments

*This  is a tentative calendar and is subject to change. Updates will be posted to ICON and/or shared  in class.  Students  are  responsible  for  tracking  course  activities, readings, and  assignments.*

|  |  |
| --- | --- |
| **Week 1:** Skills-based Unit, Nonfiction| Date – Date | |
| **Reading Schedule:**  **Syllabus**  **“Is this Kansas?” by Eula Biss**  **“A Letter from Father to Child” by Kevin Powell**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: |
| **Week 2:** Skills-based Unit, Nonfiction| Date – Date | |
| **Reading Schedule:**  **“How It Feels to Be Colored Me” by Zora Neale Hurston**  **“Notes of a Native Son” by James Baldwin**  **Chapter one *Atlantic Sound* by Caryl Philips**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Listen (1)** *1619 Project, episode 1* * **Read/Complete** * **Post** * **Submit the assignments below**: * Drue Denmon |
| **Week 3:** Skills-based Unit, Poetry| Date – Date | |
| **Reading Schedule:**  **On/In America**  **“On Being Brought from Africa to America” by Phillis Wheatley.**  **Lettter by Wheatley to Samuel Occom**  **Samuel Occom, "The Pilgrim's Mutual Conference," 1774.**  **“Heritage" by Countee Cullen**  **"The Negro Speaks of Rivers," “The Weary Blues," "Theme for English B,” and “Mother to Son” by Langston Hughes**  **"Frederick Douglass” Robert Hayden**  **Due Dates:** | **This Week:**   * **Watch** (**1**) Guest lecture by professors Phil Round and Tara Bynum and (**2**) XXX * **Listen (1)** *1619 Project, episode 3* * **Read/Complete** * **Post** * **Paper 1 assigned** |
| **Week 4:** Skills-based Unit, Poetry| Date – Date | |
| **Reading Schedule:**  **Walt Whitman, "I sing the Body Electric"**  **Sherman Alexie, "Defending Walt Whitman."**  **Ginsburg,**  ***Eve Ewing…***  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: * Riley Hanick |
| **Week 5:** Skills-based Unit, Drama| Date – Date | |
| **Reading Schedule:**  ***Othello* by William Shakespeare**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: * Matt Akers |
| **Week 6:** Skills-based Unit, Drama| Date – Date | |
| **Reading Schedule:**  ***Othello* by William Shakespeare**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**:   + **PAPER ONE DUE** |
| **Week 7:** Skills-based Unit, Drama| Date – Date | |
| **Reading Schedule:**  ***Othello* by William Shakespeare**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**:   + **PAPER ONE DUE** |
| **Week 8:** Narrative Fiction| Date – Date | |
| **Reading Schedule:**  ***Beloved* by Toni Morrison**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**:   + **MIDTERM EXAM**   + Tess Carol |
| **Week 9:** Narrative Fiction| Date – Date | |
| **Reading Schedule:**  ***Beloved* by Toni Morrison**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: * Olivia Clement |
| **Week 10:** Narrative Fiction| Date – Date | |
| **Reading Schedule:**  ***Beloved* by Toni Morrison**  **Due Dates:** | **This Week:**   * **Watch** (**1**) *I Am Not Your Negro* * **Read/Complete** * **Post** * **Submit the assignments below**: |
| **Week 11:** Poetry and Documentaries| Date – Date | |
| **Reading Schedule:**  **On War/Death**  **Poems by Solmaz Sharif**  **Excerpts from *Citizen* by Claudia Rankine**  **"We Real Cool” by Gwendolyn Brooks**  **"If We Must Die” by Claude McKay**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: * **Carolyn Liu** |
| **Week 12:** Poetry and Documentaries | Date – Date | |
| **Reading Schedule:**  **On the Writing Experience/Other**  **“Ars Poetica" and “Adolescence III” by Rita Dove**  **"Perhaps the World Ends Here” Joy Harjo**  **"Tear Gas” by Adrienne Rich**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: * **Kyra Spence** |
| **Week 13:** Graphic Novel | Date – Date | |
| **Reading Schedule:**  **“The Confessions of Nat Turner” historical document**  ***Nat Turner* by Kyle Baker**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: * **Brian Kearney**   + **PAPER TWO DUE** |
| **THANKSGIVING BREAK, NO CLASSES — Begin Mini-Unit of Choice** | |
| **Week 15:** Choice | Date – Date | |
| **Reading Schedule:**  **Students and instructor will choose:**  **Some selections available include** Leslie Marmon Silko, "Storyteller" (short story)Leslie Marmon’s Silko, “Tony’s Story” **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: |
| **Week 16:** Choice | Date – Date | |
| **Reading Schedule:**  **Due Dates:** | **This Week:**   * **Watch** (**1**) XXX and (**2**) XXX * **Read/Complete** * **Post** * **Submit the assignments below**: |

Week 17: FINALS WEEK

Multiple choice, matching, or T/F - cumulative

Short Answer - cumulative

Essay - related to Choice Unit (What have you learned from this text? Etc.)

Additional Information:

**Administrative Home**  
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (<https://clas.uiowa.edu/students/handbook>).

**Electronic Communication**  
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](https://opsmanual.uiowa.edu/human-resources/professional-ethics-and-academic-responsibility%2315.2)).

**Accommodations for Disabilities**  
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (<https://sds.studentlife.uiowa.edu/>).

**Nondiscrimination in the Classroom**  
UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, and religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity at [diversity@uiowa.edu](mailto:diversity@uiowa.edu) or [diversity.uiowa.edu](https://diversity.uiowa.edu/office/equal-opportunity-and-diversity).

**Academic Integrity**   
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code). Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address.

**CLAS Final Examination Policies**  
The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals. (<https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies>.)

**Making a Complaint**  
Students with a complaint should first visit with the instructor (and the course supervisor), and then with the Director of General Education Literature ([Blaine-Greteman@uiowa.edu](mailto:Blaine-Greteman@uiowa.edu)), before appealing, if need be, to the Chair of the English Department (Loren-Glass@uiowa.edu). Students may then bring the concern to CLAS (<https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>).

**Understanding Sexual Harassment**  
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see <https://osmrc.uiowa.edu/>.