**Grading Policies**

You will receive detailed rubrics for all major assignments and lists of expectations for other minor writings. The University of Iowa uses an A through F grading system. I consider a grade of C to be competent work that meets all of the requirements of the assignment and the class. My grading policy is as follows:

*A grade of C*: You can earn a C by attending class regularly and punctually, completing with competence all of the work assigned and participating regularly in class activities and online discussion. This requires 1) adequately meeting all criteria for assignments; and 2) completing reading assignments on time and being prepared to share your opinions on the texts in class and during discussions.

*A grade of B:* You can earn a B by fulfilling all of the C requirements while demonstrating a significantly higher level of effort and competence on all work assigned for the class. To earn a B you must show an interest in energetically, creatively, and critically engaging with the material and assignments. B work typically reflects independent thinking. The B student is self-reflexive and often asks questions such as “How can I make my work better? How can I revise this? How can I make my work unique and interesting? How can I help the class have productive and energetic discussions?”

*A grade of A*: To receive an A in the course, you must surpass the requirements for B work as well as demonstrate a high level of critical thinking and offer original analyses. A students interrogate all sides of issues enthusiastically in order to clarify their own opinions. A students don’t skip class, fail to honor deadlines for any reason, or show up unprepared to discuss the reading, or workshop others’ work. A students will instead be willing to make intellectual discoveries and demonstrate an effort to inquire further into commonly understood issues.

*A grade of D*: You can earn a D by not fulfilling your responsibilities outlined under “Grade of C” criteria, and/or failing to show respect for or interest in your fellow students’ presentations of ideas. A D student is a student who has many excuses but few completed assignments. For example, D students often fail to hand in reading responses and then claim later that they were ill or had a family emergency. D students are generally disinterested students who refuse to take an active role in making the class energetic and productive.

*A grade of F*: You will receive an F by not completing assignments, not coming to class, and not contributing to class discussions when you are present.

**CLAS Grade Distribution**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** |
| **15%** | **34%** | **40%** | **8%** | **3%** |

**Rhetoric Thesis**

“By comparison, Smith’s rhetorical strategies allow for a deeper analysis of her argument and ultimately better her piece as a whole, whereas Thompson merely brushes upon unoriginal ideas with only limited depth. “Less is more” is the common conception among scholars, but in this case proves to be of higher effectiveness.”

“This controversial issue of embryonic stem cell research is splintered on the moral values of the collective body as a whole and the moral values of the lone individual.”

**Interpretation of Literature Thesis**

“In “Man in the Black Suit,” Steven King proclaims that in order for a boy to develop emotionally and socially, he must create separation from his mother and be guided by his father.”

“Just like Foer’s characters, we are all searching for something, and at its core, *Everything is Illuminated* explores everyone’s deep need for finding peace and contentment. The only way this can be achieved, Foer argues, is through facing our traumatic memories and letting go of them in order to move forward.”

**Scaffolding: The First Two Weeks**

|  |  |
| --- | --- |
| **WEEK 1** | |
| Monday 8/25  *I. The Transformative Power of Literature* | Syllabus, Introductions  **In Class:** Sherman Alexie, “Superman and Me” (Hand-Out); Chimimanda Adichie, “The Danger of a Single Story” (Video); Assign Autobiography of a Reader |
| Wednesday 8/27 | **Reading Due:** Emily Dickinson, “[I dwell in possibility—]” (Norton 699); Theodore Roethke, “My Papa’s Waltz” (Norton 791); William Carlos Williams, “This is Just to Say” (Norton 797)  **In Class:** Music analysis, Assign Response Papers, Assign Presentation  **Turn in: 1 PARAGRAPH ROUGH DRAFT OF AUTOBIOGRAPHY** |
| **WEEK 2** | |
| Monday 9/1 | **LABOR DAY—NO CLASS** |
| Wednesday 9/3  *II. Formal Transformations* | **Reading Due:** Raymond Carver, “Cathedral” (Norton 32); Margaret Atwood, “Happy Endings” (ICON), Edgar Allan Poe, “The Cask of Amontillado” (Norton 164)  **In Class:** Freytag’s Pyramid, Conflict, Narratorial Strategies  **Turn in: AUTOBIOGRAPHY OF A READER ESSAY** |
| **WEEK 3** | |
| Monday 9/8 | **Reading Due:** William Shakespeare “[Not marble, nor the Gilded Monuments]” (Norton 892); Christina Rossetti, “In an Artist’s Studio” (Norton 895); ee cummings, “[next to of course god America i” (Norton 718); Walt Whitman, “I Hear America Singing” (Norton 865)  **In Class:** Traits of a sonnet |
| Wednesday 9/10 | **Reading Due:** John Donne, “The Flea” (Norton 738); Andrew Marvell, “To His Coy Mistress” (Norton 739)  **In Class:** Assign Paper 1, Music Videos  **Turn in: READING RESPONSE 1** |