

- Conduct research about literary texts
- Write critically about literature
- Develop appreciation for literature and its relevancy

This course will also satisfy several UIndy Learning Goals, including (but not limited to:)

- **Critical Thinking:** developing critical thinking, reading, and writing skills form the crux of this course. Assignments include research, an annotated bibliography, presentation, and a formal final paper.
- **Performance:** classroom discussion and personal/team presentations will require students to engage with the material, mastering and demonstrating that level of understanding with the rest of the class.

Teaching Methods

In order to achieve the course objectives and goals, a variety of teaching methods will be utilized, including lecture, discussion, collaborative work (in and out of class), and presentations.

Evaluation

The student's grade will be based on: writing projects, in-class discussion, presentations, etc. Additional quizzes, exams, or journals may also be required by the instructor if deemed necessary.

Grading Policy:

<u>Grades</u>	<u>Percentage</u>
A	93-100%
A- Excellent	90-92%
B+	87-89%
B Good	83-86%
B-	80-82%
C+	77-79%
C Average	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F Failure	59% or lower

Attendance policy

It is expected that all students will attend all classes.

In terms of an attendance policy, because of the inevitabilities of technology, we will be flexible. In an ordinary semester, because this class meets once a week for only seven weeks, students would be able miss one unexcused classes without penalty, after which

every missed class lowers the final grade. Students could fail this course based on poor attendance alone: if you missed two or more classes, you would have failed the class.

Because of our circumstances, we will strive to maintain as much communication as possible. If a student misses enough classes, and we have not been communicating consistently, I might advise dropping the course. (Students who add/drop before the deadline will not be penalized for missed attendance and will be given time to make up the work missed.)

It IS STILL POSSIBLE to fail this class based on not maintaining communication with me.

Students with Disabilities Statement

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206. (317) 788-6153, www.uindy.edu/ssd for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

Makeup Policy on Late Papers and Missed Assignments:

Projects should be handed in at the start of the class period it is due. I will deduct the equivalent of one-half letter grade for each **day** the project is late (**calendar** days, not class periods).

Zero credit will be given for missed in-class exercises. No make-up exercises will be given without a valid, documented reason acceptable to me (e.g., serious illness, family emergency).

Cancellations: If I ever need to unexpectedly cancel our meeting time, I will email the class that morning through Brightspace, and also UIndy Gmail.

Furthermore, as half of this class is already online, we won't "cancel" the class plans for that day. We will honor the time we would have met through online means.

Classroom Management Policies:

Please conduct yourself in class according to the following guidelines:

1. Students are expected to be logged in and ready to begin when class starts.
2. Unless you're actively speaking, or asking a question, please remember to mute yourself on Zoom.
3. Have all materials needed, i.e. textbook or assigned reading (if a reading was posted on Brightspace, have it open digitally), pen or pencil, paper, any assigned work you may

- have been asked to bring to class.
4. Put away all activities that are not related to class.
 5. We will often engage in class discussion in which your participation will be encouraged. If we utilize Breakout Rooms through Zoom, you will be given specific instructions of what to accomplish, and when to return to the main meeting room.
 6. Even when you disagree with others or do not like articles or ideas that are discussed in class, disagree respectfully. Criticize ideas using logic, and always argue with ideas without attacking people.

Plagiarism Policy:

Intellectual theft, like any other kind of theft, is a *crime*, and is especially dangerous on a college campus. Plagiarism is defined as any use of another person's thoughts or words as your own. I don't expect to see plagiarism in this class, but if I do each case will be dealt with on an individual basis, and the MINIMUM penalty will be failure for the assignment in question. Please see the University policy on Academic Misconduct in the Student Handbook (pages 16-20) for more information. All confirmed cases of plagiarism will be reported to the Associate Dean of the College of Arts and Sciences, Vice President of Student Affairs & Enrollment Management, Vice Provost for Students and Campus Life, and Provost & Vice President of Academic Affairs, as required by the University handbook. If you are doing research and are unsure how to incorporate someone else's work/idea into your own in a valid manner, please ask—I'll be more than happy to help you out so that there's no danger of confusion.

Sexual Harassment & Assault Policy:

Federal law, Title IX, and the University of Indianapolis policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling through the Health and Counseling Center (317-788-3437 or <https://www.uindy.edu/campus-life/health-wellness-counseling>) and the University Chaplains (317-788-2106). You can also make an anonymous report using the form linked here. Alleged violations can be reported non-confidentially to the Title IX coordinator, Jessica Ward, by phone at 317-788-2139, by email at wardjl@uindy.edu, or by visiting Schwitzer 210. Reports can also be filed with the UIndy Police at 317-788-3386 or by stopping by their office at 3920 S. Shelby Street. Please visit the Title IX page online for more information: <https://www.uindy.edu/campus-life/titleIX>. *Though I will seek to keep information you share with me private to the greatest extent possible, as a professor and employee of the University of Indianapolis, I have **mandatory reporting responsibilities** to share information regarding sexual misconduct and crimes I learn about to help make our campus a safer place.

Technology Policy:

You are expected to know how to use and utilize some version of a word processing software, Brightspace, and UIndy Gmail. You should check your UIndy Gmail every day, at least twice—morning and evening.

Major assignments

Writing Projects: 475 points

Conference Abstract: on week 2, submit a 250-500 word abstract of your final research paper.

Points: 50

Annotated Bibliography: on week 3, as part of the writing process of your final research paper, you will put together and submit an annotated bibliography of ten sources you've considered or might use. There should be three parts for each annotation: (1) a complete, correct, and current MLA citation; (2) a summary of the source's main argument; and (3) how you plan to use (or not use) the source in your final paper. An example of how this should look will be posted on Brightspace. (Link to the Purdue Online Writing Lab, for MLA guidelines: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

Points: 75

Five Page Conference Paper: on week 5, turn in a 5-page paper. This paper should fulfill the abstract you wrote for week 2, should be built upon the research that informed the annotated bibliography, and should be the basis for your longer, final research paper.

Points: 125

Final Research Paper: on August 19, you must submit (via Brightspace) a research paper at least 12-15 pages long (not counting the Works Cited page[s]). This paper may explore one of our scheduled readings/viewings, as long as it develops an avenue within the text that we have not studied together already. Any topic pertaining to high culture/low culture or literature/popular literature is also welcome. Feel free to choose a text outside of our scheduled readings as well—as long as it pertains to popular literature and our major considerations within the course. This paper must have its focus on a primary piece of literature, must utilize outside secondary sources, and must adhere to current MLA standards.

Points: 225

Performance Projects: 225 points

Practice Conference: on weeks 4 and 5, we will host a mini-conference, where you will present the basis (or the entirety) of your 5-page paper to the rest of the class.

Your presentation must be between 7-8 minutes long, and must include meaningful information from your research. The 5-page paper should be the foundation for this presentation. Multi-media can be used if done properly, but is not required.

Prepare for Q&A: this can help you formalize ideas, sharpen foci, bounce ideas off of your fellow scholars, etc., and can help you make the project better.

Points: 100

Discussion Facilitation: Working with a group, you will sign up to facilitate discussion during one of our weeks, either in-Zoom or entirely online, depending. This is NOT a presentation: pose well-thought-out critical thinking questions for the class to consider, discuss, and/or respond to in writing online. Design these questions to help the class engage the primary material studying *that day/week*. If done during Zoom, this should last at least one-third of the class (approx. 1 hour); if online should represent an equivalent amount of work. Dr. Zimmerly will work with you on this ahead of time if you ask.

Points: 125

Online component and Class participation: 300 points

Because this class is a hybrid, at least half of our expected interaction is to take place online. Every week, using Brightspace's Discussion forum feature, you will create a new post of your own, original close reading/analysis of the week's assignment/text. This post should be at least *five hundred words* long, and should interact with the assignment in a meaningful, substantial way. (For reference, this paragraph is 106 words long.) Pay close attention to the schedule of readings, as some online posts will be used to begin discussion of a text: these online discussions can inform the basis of our in-class discussion.

Your initial, weekly post can be written whenever it is convenient to you, but should be finished and uploaded by 11:59pm, Friday. Points will be deducted if posted after this deadline.

In addition, you are also required to interact with your classmate's posts: ask questions, offer counter-arguments, insights, etc. These posts are limited to when your classmates get their original posts finished, but should be possible in the beginning of the week. If your classmates are posting about their final research projects, this back-and-forth can be invaluable.

Length and frequency matter: post early, post often.

If a week's postings are not completed by the next week's Saturday, zero points will be given.

Points: 250 (*roughly* 35 points per week: 20 for your initial post, 15 for replying)

Class participation:

Additional class participation points are based on fully engaging with the week's planned lesson. Successfully engaging will often require informal writing, group work, formal/informal research, discussion, informal "debate," and/or asking questions. 50 points

Total possible points: 1,000

Tentative Schedule

Week 1 (7/5+) Syllabus / Introduction
Begin discussion on Nella Larsen, *Passing*
Zoom: Tuesday 7/5, 6:00-8:50pm

Additional online: further discussion of *Passing*

Week 2 (7/11+) Discussion Facilitation:
Flannery O'Connor: "The Life You Save Might Be Your Own"
"Good Country People"—both provided by Zimmerly, Brightspace
Philip Roth, "Goodbye, Columbus," from *Goodbye, Columbus*
Due: Conference Abstract (submit via Brightspace)
Zoom: Tuesday 7/12, 6:00-8:50pm

Additional online: further "Goodbye, Columbus" discussion

Week 3 (7/18+) Discussion Facilitation: N. Scott Momaday, *House Made of Dawn*
Due: Annotated Bibliography (submit via Brightspace)
Zoom: Tuesday 7/19, 6:00-8:50pm

Additional online: further *House Made of Dawn* discussion

Week 4 (7/25+) Discussion Facilitation: Kurt Vonnegut, *Slaughterhouse-Five*
Due: Mini Conference, part 1 (during Tuesday Zoom)
Zoom: Tuesday 7/26, 6:00-8:50pm

Additional online: further *Slaughterhouse-Five* discussion

Week 5 (8/1+) Discussion Facilitation: Toni Morrison, *The Bluest Eye*
Due: Mini Conference, part 2 (during Tuesday Zoom)
Due: 5 page paper (submit via Brightspace)
Zoom: Tuesday 8/2, 6:00-8:50pm

Additional online: watch 2016 film version of August Wilson's *Fences*, dir. Denzel Washington, discussion

Week 6 (8/8+) Discussion Facilitation: continue *Fences*
Begin Jhumpa Lahiri, *Interpreter of Maladies*
Three stories; provided by Zimmerly via Brightspace
Zoom: Tuesday 8/9, 6:00-8:50pm

Additional online: continued discussion on Lahiri

Week 7 (8/15+) Discussion Facilitation: Gene Luen Yang, *American Born Chinese*
Zoom: Tuesday 8/16, 6:00-8:50pm
8/19: **Due: Final Research Paper** (submit via Brightspace)