

**ENGLISH 271 INTRODUCTION TO LITERATURE:
(Cli-Fi)
T-Th 11:30
(3 Credits)**

INSTRUCTOR: Robert Barclay

OFFICE: 'Ākoakoa 236

OFFICE HOURS: T, R: 8:00 to 11:30 and by Appointment

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EFFECTIVE DATE: Fall 2016

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

This course introduces students to the study of significant works of literature in selected genres. Emphasis is on discussion of and writing about characteristics and themes of the works. A student may enroll in this course more than one time (for different genres); however, only three credits will be applied toward degree. (3 hours lecture) Pre-Requisite(s): A grade of "C" or better in ENG 100.

REQUIREMENTS COURSE SATISFIES

This course satisfies one of the Arts and Humanities requirements (DL) and fulfills three of the six writing intensive credits needed for the Associate in Arts degree at WCC.

RECOMMENDED BASIC SKILL LEVELS

Ability to carefully read and take notes (allow about two hours of reading and prep for most classes—slower readers will take longer). Ability to research and write papers that follow a clear thesis statement. **Ability to arrive in class on-time and prepared by doing the assigned reading.**

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
2. Respond to a work of literature as an expression of a culture's values and compare those values with the student's own.
3. Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature's social, cultural, political, and philosophical significance.

4. Exhibit knowledge about selected writers and their characteristic themes and techniques.

Hallmarks of Writing Intensive Courses

1. **The course uses writing to promote the learning of course materials.** Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.
2. **The course provides interaction between teacher and students while students do assigned writing.** Individual conferences are mandatory for WI courses at WCC.
3. **Writing contributes significantly to each student's course grade.** Writing assignments must make up at least 40% of each student's course grade. If not, the course syllabus must state that students must satisfactorily complete all writing assignments to pass the course with a "D" or better.
4. **The course requires students to do a substantial amount of writing--a minimum of 4000 words, or about 16 pages.** Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum.
5. To allow for meaningful professor-student interaction on each student's writing, **the class is restricted to 20 students.** Professors who team-teach or who are assisted by a teaching assistant may request that the enrollment be higher as long as a 20-to-1 student to faculty ratio is maintained.

COURSE CONTENT

Most of the semester will be devoted to discussing the assigned readings, and **you must actively participate**. Other than the assigned readings, your homework will include written preparation for the discussions, and the writing of several papers. Along the way we will engage critical and creative thought, so that as the semester progresses you will become a more analytical reader and thinker—as well as a better writer. **You will also maintain a portfolio of all drafts of all writing assignments**, which you will turn in at the end of the semester. Attendance will be taken daily via a short, easy quiz on the assigned reading, and your quiz scores will determine the Attendance and Participation portion of your final grade (I assume that if you do well on the quizzes, you are not only present but also prepared to contribute to the discussion). **Also, be sure to activate and check your Hawaii.edu email account**, as that is how I will communicate with the class at times.

BOOKS (in addition to other literature provided in class)

Loosed Upon the World: Anthology
The Stone Gods by Jeanette Winterson
Far North by Marcel Theroux
The Windup Girl by Paolo Bacigalupi

ON GOOD AND BAD LITERATURE

It is impossible for me to pick works that I can guarantee all of you will enjoy. As such, you might not like some of the stories/poems/novels. Saying why you liked or disliked something can certainly be part of our discussions, but we should be primarily focused on thinking about, and responding to, what the works have to say. Even if you don't like them, you can still come to an understanding of them and have intelligent things to say about them. One of the dangers of not liking something is that you might dismiss it outright and stop your brain from even considering what it has to say. Even worse, you might skim through or stop reading. Don't do that.

CONTENT WARNING

Literature, as does the world it comes from, sometimes contains violence, sexuality, profanity, depravity, and other graphic content that might offend you. Additionally, the purpose of a college education is not to reinforce our own existing beliefs, but to examine the world outside of them in its entirety, including—and sometimes especially—what we find offensive, distasteful, or otherwise disagreeable. If you would prefer not to expose yourself to these things in reading, then this is not the class for you.

ASSESSMENT TASKS AND GRADING A = 90+; B = 80+; C = 70+; D = 60+; F= 59-

You must complete ALL assignments to pass this class. No exceptions. Assignments that do not meet minimal proficiency (receiving an F grade) must be redone to receive passing credit.

Quizzes:	10%	
Climate Paper	10%	2 pages
Story Assignment:	10%	4-6 pages , plus drafts
3 Reader Response Assignments:	10% each	3 pages each , plus drafts
Typed Discussion Notes:	10%	Approx 10 pages
Conferences (three required):		
Portfolio (including 2-page self-analysis , And revised final drafts):	30%	

ATTENDANCE POLICY

This is not a correspondence course; it is discussion-based, and you cannot do that at home or via email. There are **no excused absences**. Schedule medical appointments outside of class. You must show up and participate. A failure to show up on time will be reflected in your daily quiz score and result in a lowering of your grade. If, for whatever reason, you think you will miss more than five classes, this is not the class for you. **There will be no make-up quizzes and no extra credit.** Six absences (three full weeks of the semester) lowers your final grade by 20%. Seven absences lowers it another 10%. **Eight absences results in an F final grade.** As such, do not miss class except for real illnesses or emergencies. **If you do miss class, it is your responsibility to contact your classmates** to find out if any changes have been made to assignments. If life prevents you from regularly attending, then drop the course. If life prevents you from attending after the drop deadline, contact the Dean with proof of a valid excuse (medical emergency, death in the family) and you will receive a late withdrawal without penalty. Valid excuses for late withdrawal do not include employer or child care demands. This is not a hard class, but don't think you can blow off a week and easily catch up. We will have moved on without you and you will have twice as much work.

PAPER AND ASSIGNMENT POLICY

The writing assignments require you to turn in up to three drafts: a rough draft, a final draft, and a revised final draft. The rough drafts must be complete drafts, **and final drafts must be typed in MLA format**. The revised final draft will address and correct all punctuation, grammar, and content issues that I mark on the final draft. Drafts are due on the dates specified. Late drafts lose one letter grade. Drafts more than a week late will lose two letter grades. Keep in mind that paper lengths are minimums. **Not completing *all* assignments will result in a failing grade for the entire course.** Do not submit papers as email attachments, or send email drafts to me for editing or feedback. If you want help with any of your papers come see me during my office hours or make an appointment. I am always happy to help.

PLAGIARISM POLICY

Plagiarism will not be tolerated. If you do plagiarize, you will be dis-enrolled from the course, receive a failing grade, and the incident will be filed within your permanent academic record. All sources used in your papers must be properly cited according to MLA format. If in doubt, come see me **before** turning in your paper.

DISABILITIES ACCOMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

CONFERENCES WITH INSTRUCTOR

You are required, at least three times this semester, to sit down with me **to discuss a draft of one of your writing assignments**. You may either stop by during office hours, or make an appointment, or use the class days reserved for this purpose. On these class days, come prepared to work on your paper, as I probably can't get to everybody, and you'll have a lot of good writing time while you wait. Do not neglect these conferences, as you cannot pass the course without doing them. I will sign the papers so you and I can keep track.

PORTFOLIO: Due Dec. 8

In a three ring binder, keep all of your writing assignments for this course. This includes your rough drafts, peer reviews, final drafts, revised final drafts, and discussion notes. **Separate each assignment with tabbed inserts. Do not wait until the end of the semester to revise your final drafts.** Revise them shortly after I return them to you and place them in your binder.

You must also write a two-page self-analysis of your writing and class experience this semester. To do so, look at the Student Learning Outcomes for this course. Do you feel that you achieved these outcomes? Do you feel that the course left you deficient in any of these outcomes? Address all four outcomes, one at a time, and also give yourself a score for each outcome, on a scale of one to ten. Then look at your writing assignments. What did you do well? Where did you make the most improvement? What do you still need to improve on?

This portfolio is worth 30% of your final grade, so as the semester progresses make sure you complete all drafts and peer reviews and keep up with your discussion notes. **Your portfolio must be complete to pass this course, and it will be graded primarily on the quality of your revised final drafts.**

Portfolio Checklist (copy this page and include it in your portfolio, with items checked off.)

Climate Paper 2 pages

Final Draft
Rough Draft
Grade Sheet

Story 4-6 pages

Revised Final Draft
Final Draft
Rough Draft
Peer Review
Grade Sheet

(Reader-Response 1) 3 pages

Revised Final Draft
Final Draft
Rough Draft
Peer Review
Grade Sheet

(Reader-Response 2) 3 pages

Revised Final Draft
Final Draft
Rough Draft
Peer Review
Grade Sheet

(Reader-Response 3) 3 pages

Final Draft
Rough Draft
Peer Review

(Self Analysis) 2 pages

Final Draft
Rough Draft
Peer Review

Typed Discussion Notes (Approx 10 pages)

Climate Paper: Rough Due Sept. 10. Final Due Sept. 22. Revised final due Dec 8

Climate change is politically hot (so to speak), but for the most part our discussions will not focus on debating it. But here's your chance to share your thoughts on the topic. How do you envision the environment changing over the course of your lifetime? Do you deny climate change, or deny that it is anthropogenic? Rant on it. Does climate change denial piss you off? Rant on that. What should we do about climate change? Make an argument. Write whatever, but write 2 pages in MLA format and cite one authoritative source. **Authoritative sources are not simple facts, statistics, dictionary definitions, or encyclopedia entries. Authoritative sources are identifiable human beings who have expertise in something, and have something intelligent for you to incorporate and comment on in your paper.**

Story: Rough Due Sept. 27. Final Due Oct. 6. Revised final due Dec 8

A good way to begin understanding literature, especially how hard it is to make it meaningful, is to try writing some literature yourself. As such, you will write **and submit for publication to Pueo**, a four to six page Cli-fi short story. Write from a single character's point of view, and do not deviate from it. Make something interesting happen, and then make other interesting happen because of it. Your story will receive an A if 1) it includes an interesting plot, 2) it has interesting and developed characters, 3) it strives to impart some theme, and 4) it is written with clear sentences and understandable punctuation. Remember this is fiction, not essay—avoid writing in first person if this seems difficult for you. Use your imagination to create this story, and feel free to go hyperbolic!

Look at the stories we have read as models. Go find some on your own. How are they structured? What makes for an interesting plot, characters, theme? Think about your story having a beginning, middle, and especially a good ending. Think about point of view, good dialogue, strong descriptions that appeal to the senses and give the reader a precise and vivid evocation of experience. **Write scenes that are in the moment**, transitioning from scene to scene. Write through the senses of your character and to the senses of your audience.

Your story should be at least four full pages in MLA Format. Stories less than three full pages, but more than two full pages, will lose 10% from the final grade. See me if you are having trouble.

On the due date you are required to turn in two copies of your story as follows:

**Copy 1) (stapled) Final Draft
 Rough Draft
 Peer Review**

**Copy 2) (stapled) Final Draft (without your name on it)
 Pueo Entry Form**

If your assignment is not turned stapled together like this, in its entirety, it will be handed back to you.

Story Evaluation Sheet
Subtract 10% for a late paper, and 10% if it's short of three full pages.
(Papers less than two full pages will not be graded)

Proper Format 50%

12 pt. Times New Roman Font

Double Spacing Throughout

One Inch Margins

Headings (name, page #s)

Stapled

Assignment Criteria 50%

Contains Interesting Plot (or situation). 10%

Contains Interesting and Developed Characters. 10%

Theme. 5%

Peer Review. 10%

Good Title. 5%

First Draft is a Complete Draft, and Final Draft Shows Strong Improvement. 10%

Quality of Writing (one point off for each instance of the following)

Run-ons

Comma Splices

Fragments

Spelling Errors

Missing or Incorrect Punctuation

Other Issues (verb tense, paragraphing, indenting, capitalization, etc.)

Reader Response Papers: RR1 Rough due Oct 18. Final due Oct 27. Revised final due Dec 8. RR 2: Rough due Nov 3. Final due Nov 10. Revised Final due Dec 8. RR3 Rough due Nov 29. Final due Dec 8.

Write a 3 page Reader Response paper on the following works: *The Stone Gods*, *Far North*, and the *Windup Girl*. Begin with a thesis statement that clearly identifies the main point of your paper. Avoid summarizing the novels, and assume your audience has already read them. In other words, they don't need to be told what the books are about or what happens in them. They want to know what you think about them. As part of each paper, cite two authoritative outside sources and include them in a works cited page. **Authoritative sources are not simple facts, statistics, dictionary definitions, or encyclopedia entries. Authoritative sources are identifiable human beings who have expertise in something, and have something intelligent for you to incorporate and comment on in your paper.** For example, you might cite some scholarly paper on an issue the novel raises, or a technique the novel employs. Your papers should be at least three full pages in MLA format. Papers shorter than two full pages will be returned ungraded. **The final draft needs to be turned in with the rough draft and peer review, stapled in that order.** See me if you are having trouble.

Use your discussion notes as the first step in writing these papers, focusing your thoughts on things you might be able to write about. In doing so, by the time you have finished reading the novel, you will have a wealth of written information, and you will have discussed it in class. Use class discussion to help you write the papers.

Reader-Response Peer Review

Final draft should be stapled to the rough draft and the peer review, in that order

What is the thesis statement? Write it down.

Does the paper tend to simply summarize the novel in places (this happened, then that happened, etc)? Show the author so that these areas can be deleted.

Does the paper include intelligence from at least two **authoritative** sources that are human beings with names and credentials? If not, help the author find some.

How would you rate the level of insight in the paper? How might the paper be made more insightful?

Author's comments: on the back, in five complete sentences, state five ways you will improve this paper.

Reader-Response Evaluation Sheet

Subtract 10% for late papers, and papers less than two pages will be returned ungraded.

Proper MLA Format 25%

12 pt. Times New Roman Font

Double Spacing Throughout

One Inch Margins

Headings (name, page #, Works Cited page)

Stapled

Assignment Criteria 75%

Contains a strong thesis that is supported with sound logic, evidence, and argument. 20%

Avoids Summarizing the Novel. 10%

Contains Properly Cited Authoritative Sources. 10%

Peer Review. 10%

Good Title. 5%

First Draft is a Complete Draft, and Final Draft Shows Strong Improvement. 20%

Quality of Writing (one point off for each instance of the following)

Run-ons

Comma Splices

Fragments

Spelling Errors

Missing or Incorrect Punctuation

Other issues (verb tense, paragraphing, indenting, capitalization, etc.)

Self-Analysis Peer Review

Staple together final draft in the following order: Final Draft, Rough Draft, Peer Review

Does the paper have a title—not self evaluation or self analysis?

Is the paper in proper MLA format? If not, suggest how to get it there.

Does the paper address **each** SLO for the course, and give each one a numbered score? If not, help the author do so.

What did the author do well in his or her writing this semester?

Where did the author make the most improvement?

What does the author still need to improve on?

Remind the author that his or her portfolio needs to be hole-punched into a three ring binder, with no staples and no plastic sleeves.

Author's comments: State five things in five full sentences that you will do to improve this paper.