



**BELMONT**  
COLLEGE  
Liberal Arts and Humanities

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## Memorandum

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**To** : English Search Committee  
**From** : Jon Stansell, Professor of English  
**Date** : October 29, 2016  
**Re** : **Teaching Portfolio**

Greetings!

I invite you to read this teaching portfolio as evidence of my teaching effectiveness. I hope that it is appropriate, cohesive, and clear, so that you may see the type of teacher I could be for you.

This teaching portfolio reflects my fifteen years of teaching experience, including items of particular interest to the Committee. These items are as follows: teaching philosophy, ENG 101 syllabus and schedule, three representative final exam essays, student course evaluations, and syllabi for two literature courses and a cultural studies course, with detailed schedules.

I appreciate your interest and look forward to hearing back from you regarding the position you advertised. If you have any questions, please do not hesitate to contact me.

JWS

## My Teaching Philosophy

A teaching philosophy has the difficult burden of establishing a shared understanding about learning values and discussing how those values are enacted in daily practice. Over 20 years ago, Stanford researcher Nalini Ambady showed that observant students could recognize a good teacher simply through short video clips of body language alone, as they enact personality traits such as optimism, enthusiasm, confidence, and empathy. I strive to do this on a daily basis, as I consistently invite my students to consider their own values in their written essays. In response, my students make connections to meaningful aspects of their lives, their growth, and well-being. Their individual interests, strengths, and learning styles become central, as I try to help them realize their ability to resolve past issues and create their futures.

My main objective in teaching is improving the holistic well-being of my students, specifically their mental, spiritual, and characterological conditions. Guiding them in this endeavor is my life work. I teach by awakening potential through a difficult process of self-expression turned towards important social contexts. To begin, I prepare their hearts and minds for learning, while realizing that students have primary responsibility for their own growth. In nature, some seeds can lie dormant for decades, so as long as I do my part, the ideas of inquiry and identity at the core of my curriculum can eventually have an effect. Students will bring their learning potential to fruition as they discover the voice within them.

Because knowledge is inherently personal, and the teacher embodies knowledge, writing classes are grounded in the instructor. Knowing this, I deliberately give back the power to student voices through respectful classroom discussion. I also focus on their Ethos through assignments that promote personal authorship. In turn, they recognize specific issues holding them back, discover their own voices, envision a better self, and begin writing with that awareness. Writing becomes the change agent within students as they navigate between memories, uncertainties, desires, and dreams.

To make student self-awareness possible, I utilize a variety of pedagogical practices in a comprehensive curriculum that has proven effective in several institutional contexts, including universities as well as technical and community colleges. I teach abstractions like stages of critical thinking, but also share concrete structures like paragraph outlines. I encourage classroom discussion but also provide private conferences so that we can discuss individual concerns. I utilize technology to view multimedia texts, disseminate resources, receive assignments, coordinate revision, and even give video feedback online.

This teaching philosophy helps me to define my role as a teacher and to bring together a community of writers. When students connect with a compelling perspective, whether from a songwriter, essayist, or friend they can learn to read with understanding and listen with tolerance. A safe classroom environment can then be nourishing enough to establish important meanings. After they experience some success with discussion and freewriting, student authors can feel confident in opening themselves to others. Students can unlock the possible meanings of their own life experiences so great ideas can positively influence their sense of self, affecting their school, families, and communities. They can also be better prepared to face the world after graduation, having learned to use the written and spoken word as power and resource for success.

# English Composition I: Writing the True Self

**COURSE NUMBER:** ENG 1110 (Spr 2015)  
**CREDIT HOURS:** 3  
**OFFICE LOCATION:** 307  
**OFFICE HOURS:** M-Th 9:30-11:00  
**MAILBOX LOCATION/NUMBER:** 79

**COURSE NAME:** Composition I  
**CONTACT HOURS:** 3  
**INSTRUCTOR:** Dr. Jon Stansell  
**EMAIL:** jon.stansell@gmail.com  
**PHONE EXTENSION:** 1117

- I. COURSE DESCRIPTION:** Fundamentals of rhetoric and writing academic essays: standard expository writing utilizing narrative, descriptive, evaluative, and persuasive strategies, taught in a computer-lab setting, emphasizing revising and rewriting.
- II. PREREQUISITE:** Placement or successful completion of developmental writing and reading as evidenced by a letter grade of “C” or better in DER 0091 and DEW 0093.
- III. COURSE OBJECTIVES:** This course introduces students to the requirements and conventions of academic writing, including coherent expression, clear rationale, and reader impact. It focuses on college-level critical inquiry through textual analysis and argumentation, as well as evaluation and integration of evidence and secondary source material. Other emphases include instruction on the stages of the writing process, from prewriting exercises through rough drafts and revisions, along with rhetorical awareness of the roles of author, audience, text, and context. The computer lab environment and online writing tools facilitate reaching these goals.
- IV. LEARNING OUTCOMES:** By the end of this writing course, successful students will achieve the following results:
  1. Understand the elements that inform rhetorical situations: Write with a clear purpose; respond to the needs of intended audiences; assume an appropriate stance; adopt an appropriate voice, tone, style, and level of formality; and use appropriate conventions of format and structure.
  2. Use reading and writing for inquiry, learning, thinking, and communicating; analyze relationships among writer, text, and audience in various kinds of texts; and use various critical thinking strategies to analyze texts.
  3. Understand writing as a series of steps in a process that includes generating ideas and text, drafting, revising, and editing; recognize that writing is a flexible, recursive process; apply this understanding and recognition to produce successive drafts of increasing quality.
  4. Work with others to improve their own and others’ texts and balance the advantages of relying on others with taking responsibility for their own work.
  5. Employ appropriate conventions for structure, paragraphing, mechanics, and format; acknowledge the work of others when appropriate; use a standard document format as needed; control syntax, grammar, punctuation, and spelling.
  6. Understand the possibilities of electronic media/technologies for composing and publishing texts, and use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts.
  7. Write a variety of texts with opportunities for response and revision.

8. Write a minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course is the composing of formal written work.
9. Develop an interest in independent critical thinking and the ability to apply critical thinking strategies in their writing.
10. Understand the importance of good writing as a representation of self in the communication process.

**V. BELMONT COLLEGE CORE LEARNING OUTCOMES PHILOSOPHY:** The following general education outcomes are cultivated in all students seeking the Associate Degree and/or Certificate. When appropriate and applicable to the course content, the faculty will integrate the outcome competencies and goals and emphasize them in course activities and assignments.

Core Learning Outcomes:

1. Communicate Effectively (Written, Oral, Reading)
2. Think Critically and Creatively
3. Learn Actively
4. Accept Accountability
5. Build Global/ Multicultural Diversity Awareness

**VI. MATERIALS REQUIRED:**

- *Engaging Questions*, Channell and Crusius
- *USB Flash drive*

**VII. SUPPLEMENTARY MATERIALS AVAILABLE:** Drop-in and individually scheduled writing tutor support is available, both on campus and online, in the Student Success Center. Enquire in the SSC also about individualized tutoring assistance for all courses. The Learning Commons (library) offers help and materials to support learning. Materials include free use of computers and other equipment, as well as books, articles, videos, and multimedia. Materials are located within the library, accessed online using a library card, or easily requested from colleges and universities throughout Ohio. Library staff can help students find and learn to use the right materials efficiently.

**VIII. INSTRUCTIONAL METHODS:** Teaching and learning will be focused through critical thinking and writing. Instructional learning methods will include lecture, PowerPoint presentations, discussion, reading out of class, quizzes, instructions and exercises/ activities posted on the MyBelmont web site, pre-writing and informal writing assignments, essay drafting and revision in the writing lab, peer review of essay drafts, and individual conferencing (one-on-one guidance) with the instructor.

**IX. COURSE REQUIREMENTS/POLICIES:**

**Requirements for the Student:** Students are expected to consult the course schedule and come to class each day with completed assignment(s) and/or prepared to participate in the day's activities.

**Special Class Requirements:** Off-campus access to a computer is highly recommended, to facilitate the timely submission of writing assignments. But if needed, computers are also available in the Learning Commons (library), where laptops may also be signed out. Students are also welcome to use the Student Success Center computers. Internet access off campus is also desirable, to facilitate easy access to the MyBelmont web site.

**Academic Integrity:** Research is a requirement of this course, which primarily focuses on individual and independent critical thinking. The English department has a zero-tolerance policy for cheating and plagiarism. No form of cheating will be allowed, including passing off someone else's work as one's own, or recycling work for which credit is being (or has already been) obtained in another course.

Plagiarism is the unacknowledged borrowing of the words (however few) and/or ideas of someone else. Students must identify within their essays the exact source of all words and ideas not their own. In any academic paper, students must identify sources in two places: immediately after the quote, using a short in-text citation consisting of the author's name and page number, and at the end of the paper, as part of an MLA-formatted Works Cited page. Depending on the severity, cheating or plagiarism will result in a grade of either F or zero for the assignment, or in a failing grade for the entire course.

**Absence Policy:** Only three absences are permitted for the semester; each absence beyond three will result in a deduction of 5% from the student's final grade. Any absence may jeopardize the final grade through missed discussion, lectures, in-class assignments, and editing; perfect or excellent attendance not only contributes to the grade for in-class work, but also ensures an improved final grade. Coming to class unprepared for the assigned in-class activity will constitute a recorded absence. If absent, students are responsible for obtaining any information they missed.

With prior permission and in extreme cases, absences may be excused if accompanied by a valid medical certificate signed by a doctor. All other absences, including weather-related absences, will be considered unexcused.

Students who enter the classroom after roll has been taken are responsible for notifying the instructor of their attendance immediately after class. Excessive tardiness, early bag-packing, and leaving early are heartily discouraged. Repeated instances of any of these will affect your attendance and will result in absences. You are expected to be present and attentive the entire class.

**Make-Up Policy:** Students may make up missed in-class assignments only while the due date is still pending. Work that takes place entirely in class, such as peer review, cannot be made up.

**Late Assignment Policy:** Due dates are indicated on the schedule; all essays are due in class. Late essays will not normally be accepted, except with medical certificate. If an essay is accepted late, the grade will be reduced by one full grade. With prior permission, a paper may be turned in by the next class session; however, this late submission will constitute a grade reduction.

**Classroom/Online Etiquette:** Students should demonstrate respect for the learning environment, including their fellow students, and contribute to an atmosphere conducive to learning. Please observe guidelines for civil, courteous behavior among instructor and students. Cell phones, pagers, iPods, and other devices should be turned off and put away during class. Do not come to class late, leave class early, eat or sleep during class, use profanity, talk while others are talking, or engage in any other behavior that distracts students and interferes with the learning process.

## **X. COURSE EVALUATION METHODS:**

Interactive writing and exercises on MyBelmont and in class, quizzes,  
Informal assignments, pre-writing, outlines, drafts, peer editing Total 20%

Five essays (minimum 1400 words each):

15%	Voice Paper – What does a poetic text mean to you?	
15%	Life Paper – What have your experiences taught you?	
15%	Career Paper – How did you discover your current career path?	
15%	Vision Paper – What can literature teach you?	
20%	Choice Paper – What controversy in your field interests you? (This is a documented research paper using MLA citation)	
		Total 80%

All essays will be written in stages, involving in-class work, submissions for online tutoring, and/or peer review. Some of this preparatory work will be graded independently of the final product. All rough drafts must be clearly revised and edited or final drafts will not be accepted. All essays must be prepared on a computer.

Class work, informal assignments, and essays will be graded using standard percentages. At the end of the course, each component mark will be weighted, in order to determine a final percentage standing, which will be converted into the final letter grade. Percentage divisions are the following: 100-94=A, 93-90=A-, 89-87=B+, 86-84=B, 83-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-67=D+, 66-60=D, 59-0=F.

**XI. STUDENT CONCERNS:** Students should contact the instructor directly (in person, by e-mail, or by telephone) with any questions they have about class procedures. Students are encouraged to voice concerns with the instructor. Student feedback is essential to the continuing growth of the course. More important, each student's welfare is a concern for the instructor. If students experience difficulties, they are asked to not stop attending or withdraw from the course before discussing the situation with the instructor. In any case, the student must follow procedures outlined in the college catalog to withdraw from the course.

## **XII. COLLEGE POLICIES**

**Waiting policy:** If the teacher is detained from a class longer than fifteen minutes for any reason, one student should report the absence to the reception desk. Remaining students will wait in the classroom until the reporting student returns.

**Americans with Disabilities Act:** It is the policy of Belmont College to provide reasonable accommodation to persons with disabilities. If a student has a physical, mental, or learning disability and wishes to request such accommodation, he/she must contact the Access Advisor, Room 115, in Student Services at the main campus or the Student Advisor at the North Center.

**Code of Conduct:** Belmont College expects students to respect the rights and privileges of others, and to be responsible for self-conduct. The College's Board of Trustees has established a resolution pertaining to conduct. See current college catalog for policy and resolution.

**Academic Misconduct:** The responsibility for academic honesty rests with the student. The College expects the student to submit papers, projects, and reports resulting from the student's own efforts. Work submitted in any form should reflect the exclusive effort of the student. It is assumed that cheating on quizzes, tests, or examinations is not practiced by mature learners. Plagiarism will not be tolerated at any time. Submitting another's work as one's own, in part or in whole, is a dishonest practice. A student may not appropriate another person's ideas, whether published or not. Consequences for proven cases of dishonest practices may include: (a) Zero percent being given for the test, examination, report, quiz, paper, project, or any other course requirement on which the cheating has occurred; or (b) Failure for the course in which the offense occurred; or (c) Dismissal from the College. The student shall have the right to present his/her case through the student appeals procedure. Even though the primary responsibility for academic integrity resides with the student, the instructor will endeavor to create a secure learning environment that inhibits cheating. The College encourages honest scholarship.

**XIII. WRITING ACROSS THE CURRICULUM ASSIGNMENT:** All writing assignments in the course qualify as writing across the curriculum.

#### **XIV. MISCELLANEOUS:**

Tips for Success: It is important to attend class and complete all assignments on time. Only by being an active learner will students achieve success in class and outside the college. Students should come to class prepared to participate, to take notes on lecture days, and to write essays on lab days. Students should keep up with assigned readings and writing exercises. Lab time should be spent productively working on essays, not surfing the internet or checking email. Essays should be turned in on time and according to guidelines.

Support Services: Advising staff, Learning Commons, and the Charles H. Kocher Student Success Center.

#### **XV. MAJOR AREAS OF STUDY TO BE COVERED – STUDY UNITS – COURSE CALENDAR - SCHEDULE:**

The study calendar appears on the following pages.

The instructor reserves the right to revise the syllabus and study schedule to accommodate the needs of the class, any exigencies, and the variable use of the MyCompLab web site. Any changes will be announced in class.

**Essay readings, instructional readings, and assignments on the MyCompLab web site, and the details of informal writing activities will be assigned in class or on the course web site.**

DATE OF REVISION:  
INITIALS OF INSTRUCTOR:

TAG APPROVED? \_\_\_\_\_

DATE APPROVED: \_\_\_\_\_

Stansell

ENG 101 Final Exam

09/27/2010

### Behind the Scenes

#### A nostalgic moment spent reminiscing about English101

I can honestly say I've seen significant change in the way that I've learned things. With each essay, when I read them again, I feel a growing sense of certainty and confidence in my own words. In the beginning, my style essay exposed the conflict within. The song essay helped me regain optimism in my generation. The credo essay helped me appreciate my father and his gift to me. The fantasy essay helped me express my greatest ambitions, which would fuel the drive in my vision of life speech and research paper. What at first felt like a painful process, akin to peeling away skin, was actually a progression of healing and improvement.

I can't help but laugh at the voice I seem to use in my style essay. I think either I really was an ignorant punk or I was trying to be difficult. Instead of solid, definable aspects of what my style was, I came off as a blind maniac, thrashing about wildly yet not hitting anything. After spending a little more than a page ranting about how unbelievably indefinable I was, I finally confess in the conclusion:

"Looking back now, I would understand if what I've tried to express only leads to more questions, or sheer confusion but I really think the vagueness of my words is the best representation and explanation of who I am. You can't truly understand ideas because ideas are like living cells within a life form. Once you detach them from the body, they begin to die. I guess what I'm trying to say is that these words are nothing more than shadows of the mind that thought them and the only way to truly understand them, is to be that mind or comprehend that way of thinking in its entirety; A feat currently beyond the reach of mere mortals."

At this point of the year, I am simply confused. I don't know my own sense of style because I had either spent too much or too little time analyzing it. The root cause of this dilemma would later make itself manifest when writing the credo essay. However, even if my response for what my style was, seemed a bit juvenile, it felt good to get it all out of my system. Sort of like a good cry for someone who's completely lost their way.

One of the things that I couldn't help but notice in my style essay was a slight taste of dark pessimism. It felt like there was some disappointment in myself or others. I know this might be hard to see for others, but looking back, I can remember the feelings I was having when I was writing. Fortunately, the song essay helped reestablish the sense of worth and cultural accomplishment of my generation. In the essay I looked at the making of both Sam Cooke's and Seal's renditions of "A Change is Gonna Come":

"Some people might say that our generation is left with no original thought or creativity. They might say that ours is the age of the remix and remake, standing on the shoulders of giants and claiming we had climbed up on our own. The evidence can be seen in countless revisiting of previous successes in all medias, be it film, music, or even philosophy. To some this phenomena may be seen as selfish and lazy, a general unwillingness to cultivate new ideas or methods. I for one, however, am grateful for this time in history where multiple generations can meet on the common grounds of art and collaborate in a piece that will touch all ages.

... All and all, these two artists combined perfectly to create a song that appeals to me at the deepest of emotional levels. From the staccato melody which seems to chant, "You can go on" to

the lyrics which promise me that a “Change is Gonna Come.” That is why this is the collaboration of the ages, a song written by one, sung by another, and felt by me.”

The link this song establishes in uniting the voices of differing eras helped me to feel comfort in knowing that it is not too late to return to the beliefs and messages of our fathers and knowing that I am not alone in feeling that same yearning.

When I first started to write my credo essay, I was initially stumped. What did I believe in? I believed in the gospel but I never really felt qualified to write about. I knew I didn’t have any cool stories about strangers impacting me or near-death experiences. My life seemed epically empty, boring; nothing like a movie.

Then it hit me like a blockbuster. I was constantly comparing myself to movies or more specifically the characters in movie situations. When I left a movie sometimes, I felt like crying, rioting, or changing everything about myself. For me, movies had become a staple in dealing with everyday life and connecting to other people. This was probably what led to my inability to define my identity and sense of style. I’d ask, “Hey, have you seen that movie?” And if they did, it was like we had been through a once-in-a-lifetime-experience, together. Even here at BYUH, I started a rogue movie club for weekend that is now 60 members strong and growing. So I went back and researched my past. I called up my parents and found out my first movie was Toy Story and that my father had taken me to see it:

“My father was always the one to satisfy my constant need to view movies. While some fathers played baseball with their kids, others took them hiking, my dad spent the little time he could spare sharing a movie with me. The first movie he ever took me to, Toy Story was the one that would later define my view of myself and my love for movies.

... This is a single movie, and artist within the industry pour their hearts and souls into these creations, filling the world with wonderful stories and lessons. Lifetimes, wars, histories of entire civilizations, tales of exploration, love, and hate all are encompassed in this new modern form of storytelling.”

I know some people might call me crazy. They might think that movies melt brain into goop, but when I wrote credo essay, I was able to gain the greatest appreciation for what my father given to me. Now whenever I go home and visit my family, I make sure to go to a movie with them.

I thought the transition from credo essay to fantasy essay was perfect. Most of the credo essays we read contained the line, “I believe...” and writing the fantasy essay seemed like an extension in that it was me then saying, “I dream...” The fantasy essay allowed me to finally get one of my ideas out of my head and onto paper, draw from personal experiences, and escape in a metaphorical movie of my own creation. My favorite part is when my main character, whose full name is anagram of my own, views the outside dream world of “the Waken State”:

“They stepped out into what Colson believed to be sunlight but he realized there was no visible source, despite there being a generous amount distributed evenly across the vista. He could now see that his room, or waking chambers as Hiawatha described it, was located on of many white marble ziggurats. The sunlight, or sourcelight as Colson would call it to himself, glimmered off gold and silver inscriptions on the walls. Huge monoliths and skyscrapers reached out from their grid based foundations. Colson had visited Seattle and even that was almost too much to handle, so this megapolis challenged his mind ability process incoming information.”

Finally being able to sit down and just write up all these ideas was, to say the least, creatively liberating. I felt an untapped ambition that helped me find passion in my last vision of life and

research papers. Needless to say I feel I grown in these writings and I believe I shall continue this process on my own until I become as I said in my style essay, a “masterpiece of identity.”

Stansell

15 Dec. 2010

### Myself: A Documentation of My Journey This Semester

This class has helped me in many ways to discover who I am. Through the essays that I've written I have discovered those things that are truly important to me, I've realized how strongly I feel about different subjects, I have discovered my voice, and how society can get in the way of finding that voice. I have discovered many things about myself I didn't even know.

This class has helped me realize that children are really dear to me. I have always loved children but I didn't realize how much until I had to reflect back on experiences and look inside myself to see what I am passionate about. “I believe that children can be one of the greatest joys anyone will ever have.” I truly do believe that. As such, I can't wait to be a mom someday. But I want to raise my children properly so it reminds me and encourages me to do all I can to be worthy so that someday I will be able to be married and forever be bound to my future husband and kids. I love the energy that children have, their creativity, and imagination. Fortunately, I have had many opportunities to be around and take care of children. There were times were I went to babysitting jobs in a not so happy mood but once I began to play with the kids, it that feeling of drudger went away and I could love them and have fun. Children are my favorite people and the ones I care most deeply about; that is what I have learned.

I tried to put Me into my writings and what I got out was a different Me but with more insight to who I was. I feel like I have really grown since I wrote the style essay. I look back now and think, “Why did I write that?” If given another chance, I would write it differently. I can tell that my voice has changed and that I am a little more insightful and maybe a little more tactful too. It was really difficult writing that first paper because I didn't really have very many friends here, I didn't know what everyone thought of me and those I did know what they thought of me was overly expressed, and I had never written to reflect my own thoughts and ideas. I had just in leisure time but only about the fantasy worlds I created in my head. Now I can write and actually hear my voice whereas I couldn't before. Even when I prayed, I couldn't hear My voice, but now I do. It makes prayer a lot more meaningful for me, like I really am conversing with my Father in Heaven.

The song essay really enlightened me and the meaning I got from it still sticks with me. For my essay, I chose “A Place in This World” by Taylor Swift. In her song Swift encourages her fans to break the limits and mindsets placed on them by the media and by society, to not let others depict who they will be, to find the hero inside, to find themselves. Before this essay I hadn't even realized how much of this goes on in society or even how I have fallen into some of the traps and pit falls that society and the media have out for teens that have yet to discover who they are. I think it is because of society and the media that people have a hard time find out who they are and what they stand for. There are so many obstacles to overcome; it's easier for most to just give in. The media doesn't blatantly say all girls should be whores and only used for sensual desires, but they depict it. The way they display girls and women suggest it. They way singers sing about females suggest it. And with teenage girls who are confused and struggling to find themselves, they see it and think, “I guess that's what I'm supposed to be” and they're wrong. Taylor has many strong messages in this song and not only for girls but for everyone. She is trying to call those lost souls to action, to find out who they are without relying on society or their friends who are just as disillusioned to tell them who they are. Because of

the insight I have discovered in this song it has made me become more aware of the media's devastating effects and encourages me watch myself and those around me more carefully so we don't give into any of the lies.

Another thing I have realized about myself is that I am very critical of my writing. This semester has been really hard for me to accurately measure if my writing has gotten better or worse. In previous years, I wrote papers solely for academic purposes. It would drive me crazy when I received a topic I personally could relate to and could not make my thoughts and ideas known because it was academic writing. So being able to write for myself in an academic way including all my thoughts and feelings has been very strange but fun for me. But because I don't have the rubric of past years, I can't tell how my writing has grown or decayed. I do believe all the essay we have written in this class have helped me to discover more about myself and express my feels. I really enjoy writing for myself and not having to worry about analyzing what poems, books, or quotes mean and why the author wrote in a specific way and all that.

We did have a little bit of symbolism in our song essays and had to go a little more in depth and had to understand how we could use it in our fantasy stories and how it can affect our writing. But I'm glad we didn't have to get in detail with literary devices. In the life vision speech, we did use some but it was not nearly as bad as high school or Mr. Chaney's classes. We practically memorized a dictionary of literary devices. Every week we had to memorize ten literary devices, how to spell them, and what the definition was. Then we'd keep five old words and then add ten or the next week. We memorized a lot of definitions but we didn't always know how to use them or identify them in text. The little competition in class we had to find the most examples of literary devices was a good exercise, and helped me better identify what different terms meant. Writing in one's own voice is so much better and easier too.

I really enjoyed writing the fantasy story. It was so much fun and I realized that I was writing myself very much into my character Peter. Even though he's just a little boy, the plans I had mapped out for him followed my journey of self-discovery and I hadn't even realized it until I took a step back. It was really fun to see.

Beginning my research paper, I thought I knew exactly what I was going to write and had all the facts. It turned out that wasn't so. I have definitely gained new insight on child development and the pros and cons of early education. I still stick with my original belief that early education is a little crazy and that children should have time to just be children but I understand better the viewpoints of others.

This class has really helped me to discover things I didn't know about myself and helped me further discover who I am and what I want to achieve in life. It has made my goals clearer, more visible, almost tangible. I need to continue to work toward those goals but it's like I've finally put on my glasses; I can see. Before, it was just fuzzy images and shadows. I had an idea of what I could be, but now, I know. I can see the possibilities because I have discovered what is really important to me and have a direction as to how I can make my goals and dreams realities. I have become a more understanding and insightful person and I feel that I can better help those around me now because I know who I am. Thank you Dr. Stansell for all your hard work and your inspiring class. I really have learned a lot.

Stansell

12/15/2010

### English 101 Final Exam

Our time here on earth is a journey. During this journey, we have the opportunity to gain knowledge through our experiences, whether they are good or bad. Each experience we have will help us to develop new insights about who we are personally through the decisions that we make. Just as life is a journey, my English class this semester has been one too. Each essay and assignment that we were given was to help us find new knowledge, especially about ourselves. We started by writing about our style, then favorite song, then our beliefs, followed by our dreams, then goals, and last our perspectives. The essays we were assigned to write about created a learning journey that helped me to discover parts of who I am.

In our first essay, we were to choose three words that defined who we were and then describe why these words did so. I had an extremely difficult time coming up with three simple words to describe me. In the end however, I chose compassionate, dedicated, and grounded. Putting yourself into words is a wonderful learning and growing experience. It allowed me to take a look at my life and contemplate who I really was on the inside. In other words, I was able to think about who I really am. With the stage that I am in my life, discovering a personal identity is important. It helps with making life decisions such as what I want to have as my career.

The things that I wrote about in this essay didn't exactly affect the way that I live or my choices. However, this writing did make me think about what else I would like to say describes me and also made me want to build upon the things that I believe do describe me. Through the words that I chose, this essay made it very clear that I put a lot of work into everything that I do and that who I am stems off the people I interact with. In this essay, for every example that I gave of what makes me a compassionate, dedicated, and grounded person, my family was mentioned. This showed me that they are a major influence in my life, and I would say for the best.

Our next essay was to write about our favorite song. Through this essay, we were to show our individuality and experiences. I chose the song "Do You Realize" by the Flaming Lips. Never did I think those hundreds of times listening to this song that it had so much meaning and that I was able to connect with it in so many different ways. In part of my essay, I discussed how as a child I never understand why people would cry when they were happy but how later in life, I experienced it for myself. This shows that even though I may not realize it, I am growing up and gaining my own experiences. In my closing paragraph I said, "When times are hard I generally rely on what I know to be sure. But as the song states it is okay to rely on the unsure things too because they can be viewed as steadfast things if we change our perspective." Being able to rely on the unknown is still a scary thing for me to do but I honestly feel that after coming to the realization that it's okay to not know everything I felt more comfortable about being here at BYU-Hawaii. I was at first unsure and uncomfortable about being here, but I changed my perspective and viewed BYU- Hawaii as my new home instead of a strange and foreign place. I never would have thought that this song and writing about it would bring me so much comfort about being on my own.

Our credo essay was without a doubt the biggest learning experience for me. I learned so much about myself. In this essay we were to write about what we believe in; I chose individuality. I chose this because I wouldn't be who I am in this part of my journey without the people who have influenced me. In my essay I said, "Individuals are in our lives to help us reach our full potential." Since I was thinking about the impact that others had on me, it made me wonder what kind of an impact I have had on others. Is it good, bad, or in different. I want to be able to say that I influence people for the better. This made me think about the way that I speak to

people. I tend to ask myself, "Am I being genuine in the things that I say?" or, "Am I truly being myself?" By asking myself these questions, I became more contentious of the possible effect I was having on others. Being an individual was also a main subject in the book *A Man's Search for Meaning*. Victor Frankel talked about how individuality was taken from them once they entered the concentration camp and that upon his release he let the lessons he learned from others become incorporated in him. I learned from this writing to not let an individual go through my life without learning something from them. Everyone has something to offer and everyone has things to learn.

The fantasy essay was designed to help us see our dreams and use our imagination. Writing this essay was a growing experience for me because it was the most difficult to write. I learned the most about my writing style by writing this paper. I learned that due to my previous teachers' methods of teaching and essay choices it is very difficult for me to be imaginative and write about out of the box topics. And my personality was holding me back. As mentioned earlier I don't like the unknown and unreal. However, this prompt forced me to use my inner child to come up with a day dreamy story. Even though it wasn't easy, after I finished writing this essay I realized how fun it is to just dream and let my imagination run wild.

For the life vision speech, I focused on the things I am grateful for that not everyone has. Having to express my feelings as a speech instead of on paper was a new experience for me. I enjoyed seeing the reaction of others when they heard the things that I said. I got a lot more out of this assignment than I put in. It was a simple assignment but I learned a lot about myself through doing it. A major thing that I learned is that I enjoy pleasing people and saying things that they agree with. Having a connection with another person based on my feelings is a wonderful experience. It helped me to realize that there are other people in the world that view things the way that I do. Also by knowing that there are people in the world like me, it makes me want to listen to others so I can learn more about the views that they have.

Our final assignment was the research paper. I chose to write about how eating disorders can be stopped if we accept people for who they are and if we stop letting the negative things in the world affect our individuality. When I wrote this essay, I did things a little differently than how I usually do. I obtained all of the information I could about my topic instead of the bare minimum. This helped me to not only gain more knowledge but also helped me give the best information possible in my essay. It took longer than usual, but I feel that it benefited my essay greatly.

This English class was unlike any I have ever taken. I can actually see my growth in my papers and they have had an influence in my life. I took a lot more time in writing my papers because they were about things that mattered to me. Through this semester, I learned about the importance of being myself. Writing these papers helped me to discover parts of myself that I wouldn't have discovered otherwise.



STUDENT EVALUATION OF TEACHERS  
COURSE EVALUATION REPORT

INSTRUCTOR-Stansell, Jon  
DEPARTMENT-1101 ENGL  
COLLEGE-1100 ENGLISH DEPT

WINTER 2010  
INDEX-10451010 HEADER-105635

COURSE AND SECTION EVALUATED- ENGL 201-010  
NUMBER OF STUDENTS REGISTERED- 0021  
NUMBER OF STUDENTS SURVEYED- 0016

QSTN	YOUR DEPT	COLL	UNIV	ITEM FREQUENCIES											I	SECTION 1--OVERALL MEANS AND RATINGS													
NUMB	DESCRIPTION	MEAN	MEAN	MEAN	MEAN	SD	D	d	a	A	SA	VSA	NR	I															
SECTION 2--COURSE																													
1.	CLEAR OBJECTIVES	6.3	5.8	5.8	5.9	0	0	0	0	1	9	6	0	I	COURSE	5.6	EXCELLENT												
2.	WELL ORGANIZED	6.0	5.8	5.8	5.9	0	0	0	0	4	8	4	0	I	INSTRUCTOR	5.6	EXCELLENT												
3.	STUDENT RESPONSIBILITY DEFINED	6.1	5.8	5.8	5.9	0	0	0	0	4	7	5	0	I	SECTION 5--STUDENT INFORMATION														
4.	CONTENT RELEVANT	6.2	5.8	5.8	6.0	0	0	0	0	3	7	6	0	I	-----														
5.	WORKLOAD APPROPRIATE	6.1	5.6	5.6	5.8	0	0	0	0	5	4	7	0	I	REQUIREMENTS														
6.	HOMEWORK APPROPRIATE	6.3	5.7	5.7	5.8	0	0	0	0	3	6	7	0	I	MAJOR MINOR ELECTIVE GEN. EDUC. CERT (NR)														
7.	TEXT(S) AND MATERIALS HELPFUL	6.4	5.7	5.7	5.8	0	0	0	0	1	7	8	0	I	1	0	2	13	0	0									
8.	EXAMS: COVERS IMPORTANT POINTS	6.3	5.7	5.7	5.8	0	0	0	0	1	9	6	0	I	YEAR IN SCHOOL														
9.	EXAMS: CLEARLY WORDED	6.3	5.8	5.8	5.7	0	0	0	0	1	10	5	0	I	FROSH SOPH JUNIOR SENIOR GRAD OTHER (NR)														
10.	EXAMS: GOOD MEASURES	6.3	5.6	5.6	5.6	0	0	0	1	1	7	7	0	I	8	6	1	1	0	0	0								
11.	GRADING PROCEDURES FAIR	6.6	5.8	5.8	5.9	0	0	0	0	1	5	10	0	I	GPA														
12.	ASSIGNMENTS APPROPRIATE	6.4	5.8	5.8	5.9	0	0	0	0	2	5	9	0	I	I 0-2 0 2.1-2.5 2.6-3.0 3.1-3.5 3.6-4. (NR)														
13.	NEW KNOWLEDGE/SKILLS PRODUCED	6.5	5.9	5.9	6.0	0	0	0	0	1	6	9	0	I	SECTION MEAN 6.3														
SECTIONS 3 AND 6--INSTRUCTOR																													
1.	EXCELLENT INSTRUCTOR KNOWLEDGE	6.4	6.3	6.3	6.3	0	0	0	0	2	6	8	0	I	0	1	2	8	4	1									
2.	ENTHUSIASTIC ABOUT SUBJECT	6.4	6.2	6.2	6.3	0	0	0	0	2	5	9	0	I	HOURS IN PREPARATION														
3.	WELL PREPARED	6.1	6.0	6.0	6.2	0	0	0	1	3	6	6	0	I	ZERO 1-2 3-4 5-6 7-8 9 or more (NR)														
4.	GOOD USE OF CLASS TIME	5.7	5.8	5.8	6.0	0	0	1	2	3	5	5	0	I	0	1	7	5	2	1	0								
5.	CLEAR EXAMPLES/EXPLANATIONS	6.0	5.9	5.9	6.0	0	0	0	0	1	4	5	6	0	I	GRADE EXPECTED													
6.	HELPFUL EVALUATIONS OF WORK	6.3	5.9	5.9	5.8	0	0	0	0	4	4	8	0	I	-A-	-B-	-C-	-D-	-E-	PASS	(NR)								
7.	EXPLAINS DIFFICULT CONCEPTS	6.3	5.8	5.8	5.9	0	0	0	0	3	6	7	0	I	13	3	0	0	0	0	0								
8.	RESPONDS RESPECTFULLY	6.3	6.0	6.0	6.1	0	0	0	0	2	7	7	0	I	GENDER														
9.	GENUINELY INTERESTED-HELPS	6.4	6.1	6.1	6.1	0	0	0	0	1	8	7	0	I	MALE FEMALE (NR)														
10.	AVAILABLE TO STUDENTS	6.4	6.0	6.0	6.1	0	0	0	0	3	4	9	0	I	9	7													
11.	MOTIVATES STUDENTS	6.3	5.8	5.8	5.9	0	0	0	0	3	6	7	0	I	KEY FOR ITEM FREQUENCIES														
12.	PRODUCED NEW KNOWLEDGE/SKILLS	6.2	5.9	5.9	6.0	0	0	0	0	3	7	6	0	I	-----														
13.	PUNCTUAL	6.2	6.0	6.0	6.1	0	0	0	0	3	7	6	0	I	SD - STRONGLY DISAGREE														
14.	SELDOM MISSES CLASS	6.1	6.1	6.1	6.2	1	0	0	0	1	6	8	0	I	D - DISAGREE														
A.	GOSPEL INSIGHTS	6.3	5.6	5.6	5.8	0	0	0	1	0	9	6	0	I	d - SOMEWHAT DISAGREE														
B.	INSPIRES CHARACTER DEVELOPMENT	6.4	5.8	5.8	6.0	0	0	0	0	1	8	7	0	I	a - SOMEWHAT AGREE														
C.	HELPS STUDENTS LIVE IN SOCIETY	6.4	5.8	5.8	6.0	0	0	0	0	1	8	7	0	I	A - AGREE														
D.	SPIRITUALLY INSPIRING	6.4	5.7	5.7	5.9	0	0	0	0	1	7	8	0	I	SA - STRONGLY AGREE														
SECTION MEAN		6.3												VSA - VERY STRONGLY AGREE															
														NR - NO RESPONSE															

STUDENT EVALUATION OF TEACHERS  
COURSE EVALUATION REPORT

INSTRUCTOR-STANSELL JON  
DEPARTMENT-1101 ENGL  
COLLEGE-1100 ENGLISH DEPT

SUMMER 2010  
INDEX-99999002 HEADER-105408

COURSE AND SECTION EVALUATED- ENGL 315-002  
NUMBER OF STUDENTS REGISTERED- 0025  
NUMBER OF STUDENTS SURVEYED- 0023

QSTN	YOUR DEPT	COLL	UNIV	ITEM FREQUENCIES																					
NUMB	DESCRIPTION	MEAN	MEAN	MEAN	MEAN	SD	D	d	a	A	SA	VSA	NR	SECTION 1--OVERALL MEANS AND RATINGS											
SECTION 2--COURSE																									
1.	CLEAR OBJECTIVES	5.7	5.8	5.8	5.9	0	1	0	0	6	12	4	0	I	COURSE	5.1	VERY GOOD								
2.	WELL ORGANIZED	5.7	5.8	5.8	5.9	0	0	0	4	3	12	4	0	I	INSTRUCTOR	5.3	VERY GOOD								
3.	STUDENT RESPONSIBILITY DEFINED	5.8	5.8	5.8	5.9	0	0	0	3	4	10	6	0	I	SECTION 5--STUDENT INFORMATION										
4.	CONTENT RELEVANT	5.7	5.8	5.8	6.0	1	0	0	1	3	13	4	1	I	-----										
5.	WORKLOAD APPROPRIATE	5.8	5.6	5.6	5.8	0	0	0	2	5	10	5	1	I	REQUIREMENTS										
7.	TEXT(S) AND MATERIALS HELPFUL	5.9	5.7	5.7	5.8	0	0	1	1	6	6	9	0	I	MAJOR	MINOR	ELECTIVE	GEN. EDUC.	CERT	(NR)					
8.	EXAMS: COVERS IMPORTANT POINTS	5.7	5.7	5.7	5.8	1	0	0	1	6	7	6	2	I	4	0	0	18	0	1					
9.	EXAMS: CLEARLY WORDED	5.6	5.8	5.8	5.7	1	0	0	2	5	8	5	2	I	YEAR IN SCHOOL										
11.	GRADING PROCEDURES FAIR	6.2	5.8	5.8	5.9	0	0	0	1	2	9	9	2	I	FROSH	SOPH	JUNIOR	SENIOR	GRAD	OTHER	(NR)				
12.	ASSIGNMENTS APPROPRIATE	5.9	5.8	5.8	5.9	0	0	0	3	3	9	7	1	I	0	2	18	3	0	0	0				
13.	NEW KNOWLEDGE/SKILLS PRODUCED	5.8	5.9	5.9	6.0	1	0	0	1	7	5	9	0	I	GPA										
	SECTION MEAN	5.8											I 0-2.0 2.1-2.5 2.6-3.0 3.1-3.5 3.6-4. (NR)												
SECTIONS 3 AND 6--INSTRUCTOR																									
1.	EXCELLENT INSTRUCTOR KNOWLEDGE	6.3	6.3	6.3	6.3	0	1	0	1	0	8	13	0	I	0	3	1	11	7	1					
2.	ENTHUSIASTIC ABOUT SUBJECT	6.6	6.2	6.2	6.3	0	0	0	1	0	6	16	0	I	HOURS IN PREPARATION										
3.	WELL PREPARED	6.0	6.0	6.0	6.2	0	0	0	2	3	12	6	0	I	ZERO	1-2	3-4	5-6	7-8	9 or more	(NR)				
4.	GOOD USE OF CLASS TIME	5.5	5.9	5.9	6.0	1	0	1	1	5	11	3	1	I	1	1	9	4	3	5	0				
5.	CLEAR EXAMPLES/EXPLANATIONS	5.8	5.9	5.9	6.0	1	0	0	1	2	14	5	0	I	GRADE EXPECTED										
6.	HELPFUL EVALUATIONS OF WORK	6.1	5.9	5.9	5.8	0	0	0	1	3	10	8	1	I	-A-	-B-	-C-	-D-	-E-	PASS	(NR)				
7.	EXPLAINS DIFFICULT CONCEPTS	6.2	5.8	5.8	5.9	0	0	1	0	1	12	8	1	I	14	5	1	0	0	0	3				
8.	RESPONDS RESPECTFULLY	6.1	6.0	6.0	6.1	0	0	2	0	2	8	11	0	I	GENDER										
9.	GENUINELY INTERESTED-HELPS	6.1	6.1	6.1	6.1	1	0	0	1	2	8	11	0	I	MALE	FEMALE				(NR)					
10.	AVAILABLE TO STUDENTS	6.1	6.0	6.0	6.1	0	0	0	1	4	9	9	0	I	9	13				1					
11.	MOTIVATES STUDENTS	5.9	5.8	5.8	6.0	0	0	1	1	5	7	8	1	I	KEY FOR ITEM FREQUENCIES										
12.	PRODUCED NEW KNOWLEDGE/SKILLS	6.0	5.9	5.9	6.0	1	0	0	0	4	7	9	2	I	-----										
13.	PUNCTUAL	6.1	6.0	6.0	6.1	0	0	1	1	2	10	9	0	I	SD - STRONGLY DISAGREE										
14.	SELDOM MISSES CLASS	6.3	6.2	6.2	6.2	1	0	0	0	1	7	14	0	I	D - DISAGREE										
A.	GOSPEL INSIGHTS	5.9	5.6	5.6	5.8	1	0	1	0	3	7	8	3	I	d - SOMEWHAT DISAGREE										
B.	INSPIRES CHARACTER DEVELOPMENT	6.0	5.8	5.8	6.0	1	0	0	0	4	7	8	3	I	a - SOMEWHAT AGREE										
C.	HELPS STUDENTS LIVE IN SOCIETY	5.7	5.8	5.8	6.0	1	0	0	2	4	8	7	1	I	A - AGREE										
D.	SPIRITUALLY INSPIRING	5.7	5.7	5.7	5.9	1	0	0	2	4	8	7	1	I	SA - STRONGLY AGREE										
	SECTION MEAN	6.0											VSA - VERY STRONGLY AGREE												
													NR - NO RESPONSE												

# ENG 1110 Detailed Schedule

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**(Simple schedule is at end of document)**

## **Monday, August 27: Class Introduction**

Introduce students to course syllabus, website, and research expectations, and give them some time to identify their majors and interests. Overview the textbook (2-3) and summarize the general flow of the course. Explain the features of the My Belmont system and essay submission. Discuss tutoring help and course expectations. Present Powerpoint “Time to Choose” to introduce five types of people and the ways they think, act, and express themselves.

Homework: Find the lyrics of a favorite, personally meaningful song. Divide the song into verses, placing the chorus at the end. Bring a copy to class.

## **Wednesday, August 29: Find your Voice**

Read p. 4-6 of the textbook and discuss the ideas of voice and conviction. Point out that in the textbook, each concept will be introduced initially as part of a “learning journey,” then applied to the classroom, and finally extended into the real world. For example, conviction is discussed as important for the leader of a journey (p. 5, ¶ 1), for a writer in ENG 1110 (p. 5, ¶ 2), and for professional authors (p. 6). The course is trying to use the assignments to draw connections from personal intentions to real life, without too much theory or interference.

The first unit is about songs. The normal response of a class to this topic is one of relief. Finally, a teacher is interested to know something that they actually enjoy, understand, and can talk about convincingly. Discussions center on students’ musical tastes, which American teen culture calls a salient aspect of personal preference, connection to others, and the beginning of self-concept. Authentic expression and fan choice is seen as a way to prevent coercion. Because they bring themselves to the listening process, students can begin a conversation about meaning-making being centered in the students’ experiences and knowledge.

In this unit, we will talk about a favorite song, a text that students enjoy, understand, and can talk about convincingly. Since ancient times, songs have referred to cultures, languages, and peoples, but music touches the core of being human. Songs are an invitation from the artist to make personal interpretations from life experiences. The assignment follows.

Voice Paper – Choose a favorite song that is personally meaningful and write why it is important to you. In your essay, you are to analyze the song verse by verse, identify three or four themes, and explain how these themes relate to episodes from your own

life. Quote enough from the song so that I don't have to read the lyrics, but only two phrases at a time. Because the themes relate to your life, you understand it, and you will be able to make claims about its effects on you, and how it might relate to the rest of us. The paper is to be a minimum of four pages, double-spaced and typed, in **Cambria 11.5-point font**.

Watch YouTube clips of contestants from Britain's Got Talent. A twelve-year-old boy, Shaheen Jafargholi almost was taken down by Simon. Knees shaking, but with passion and energy, Jai McDowall made his learning-disabled teen clients proud. Susan Boyle became an overnight sensation, despite her homely looks and a brain disorder. An uncertain cell-phone sales clerk from Wales, Paul Potts became a Pavarotti because he knew it was what he was meant to be.

To a certain extent, these BGT performances are set up by producers in order to fit into a Cinderella Story frame, building sympathy for the performer and sometimes tricking the audience and judges into thinking they are awful. Then the performer amazes everyone. But there is a reason why they tell the story of a poor person finding their voice - It's satisfying to see a Zero become a Hero. People want to believe that "the Voice" overcomes all obstacles through honest expression, and that if they are true to themselves, they will succeed.

Homework: Complete column 1 of pre-writing plan, an example of which is on p. 8

### **Friday, August 31: Consider your Audience**

Read p. 9-10 of the textbook and discuss the ideas of audience and consideration. At the teacher's discretion, present whatever icebreaker activity seems appropriate.

At this point, the course developer would perform for the class. It helps students to trust the teacher. Different cultural groups/ expressive contexts are highlighted, which allows students to consider their target audiences and expectations. A YouTube recording of the author performing *Bling Bling* is available, using keywords "Jon Stansell Bling Bling" (see p. 11).

This is some play therapy to break the ice. What is the style of the song? What culture is it from? How does the language differ? What culture do you associate with? Who are some of your favorite performers? Activate the students' own areas of expertise and interests.

Song interpretation workshop. Students are to print and bring the lyrics to their song to class. We will talk about how symbols contribute to meaning. The album art, the artist's biography, other songs on the album, current events, and personal experiences are significant. Students are to underline and interpret the song's symbols and identify the main idea in each verse.

Homework: Complete column 2 of pre-writing plan (p. 8)

## **Monday, September 3: Labor Day Holiday: No Class**

## **Wednesday, September 5: Clarify your Thesis and Organization**

Start with some “Big Picture” work, giving a brief overview of the 15 writing principles and discussing how they follow the writing process: paths of author, reader, and text (p. 7). Read p. 13-15 of the textbook and discuss how to move from idea generation to focus and thesis.

Present PowerPoint “Direction and Organization,” which introduces the case of “Harvey” and his experience with writing. An effective thesis has a main assertion, three points, and plan of attack. In order to show students what an analysis/discussion essay looks like, preview the essay template (32-33) in general terms, focusing on how paragraphs shift back and forth from interpreting the song meaning and discussing it in the context of their own life experiences..

Students are to identify their song, how and why it affects them and other listeners, the theme of each verse, and the relationship of those themes to the effect of the song on their life.

Homework: Complete column 3 of pre-writing plan; Think about times in your own life where the themes of the song related to you. Write a short paragraph on each theme. These will be incorporated into your final essay as the context of your interpretation.

## **Friday, September 7: Understand Poetry and Song: Wm. Blake**

Short Introduction (Wikipedia.com)

William Blake (November 28, 1757 – August 12, 1827) was an English poet, painter, and printmaker. Largely unrecognized during his lifetime, Blake's work is now considered seminal in the history of both poetry and the visual arts. Blake's prophetic poetry has been said to form "what is in proportion to its merits the least read body of poetry in the English language." His visual artistry has led one modern critic to proclaim him "far and away the greatest artist Britain has ever produced." Although he only once travelled any farther than a day's walk outside London, his creative vision engendered a diverse and symbolically rich corpus, which embraced 'imagination' as "the body of God," or "Human existence itself".

Considered mad for his idiosyncratic views by contemporaries, later criticism regards Blake highly for his expressiveness and creativity, as well as the philosophical and mystical undercurrents within his work. His paintings and poetry have been characterized as part of both the Romantic Movement and "Pre-Romantic," for its largely having appeared in the 18th century. Reverent of the Bible but hostile to the established Church, Blake was influenced by the ambitions of the French and American revolutions and ideals of contemporary philosophers.

Despite these known influences, the originality and singularity of Blake's work make him difficult to classify. The 19th century scholar William Rossetti characterized Blake as a "glorious luminary," and "a man not forestalled by predecessors, nor to be

classed with contemporaries, nor to be replaced by known or readily surmisable successors."

Blake was a preeminent multimedia creator. His writing bled into pictures in marginalia, and it had been set to music. Voice comes through powerfully. Blake is a model for non-conformity, a genius author of a rare type. Present the PowerPoint presentation of Blake's poetry. Compare the introductions of both volumes, songs of innocence and experience. Compare *London* with *The Chimney Sweeper*. Use the comparison to discuss poetic terminology, including meter, rhyme, syntax, symbolism, etc. Song thesis is due at the beginning of class.

### **Monday, September 10: Wm. Blake, Cont'd.**

In the Blake PowerPoint, compare *Infant Joy*; *Infant Sorrow*; *The Lamb*; *The Tiger*. Compare symbolism in Blake with that occurring in popular music. Define basic elements of music such as melody, verse, harmony, pitch, intensity, etc. Let students know that they do not have to be experts at music terminology, because their normal ways of talking about the music will be enough.

The song essay is due soon, so clarify what will be expected in grading (12). The rubric includes audience awareness and clear purpose, analysis and critique of subject matter, a clear thesis, support, and development of topic/thesis, clear organization, good use of transitions, sentence complexity, word choice, and grammar/punctuation.

### **Wednesday, September 12: Organize your Essay**

Read p. 29-30 of the textbook and discuss how to regulate oneself and organize ideas.

Discuss SOLO organization logic for papers with expectations for A, B, C, D, F essays (48). Cover the essay template (32-33) in depth. Show how to support an argument, moving from an unsupported, off-hand statement to a claim with evidence, to a five-sentence paragraph, to a five-paragraph essay, to a 12-paragraph analysis/discussion essay. Show students how to weave information from the three columns of their pre-writing plan into their essays.

### **Friday, September 14: In-class peer review and conferences**

This is the last day of the voice unit. Any last-minute questions are answered. Essay format and criteria may be overviewed. Encourage students to examine the sample intros and conclusions (56-58). Student drafts must be 60% completed by this point. Students are to give and receive peer feedback from two classmates, following the 5Q/R format (i.e. minimum of five circled quotes and responses) in order to qualify for participation credit.

## **Monday, September 17: Learn Life Lessons; [thisibelieve.org](http://thisibelieve.org)**

Read p. 16-18 of the textbook and discuss how to identify the lessons that life teaches us.

The Life Lessons Unit is about credos – formal, personal expressions of belief. Class discussion on this topic is likely to be mixed. Students appreciate the opportunity to share what they believe are salient aspects of their identity, but refining these ideas is quite difficult. All cultures have distinctive beliefs, and each individual has his or her own personal beliefs.

In their credo statements, students will examine their past, “profile” themselves, and discuss their own core beliefs. This will emerge as a personal narrative. The assignment follows:

Life Lesson Paper– a Credo is a personal expression of core belief. Everyone’s beliefs differ, based on life experiences. Your core belief may be influenced by faith, family, or culture, and this belief probably expresses itself in your daily actions. Write about these issues in a four-page paper, beginning with a moving personal experience to anchor the belief, then an explanation of it so that others can understand its significance. You may have two or three experiences to share. Double space and type the paper, in **Cambria 11.5 pt. font**.

Belief speech - After you’ve completed your essay, revise it as a 4-6 minute speech with PowerPoint. Then add quotes that you found from three different credos on [thisibelieve.org](http://thisibelieve.org). In this way, you will find others who share your perceptions and support your ideals. At least five slides. Don’t read the slides!

In this unit, we will listen to and discuss the core beliefs, or credos of some of America’s most successful and interesting people. They have lived and understood the meaning of their lives, their beliefs functioning to guide their choices and lead them to self-fulfillment.

Homework: Song Paper is due by midnight tonight.

## **Wednesday, September 19: Realize and Express Truth**

As soon as class begins, start the activity, because there’s only barely enough time to finish it. Today’s class will be freewriting (see p. 45). Overview p. 19 to encourage creativity.

Tell students to get into “the zone.” Clear their minds and re-experience an event when the theme was present. Pretend that they are back in that place, experiencing everything as in a dream. Pay attention to sensations and details. “It’s not something that happened *to you* – it is happening again *inside you*.” From this virtual recreation (skin tingling, muscles tensing) they can explain to themselves what an experience was like and express the big picture to others.

Freewriting workshop. Tell the students: “You usually begin writing without any idea of what you’re looking for, but somehow you recognize it when you find it. So you need to explore freely. This unit is about your life’s lessons, so you need to tell some stories to get those life

experiences out. You can interpret them later. But don't worry if you don't start writing stories immediately – nothing is banned or controlled. Write everything down that crosses your mind, and don't stop writing to think. If all you write is complaining for the first few minutes, you're normal. This exercise will wake up your voice and find your natural form of expression. Try to flow and express things from your own experiences. Every 10 minutes, check your writing for the best idea and start over with that focus. You will write for at least 40 minutes. “

The Freewriting workshop is where most of the good writing for this unit takes place.

### **Friday, September 21: [thisibelieve.org](http://thisibelieve.org); Take a Balanced Approach**

During this class, we will split into groups and read belief statements from famous and not-so-famous people. We will identify the aspects of their writing that work the best, and discuss how we can incorporate some of these elements into our own statements. Instances could include conflict, the unexpected, the outside perspective, sharp details, symbolism, or structure.

Read p. 20 and discuss the importance of embracing positive writing practices in the creation of credo statements. Point out how logic, character, and emotion can support each other, which is important. It becomes clear to students that many of their associates give arguments characterized by emotional insecurity as well as logical fallacy.

Homework: Discover what your main belief is.

### **Monday, September 24: Winning Strategies**

Read p. 21-22 of the textbook and discuss how to identify what people want to hear.

We discuss the importance of recognizing audience needs and meeting their expectations before challenging them. Present the PowerPoint, “Winning Strategies for Public Speakers.” Go over the program briefly, including minimum font size of 36 and inserting images.

Hints: Try to help your listeners understand and empathize with you. They must perceive that you really believe what you say. Convince us that the belief is warranted, that we should also believe, and that we should do something about it in our lives. Make a specific invitation.

Homework: Work on your Powerpoints.

### **Wednesday, September 26: Research Process and Paragraph Logic**

Review the twelve-step research process (28) and encourage students to begin preparations for the research paper, which will be six pages and include at least six different types of sources. We are beginning to discuss it already because the topic of the research paper will be

related somewhat to their belief. It is not the same, nor should it be confused with the belief or life lesson, which is far larger. It should be a specific incident in the real world.

Ask the students, “What should a person who believes in your core value do in your career field?” - Or –“What’s a controversy in your career field that someone like you should have something to say about?” Assure the students that personal convictions emerge in one’s career and practice; give a personal example.

Discuss how paragraphs can be logically organized as internally cohesive units (23-27). Review the connections to the four temperaments from the “Time to Choose” PowerPoint.

Homework: Find a related controversy in your field and begin research process.

### **Friday, September 28: Life Lesson PowerPoint Exhibition**

Students present their 4-6 min. persuasive speeches in groups of five. Listeners are encouraged to abandon subjectivity and try to empathize with the speaker. Listeners give feedback on their perceptions of integrity. Do the speakers’ confidence, engagement, and expertise show that they really believe what they said? The speeches are persuasive, while the essays are only informative. A PowerPoint must accompany the speech. Each group is to choose a “winner” – the best speeches from the class will go head-to-head in the next class.

### **Monday, October 1: Life Lesson PowerPoint Competition**

The best speakers from each group present their 4-6 min. persuasive speeches in front of the whole class. The class is encouraged to consider the life lesson and decide whether they wish to follow the speaker's invitation. The presenters are graded, and 1-4 bonus points are given, which are applied directly to the student’s final grade. The class gives feedback on whether they are convinced to make a change. A PowerPoint must accompany the speech.

### **Wednesday, October 3: In-class peer review and conferences**

This is the last day of the life lessons unit. Any last-minute questions are answered. Essay format and criteria may be overviewed. Student drafts must be 60% completed by this point. Students are to give and receive peer feedback from two classmates, following the 5Q/R format (i.e. minimum of five circled quotes and responses) in order to qualify for participation credit.

### **Friday, October 5: Tell your Career Story**

Read p. 34-36 of the textbook and discuss how to connect with their voices and expression.

Students are to write a career story, an account of how they chose their careers, from first interests to current engagement. Class discussion of this topic should share some attributes of a typical *bildungsroman*, the “novel of development,” or hero quest, specifically the idea of having a purpose in life, facing challenges, and following one’s convictions. However, students should

relate to it better, because it is their life context. This story helps to connect their insights or realizations from class to the real world of everyday concerns. The assignment follows.

Career Paper – You will tell your own career story, describing how you grew through important life events and found your purpose. You will present unexpected insights in this story. To make your career story work, you have to identify the x-factor behind your success, a central character attribute that makes your work stand out and brings out the best in you and others. When did you become interested in the area? How does a commitment to this career make you feel? Does it conflict at all with your past? The story should be at least five pages, and should utilize description, dialogue, and language. Show me; do not just tell me! Double space and type the paper, using **Cambria 11.5 pt. font**.

Students must “break it down,” identifying key life events that were pivotal or essential to their career choice. According to storytelling theory, these moments could include the following: saw a problem, recognized a personal interest, began to educate oneself, found a source of power, identified helpers, overcame obstacles, challenged an opponent, and returned home with honor. This story is an interpretation of reality, not reality itself. Students split into groups of two and tell about the recent, significant event that made them choose their major. Then they work backwards, trying to make connections to life events that could also be related.

### **Monday, October 8: Make Career Magic**

Developing a career story takes some contemplation and creative re-imagining of the students’ past. The Life Story activity helps them to identify the important events from their lives, from +5 to -5 in intensity, and make a timeline for these events, which create a backstory for their character development. Present the Archetypes as universal story characters that may show up in their individual stories. Direct the students to relate one archetype to each story, which will assist them in uncovering the meaning that they already ascribe to each significant life event.

Homework: Complete the Life Story timeline; Life Lessons Essay is due at midnight.

### **Wednesday, October 10: My Career Story**

Read a story that you have written, preferably one that is close to your own voice and self. If desired, read *The Baker’s Just Desserts* (p. 37-42). Discuss how we can make our stories more memorable – imagery, rich description, symbolism, and character development. Identify the allegory: writing is sometimes like cooking for the tasteless – they won’t get it unless you care.

### **Friday, October 12: Career Development Theories**

Discuss the career development theories and situate what the course is doing inside of those ideas. The career story is intended to help students to make their way in their profession.

## **Monday, October 15: Think through Ideas**

Read p. 43-44 of the textbook and discuss how to discover ideas that help to direct writing. Discuss the Elements of Reasoning (p. 46-47) including observation, description, analysis, interpretation, and application. These can be beneficial in helping the students to identify themes from their life stories and building a profile of the ideal worker in their career.

## **Wednesday, October 17: A Hero within You**

Watch the Joseph Campbell video “The Hero’s Adventure” and discuss themes of self-reliance, determination, overcoming, and developing from adolescence to adulthood.

## **Friday, October 19: Develop your Points**

Read p. 49-51 of the textbook and discuss how to clarify their arguments. This is a research-oriented day. Students are to bring their research idea and discuss it in small groups. By the end of the class, they should have developed a working research question and tentative thesis.

## **Monday, October 22: In-class peer review and conferences**

This is the last day of the Career unit. Any last-minute questions are answered. Essay format and criteria may be overviewed. Student drafts must be 60% completed by this point. Students are to give and receive peer feedback from two classmates, following the 5Q/R format (i.e. minimum of five circled quotes and responses) in order to qualify for participation credit.

## **Wednesday, October 24: Envision Life**

Read p. 52 and discuss. Many students will have become desperate or despairing by now, living essentially in crisis mode until the end of the term. However, this does not have to be the way. The Vision Unit suggests that we can overcome despair and find hope, regardless of circumstances. It takes some perspective to increase gratitude and improve attitude.

In this unit, we will focus on one of the theorists we discussed in the last unit – Viktor Frankl. In *Man’s Search for Meaning*, he introduced a meaning-centered psychological approach, where mental wellness is connected with understanding the meaningfulness of one’s life. Frankl was at Auschwitz concentration camp during WWII, and he saw the base, vicious, primitive aspect of the human condition, but he still clung to justice, mercy, and hope. Although he was under constant coercion and control, he discovered transcendent ideals. The meaning of life is not an answer, but a question that life poses to each of us.

As Frankl suggests, this class uses logotherapy, writing for personal benefit and self-realization.

Vision Paper - In this paper, you will discuss the passages from Viktor Frankl's book that moved you the most. It will probably be things that shock you, like his acceptance of death and suffering. He uses stories, analysis, imagery, symbolism, irony, and other devices to make his points. What do you have in common with him? Create a four-page essay that explores these issues. What can Frankl teach you about your own life? Double space and type the paper, using **Cambria 11.5 pt. font**.

Read some excerpts from *Man's Search for Meaning*. Two good passages are on the PBS website.

Homework: Career Paper is due at midnight.

### **Friday, October 26: Understanding Literature; Annotation Workshop**

Read p. 65 of the textbook and discuss. Point out that when Frankl's prose succeeds, it does so thanks to literary devices, such as bitter irony, unexpected paradox, rich imagery, and deep symbolism, which enable him to reflect more of his meaning through the writing.

Part 1 of *Man's Search for Meaning* discussion and group work. Students should work diligently. Distribute a study guide covering the important aspects of the first part.

Have students annotate, mark passages, and otherwise make notes showing the important aspects in *Man's Search for Meaning*. What is the power of Frankl's example?

### **Monday, October 29: Intro/ Conclusions**

Read p. 53-55 of the textbook and discuss how to maintain control of your topic.

Discuss how modifying the beginning and ending of an essay can solidify concepts and make the intent of the writing much tighter (56-58). The intro establishes a feeling, while the conclusion encourages further action and gives a feeling of continuity. Require the students to cut freewriting that only functioned to "warm them up" and to put an interesting introduction and conclusion on their papers.

### **Wednesday, October 31: Logotherapy for Personal Benefit**

Part two of *Man's Search for Meaning* discussion and group work. Prepare and distribute a study guide covering the important aspects of Part 2.

### **Friday, November 2: Discuss your Presentations**

Read p. 59-60 of the textbook. Stress the importance of collaboration. Put students into 3-person groups. Have them work on their presentations together. Particularly focus on how they can each express themselves in a compelling way. What makes their presentation different?

## **Monday, November 5: Meaning of Life Speeches**

Students present 4-6 min. speeches to groups.

## **Wednesday, November 7: In-class peer review and conferences**

This is the last day of the Vision unit. Any last-minute questions are answered. Essay format and criteria may be overviewed. Student drafts must be 60% completed by this point. Students are to give and receive peer feedback from two classmates, following the 5Q/R format (i.e. minimum of five circled quotes and responses) in order to qualify for participation credit.

## **Friday, November 9: Interpret Ads**

Note: Students are to bring a favorite magazine to class and be willing to cut it up with scissors. The majority of the class will be spent looking through magazines and talking about ideas.

Promise Collage: Let's look at the promises we see in magazine advertisements. The best ads work through wish fulfillment and magical thinking – shoes make you taller, jeans make you cooler, perfume makes you sexier. But this relies on a promise of something that you desire, which the product cannot fully deliver. Bring together the pictures that you find attractive and build a different message from the pieces of the advertisements. What ideals are the pictures pointing towards, and why not just talk about the ideals and leave the material behind? What's the principle according to which it functions? Why do you want it, and how could you get it?

## **Monday, November 12: Veteran's Day Holiday: No Class**

Enjoy your time outdoors! Reflect on the positive aspects of your life.

## **Wednesday, November 14: Understanding how ads work**

Think about what your time off meant to you. What are the ideals that you valued in your activities? What images from your magazines represent the immaterial things that you desire out of life? Remove them and repurpose them. Begin planning your collage in groups of five.

Homework: Vision Paper is due at midnight.

## **Friday, November 16: Virtues and Self-improvement**

As advertisements promise, does happiness come from the fulfillment of desires? What actually makes us happy? Watch TedTalks on happiness by Daniel Gilbert and Barry Schwartz. Continue cutting out pictures that you enjoy from your magazines. Save them and keep track of them.

One of the important things we do in life, as we accept accountability, is strive to become better. Positive psychologists suggest the following virtues are beneficial to study: Wisdom (the

known), courage (the unknown), humanity (the good), justice (the bad), temperance (reality), and transcendence (divinity). <http://www.authentic happiness.sas.upenn.edu/Default.aspx>

### **Monday, November 19: Value Conflicts in the Material World**

Watch “Advertising and the End of the World,” “The Factory in the Living Room.” by Sut Jhally.

### **Wednesday, November 21: Pursue Happiness**

Students are to create a collage from cut-up magazine photos that shows their group vision of the world. It should say something significant about them and the current moment.

### **Friday, November 23: Thanksgiving Holiday: No Class**

Think about what you have and share with those who have less.

### **Monday, November 26: Make Choices at Work**

Read p. 66 of the textbook and discuss the importance of standing for something at work. Choices in the workplace reflect not only who you are, but also who you want to become.

Choice Paper: This paper is an exploration of who you are. Ask yourself, “What should a person who believes in *my core value* do about a particular issue in my chosen career field?” The issue must have two arguable sides, either of which could be preferred by a rational person. However, according to your personal hierarchy of values, the choice is obvious. Write an essay explaining why and how the status quo should change, not just in theory, but also in action. Think of people victimized by the situation, summarize both sides of the issue, and ask more questions. Good sources for ideas are *Issues and Controversies*, *Opposing Viewpoints*, and *CQ Researcher*. This controversy must be a real, ongoing debate that affects your future path in a specific, personal way. I will not look favorably upon arguments that have been made a million times, like legalizing weed or criminalizing abortion.

### **Wednesday, November 28: Taking action**

Read p. 67-69 of the textbook and discuss how to apply themselves to their objectives

Lab Workshop: Students find evidence of the selected work controversy.

### **Friday, November 30: Interviewing Strategies**

Students practice interviewing with peers.

### **Monday, December 3: Making impressions**

Read p. 71-72 of the textbook and discuss why caring for the audience helps in the end.

Lab Workshop: Introduction, Conclusion, and Works Cited page.

### **Wednesday, December 5: Refining your Findings**

Lab Workshop: Guided research online.

### **Friday, December 7: Fixing Mistakes**

Read p. 74-78 of the textbook and discuss why fixing mistakes pays off.

Lab Workshop: Editing strategies.

### **Monday, December 10: A Stronger Writing Voice**

Read p. 73 of the textbook and discuss how to improve style and tone in writing.

Lab Workshop: Style, active verbs, and verbs that are more specific.

### **Wednesday, December 12: Research Day: No Class**

Come to my office if you have questions.

### **Friday, December 14: Last Classroom Session**

Whole Class Discussion: How has this course changed the students? Administer classroom Feedback forms.

### **Monday, December 17: Office Conferences**

Research Paper is due at midnight. Attend your scheduled Office Conference.

### **Wednesday, December 19: Office Conferences**

Attend your scheduled Office Conferences.

# ENG 201-Banned Literature: The Author's Voice under Attack

Semester: Winter 2011  
Instructor: Jon Stansell  
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## ***REQUIRED TEXTS***

Freedom Writers	(We'll watch the film)
Master and Margarita	(We'll watch excerpts)
We	(I have audio book)
Dr. Zhivago	Available in Bookstore

## ***COURSE DESCRIPTION***

Our goal at BYUH is to enlighten our own intelligences in a spiritual way, through reading and listening to the best books, interpreting them, expressing ourselves, and serving others. I am focusing on books that respect the individual's freedom of choice inside a hostile context, the expression of one's true self through writing, and the growth that occurs from this process. They are always moral choices. In this course, students will write essays, take notes, and discuss in class and online about the theme of personal choice as it has been found in banned literature. The heroes in each book are all authors. They mirror the students' own process of learning and development. The secondary theme of the class is the image of the author in literature, and the effect that expression has on those who would control that freedom.

Whereas in some societies information is controlled in order to produce loyalty, in others, truth is believed to grow stronger from the challenges presented by opposing views. We will read and analyze banned books in order to face the status quo and question the reasons for personal choice. In Russia and America alike, books have been censored or banned for representation of social, moral, political, economic, sexual, and religious themes. As students respond to these important books, they should examine their beliefs, perceptions, and opinions, even if the material seems wrong at first glance. This is motivated by an understanding of students' needs for self-examination as well as critical interaction with the meaningful cultural contexts in their lives. The issues discussed here are "perennial," which means they keep coming back. In these books, the protagonists must make the difficult choice between conscience and society.

## ***WRITING REQUIREMENTS***

The course requirements include an eight-page research paper and four essays, as well as two peer revision responses per unit. Be prepared for a highly interactive classroom experience where you will often work in groups to write about, debate, reflect upon, and confront issues. All of the assignments are designed to meet three specific objectives: 1. to strengthen your research and composition skills by finding, evaluating and integrating sources into your paper using MLA format. 2. To develop your ability to interpret texts using secondary sources and various critical theories and to defend your interpretations of those texts both orally and in writing. 3. To develop your ability to review the thinking and writing of other students.

## ***COURSE OBJECTIVES AND METHODS***

This course asks you to read novels and short stories closely, so that you can back up informed opinions with evidence from the text. Critical interpretations of literature require you to write critically about literature you have read in order to describe how the literature works, what cultural assumptions are present, how it works psychologically, etc. We will use reading, writing, discussion, research, and oral presentation as manifestations of the critical thinking process, the development of which is our objective.

## ***OTHER RESOURCES AND CONCERNS***

### **Special Needs**

Brigham Young University-Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani A'una at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against because of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

### **Preventing Sexual Harassment**

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

### **Reading/Writing Center**

Located in MCK 199, the Reading/Writing Center provides helpful tutoring in writing, reading, analyzing poetry, and other related activities. It also provides computer access and printing and a "Reading-Level" Library, categorizing holdings by relative difficulty. Students are allowed to schedule two 30-minute tutorials a week, but are welcome to walk in anytime to meet with a tutor if the tutor is not busy with another client. I will assign a diagnostic writing assignment to see whether you will need assistance to succeed in the class. If I assign you to attend tutorials with these trained individuals, then you **must complete them in order to pass the class.**

## **ASSIGNMENTS**

### **Major Papers**

For the major activity of the class, students will complete readings on the day they are due, discuss them in class, and write a four-page paper turned in at the end of each unit. The essay should develop or explore one focus, theme, or insight that arose in the student's reading of the book. Develop your interpretation and response based on the text itself. Do not discuss other works or use others' comments about the text. Such responses will be considered plagiarized. **You will turn in all assignments on Blackboard under "Final Essays." Also, you will use the essay template to format your paper and hand in a hard copy on the day it is due. At the end of each assignment, you must attach the provided self-assessment form.**

The essays cannot be based merely on a summary of what happened, a presentation of several paragraphs discussing different ideas about the text, or a discussion of "personal relevance" or "how-this-applies-in-my-life." Such responses to reading are natural to us. We are trying to analyze the text in a more disciplined way, making arguments backed with evidence from literary devices and theory. This will still allow for a personal response to the text, but it will also force us to consider how a personal context modifies the meaning. It also encourages us to consider alternative perspectives for our interpretations.

### **Revision Policy**

You may revise all but the final paper and turn them in within one week from the day that I returned it to you. Revisions must consider all of my comments, not just grammar, spelling, and punctuation. The grade you receive will replace the original. **Papers must be 60% complete to be eligible for revision. Highlight revisions on the new paper, or I will not accept it.**

### **Teamwork and Individual work**

In this class, you will be in 2-person teams. Each team will present two 15-minute power point presentations on the chapters assigned. These will be paced throughout the semester in order to cover all of the units. Teamwork is designed to deepen appreciation for the work as well as bring together student knowledge about the books. We will also do a lot of work in class, identifying symbols and themes, finding literary devices, and considering the relationship to culture and our lives. To do this, in each unit we'll have a worksheet, a group activity, and an in-class essay. These are designed to prepare students to write their papers, and to check reading.

### **Class Notes Wiki**

Everyone is expected to take notes on our discussions, so come prepared to write. You will post your notes on the class wiki. I will not comment on these writings, so you can use them as a student community for handling the class and being successful. You do not have to censor yourself, because it is your own place to talk. I will only look at the postings at the end of the class, when I am deciding on overall class participation. I would like this to be a place for discussion, which sometimes includes debate. If you have something negative to say about me personally, please let me know in person, but say whatever you like about the books. If you miss class, you still have to read the assignments and take notes on them.

### **Peer Review**

In each unit, you must review another student's work by quoting five key passages and responding to them, i.e. the **5Q/R format**. We have a discussion board set up for this purpose. Please be helpful in your online feedback.

## **Format**

All papers must be word-processed and double-spaced with 1-inch side margins and 1-inch top/bottom. **Use Cambria 11.5 pt. font.**

## **Grading**

I will evaluate the essays comparatively, according to the depth of thought and quality of presentation. This means that the strongest papers will most effectively

- (1) State and develop a focused thesis with paragraphs that
  - (a) State a clear topic sentence in your own words,
  - (b) Develop one aspect of the thesis, and
  - (c) Provide quotes, evidence, and examples from the text, and
  - (d) Wrap up the paragraph with a relevant conclusion
- (2) Present the ideas in clear, engaging language.

## **Prospectus and Annotated Bibliography**

These are to be typed and double-spaced. The prospectus assignment sheet outlines the format for this paper and gives an example. For the bibliography, cite and annotate at least eight sources of at least six different kinds: a book, reference book, journal, newspaper, interview, and some other type. Annotations should be no more than two summary sentences and should be in your own words, not taken or copied from source abstracts.

## **MLA-style Research Paper (eight pages, double-spaced)**

Discover a useful research topic.

Locate source materials through database, library, and online searches.

Use eight or more sources of at least six different kinds.

Break down, interpret, contextualize, and evaluate these references.

Develop your personal position from their many voices and perspectives.

Create a compelling thesis argument or position statement.

Organize sub points coherently and clearly.

Improve your research essay through revision, rewriting, and editing.

Use academic format, grammar, punctuation, and paragraphing.

## ***ATTENDANCE***

Attendance is mandatory. You can miss two classes, no questions asked. Up to three more “unavoidable” absences can be “made up” by working 1.5 hours in the writing lab per day missed. This is negotiated with me on a case-by-case basis. The writing lab is not a study hall, so each visit must be for help on your papers. For every unexcused absence, your final grade will be lowered by 1/3 (i.e. A+ to A- or B to C+). According to University policy, six unexcused absences will result in you failing this course. Leaving class early has the same effect as being tardy, and can affect your grade. If you are over 15 minutes late, you will be counted as absent.

If you need to miss class, you may warn me ahead of time by phoning, e-mailing, or telling me prior to your being absent. I am tolerant of legitimate difficulties and emergencies, but not of irresponsibility. If you will be absent because of school activities, I need to know your schedule before you start missing, and we need to make a plan to deal with those absences.

## **GRADING**

I grade on a 12-point system. A+ is worth 12, A is 11 and so on. The papers, class notes, and presentations are worth 1/8 of your final grade. The research paper is worth 1/4. Total number of points in the class is 96. There is no extra credit. I can't grade all of the participation in class, but all of it goes to your experience, which will prepare you for the main assignments.

## **PLAGIARISM IS REASON TO FAIL THE CLASS**

I expect honesty in your work. Plagiarism is using another person's words, ideas, data, graphics, or structure without giving appropriate acknowledgment in the appropriate places and format. Plagiarism also includes fabricating or falsifying information or documentation. Academic communication is the process of analyzing and presenting information accurately, effectively, and ethically, which is the essence of intellectual vitality and integrity. Therefore, it does not matter whether the plagiarism is accidental or intentional: it is still irresponsible, unethical use of ideas not your own, presented as if they were.

University policy states that students who intentionally plagiarize fail the class and are reported to the Standards office, which has suspended students for plagiarism (See "BYU-Hawai'i Honor Code"). Those who unintentionally plagiarize fail the assignment and may fail the course.

If you use other written work you have produced in the past, you must quote yourself in the paper and utilize no more than 10% of the original ideas, quotes, or interpretations.

## **CITING PROPERLY**

Because you are writing your papers based on the books, you are only allowed to use a maximum of two outside quotes in your discussion. These can be about your topic generally, but should not be about the author or book specifically. Your research paper, of course, is made up of other peoples' ideas and words, with your commentary and argument.

Citing properly involves four things:

1. Making a difference between where your words stop and the other person's words start. This is accomplished by quotation marks around the other person's words, and it is called quoting.
2. Using parts of someone else's ideas in your discussion, but totally, 100% rewriting it so that it is in your own voice. This is called paraphrasing.
3. Showing the resources from which you got your information. This is called end citation. It is accomplished with a "works cited" page (MLA Style) at the end of your paper.
4. Showing how your quotes and paraphrases match up with your list of resources. This is called in-text or "parenthetical citation" because you use a set of parenthesis ( ).

Example of a quote: Paul Lambert, media executive exclaimed, "I had no idea that was my dog!" (Newcastle 22). You should only use a quote if it is something said really well, which you couldn't say better. So this first one was not a very good example.

In this case, you should use a paraphrase:

Jack Newcastle reports that top executive Paul Lambert did not know the dog was his own (22).

You only need the page number with this type of paraphrase because you've already said the name of the author and the rest of the relevant information is on the works cited page. In your textual analysis, 10-20% of the text must be direct quotes from the novel itself.

### ***AS CLEAR AS MUD?***

Although most students understand end citations and in-text citations, some students have missed the point, because they forget to show where their own words stop and someone else's start. I have to be honest and say that I thought that for an English 101 student, using quotation marks was, as Groucho Marx said, "as clear as mud." Unfortunately, it is not.

This is the reason why I use Turnitin.com. All papers are turned in at Turnitin, and the database there generates an automatic report that shows where phrases and sentences come from, if they are not original. In other words, if you enjoy using copy and paste, and then modify this to write your paper, you are not writing correctly. If you do this, you will almost invariably wind up using too much of someone else's phrases and sentences that are word-for-word. If you like something well enough that you must use it word-for-word, it must be in quotes.

That's the fundamental issue, and that's the rule. We can work out problems with citations, but if you do not recognize the boundaries between where you stop writing and someone else starts, then you are plagiarizing. Many students will use whole paragraphs and change every fifth word. This is not a legitimate use of other peoples' words. If it were a paraphrase, then all of the words would be changed. If it were a quote, then it would need to be in quotation marks.

Everyone would like an A. Everyone knows the easiest way to make an A-level paper is to find four or five papers written by professionals or advanced students and copy and paste parts of them together, changing every fifth word, and putting in a few original sentences. Nobody who does this wants to openly call what they are doing plagiarizing. They are "Reading things that people who have thought about this more have written." They are "Looking at other things and getting ideas." Moreover, they will say, "I didn't mean to plagiarize, and I'm a good person." Maybe in the past, before Turnitin, no one could see what they were doing. But we can now. I will only grade papers based on what they are, not on what one would have liked them to be.

# ENG 201 Course Schedule

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This schedule has integrated comments from student notes over various semesters. This should help to keep the schedule more “honest” and less “theoretical.” The course is organized very consistently, with the following resources, which are available online: 1) Study Guide, 2) History, 3) Essay Assignment, 4) In-class Worksheet, 5) In-class Group Work, and 6) In-class Essay. Conferences will be held on Jan 24, Feb 11, and Mar 16.

## Jan 5 - Course Introduction: Banned Books -The Author’s Voice under Attack

Students are given some time to identify their majors and interests. Looking at the social conditions within which books are banned can help students to understand the deeper messages, but it can also help them to identify oppression of ideas in their own field. Assignment is given for a 2-page essay about “personal style,” to be completed in the testing center and handed in the following class. This establishes a baseline with which the students’ subsequent writing will be compared.

Diagnostic Writing – Word-processed introductory essay about your personal style. Sometimes this shows up in how you dress, decorate a room, finish a project, or otherwise express yourself. If your taste is influenced by certain cultures, people, or places, discuss them. Say how they influence you, and how you creatively depart from these norms. Choose three characteristics of your style (i.e. elegant or casual, reserved or friendly) and develop your discussion around the ways you express these characteristics. Take only one hour to finish this essay.

## Jan 7 - Course Specifics

Students are introduced to course syllabus, website, essay topics, writing, and research expectations. Rules for writing: 1) Rely only on the book itself, 2) Write down thoughts and personal response while you are reading the book, 3) Use a short, direct quote in every paragraph, 4) Your three themes should be of equal importance, 5) Organize them based on your logic, not page number, 6) Follow the Essay Template in concept and content.

The research paper focuses on the censorship of radical, transformative ideas, as they are present within each student’s field of interest. What types of controls are in place to protect the foundation of legitimacy and credibility in each discipline? Find some controversial people, and you will see how they are treated. Partnerships are established for course-long mutual support, peer editing, and presentations. Over the next few class periods, we will discuss the kinds of conflicts and issues in the first book we will read. We will take notes and do some prewriting in class to explore its meaning.

## Jan 10 - “Bling Bling”

A performance of BG’s song *Bling Bling* by the teacher. This “eye opening experience” helps students to trust the teacher. Different cultural groups/ expressive contexts are highlighted with “good insight and originality,” which helps to “narrow the bridge between student and teacher” and hopefully to introduce a “lively, interactive learning environment.” **Study Guide** is distributed. The Freedom Writers book is divided among groups 1-4.

## **Jan 12 – Freedom Writers: Freshman Year**

Group 1 presents on Freshman Year. Discuss prominent themes and the character of Ms. Gruwell, particularly the moral values of her teaching. What effect does her example have on the students? Why do they respect her? **History** of Freedom Writers discussed.

## **Jan 14 – Freedom Writers: Sophomore Year**

Group 2 presents on Sophomore Year. Discuss prominent themes and the cultural contexts, including the LDS culture of the readers and the different cultures of the students and teacher. How can we understand ourselves better because of them? How would they be different if they had the Gospel? How can we learn from them to improve our society? Assign **Essay prompts**. See the A-Z with Freedom Writers Assignment sheet online. Each person chooses a different prompt. Papers will be on one of these topics. The paper is to be a minimum of four pages, double-spaced and typed, in **Cambria 11.5-point font**, and the rough draft is due online for peer revision on Jan 24. The final paper is due online and in hard copy on Jan 28.

## **Jan 19 – Freedom Writers: Junior Year**

Group 3 presents on Junior Year. Discuss prominent themes and the effect of this text on our discussion of censorship generally. Why is it important for all of us to see the “gravity of reality?” How does it help us understand ourselves? Read and respond substantively to two peer essays using the 5 Q/R feedback template. Use the **In-class Worksheet** to understand the separate themes of the book on an individual basis.

The Essay Template is discussed, a “really helpful” tool that makes a “little bit daunting” four-page paper “seem a lot easier.” These “basic rules to an essay and how to build off one topic and into another.” From the typical structure of a five-paragraph essay, we lengthen each paragraph to be two or three, which makes for a four-page paper. This should “help a lot when writing the paper because it allows us to follow a certain logical structure, the ideas will be developed better, and the paper will be better understood by the reader.”

## **Jan 21 – Freedom Writers: Senior Year**

Group 4 presents on Senior Year. Discuss prominent themes and how they relate to us emotionally, particularly as readers. What does this tell us about goal-setting, the drive for self-improvement, and the general tendency of humankind towards development and divinity? Use the **In-class Group Work** to find overarching concepts through discussion and reasoning.

An effective thesis has a main assertion, three points, and plan of attack. As a rule, “In order to get better grade, do not only summarize the material, but also develop your own view and analyze the topic.” The time has come to “review and pick some key points” for the Powerpoints and essays, i.e. make a list. These ideas will probably lump together into three “main points” and develop into a “potential thesis.” This can be organized with the three-circle Venn diagram. An effective thesis paragraph has an assertion, three points, and a plan of attack.

## Jan 24 – Office Conferences

Rough Draft is due online by midnight. I meet with students in my office for fifteen minutes. They schedule their meetings from 7:00 AM to 5:00 PM. We discuss the first paper and any concerns with the assignments.

## Jan 26 – *Freedom Writers: Outside Perspectives*

Use one of the quotations and write an **In-class Essay** about how it relates to the book.

“The in-class essay (as stressful as it was and as much as I disliked doing it) really helped me and combined with the format and essay template that Brother Stansell has given us, I felt that four pages were not enough to say everything that I wanted to say.”

“Doing the in-class essay and getting immediate feedback was valuable in writing the actual paper. It helps me come up with a solid thesis statement and to organize my paper so I could provide evidence of my claims.”

Students should give peer feedback on two essays following the 5Q/R format, to qualify for full participation credit. Grading criteria include audience awareness and clear purpose, analysis and critique of subject matter, a clear thesis, support and development of topic/thesis, clear organization, good use of transitions, sentence complexity, and appropriate word choice, good command of grammar and punctuation.

## Jan 28 – *Master and Margarita: Expression and Censorship*

The first essay is due by midnight tonight. **Study Guide** is distributed. We start watching the movie *Master and Margarita*. The movie might “give you a better idea of” the book or “encourage you to continue reading.” The film has an “interesting and at the same time shocking perspective of Jesus... as an ordinary person like all of us.” In his trial, Jeshua appeals to Pilate, but Pilate cannot overlook his duty. The Jeshua story provides a “new aspect of what might have actually happened.” By focusing on Pilate, who is shown “trying to free Jesus,” except under the reign of Emperor Tiberius, “the truth” will get the teller killed.

The Soviet Union under Stalin was a suspicious place. When “Berlioz and Ivan were suspecting Woland of being a spy, they ask him for his papers... to check [his] legal status in the country.” This is not a place where ideas are respected. Just as Ivan’s poem was changed, “all literature and culture were being turned to fit the government’s political views, therefore [foreigners] represented a threat.” Art is not performing its proper role in culture, so real art is dangerous.

But if you watch the film only and do not read the book, “part of the message... conveying certain historical ideals” that come through inner dialogue in the written text are “lost completely” in the film because facial expressions and body language cannot convey them. “The book [also] makes abundantly clear from whose perspective we are reading while the movie feels more like you are an outsider eavesdropping from a short distance.” The story needs reading, too.

## Jan 31 – *Master and Margarita*: Corruption in the System

*Master and Margarita* continued. Ivan arrives at Griboedev's house, where the obvious opulence of the writer's guild cannot cover up the poverty and ignorance of the masses. With religious symbols, he searches for the "enemy," but he doesn't suspect the system until he is removed. Woland had "justice as his main purpose," terrorizing the guilty for their sins. "Berlioz was killed as he had killed so many writers' dreams. Likhodeev, who kicked the previous occupants out of his apartment, was kicked out of Moscow as punishment." In Ivan's troubled dreams, we see the sentencing of Jeshua, and Pilate takes his side as a person who has strange notions. He must eventually execute this "peaceful preacher," which he hates to do.

## Feb 2 – *Master and Margarita*: Evil powers vs. the Power of Love

Woland stages a black magic show in order to watch the audience, as an "artifice to attract [and] test humanity." "Woland has people carry out his dirty work for him. He sat back while his two assistants did all the work." A black cat walks like a person, cards fly around the stage, money falls from the ceiling, a false beheading occurs, free clothes appear from nowhere, and a scandal of adultery is revealed. The money and clothes show that although the government controls salaries and goods, the people themselves are "desperately needy," "swayed and controlled." All this to find weaknesses and desires he could exploit. During the magic show and until the end of the video, we see Ivan the foolish poet and the Master discuss true expression. In his story, we see love, the real magic blossom between the Master and Margarita.

## Feb 4 – *Master and Margarita*: Bulgakov History

Group 5 presents on Chapters 1 - 6. One student said, "I don't really understand what the main point is. Lucky, we are discussing the content of the book today." If students are "ever confused," thinking of the book as a metaphor and considering the characters actions as symbolic of themes rather than logical will help. This can "allow the reader to get exactly what he needs out of the book for his paper." If something seems strange, try to go deeper. **History** of Bulgakov is discussed and the **Essay Prompt** is overviewed.

## Feb 7 – *Master and Margarita*: Tyranny and Justice under Socialist Realism

Group 6 presents on Chapters 7 - 13. Use the **In-class Worksheet** to understand the separate themes of the book on an individual basis.

Here is the philosophy that Bulgakov was so concerned about: Socialist Realism was the official method for writing in the Soviet Union from 1932 to the mid-1980s and was the only "true" measure of artistic merit. It claims to be a faithful and objective mirror of life. It differs from earlier realism, however, because it could not question or criticize society, and thus deviates from the true function of art. Writers were expected only to champion the struggle to build the perfect social order, a historic, epic, classless society that was positive and optimistic. It does this by replacing Christ with a common-man hero who molds the consciousness of the people.

In the Soviet Union, this was Stalin – the "Man of Steel." His idealized image was spread through unadulterated praise in all media channels. Stalin called himself "the greatest leader," a "sublime strategist of all times and nations," and it was official policy to believe it. Only after his death did the subsequent leader, Khrushchev, denounce him. In fact, Bulgakov's book was published because the censors were looking for more material to discredit the Stalinist regime.

They saved the USSR's internal reputation by saying the Stalinist "cult of personality" had corrupted the original ideals of Communism, which they then had to renew. Stalin fits Kant's definition of evil, "Using people as a means to an end."

This book was banned because it attacked the premise of a "social command" government. "Russia was going through an entire transformation as far as government goes and a lot of things were changing for the country." At the magic show, the Communist leader asked Koroviev for an expose', and it turned into an episode of Jerry Springer. The revelation of a party dignitary's infidelity was a supreme insult personally and was also "a criticism of the party" as "incompetent" because they "could not control everything." Aside from the modern-day examples, when Yeshua asserts, "the kingdom of truth is coming where no authority will be needed," both the Roman Government and the Sanhedrin "tried to censor what Yeshua was saying because it ran against both governments in power." This is metaphorically "a criticism of a tyrannical Soviet Government."

### Feb 9 – *Master and Margarita*: Nihilism vs. "Magic"

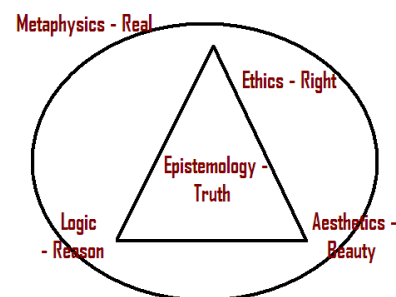
Group 7 presents on Chapters 14 - 20. Group 8 presents on Chapters 21 - 26. Use the **In-class Group Work** to find overarching concepts through discussion and reasoning. Berlioz is a Nihilist – he believes in nothing.

Nihilism is a skeptical ideology that originated in 19th-century Russia. It rejects moral principles in a struggle against all forms of tyranny, hypocrisy, and artificiality in the name of individual freedom. It rejects aestheticism, the social sciences, and classical philosophy while advocating utilitarianism, scientific rationalism, positivism, and materialism. To them, all evils and social problems are caused by ignorance, which only science could overcome. Based on the explanations of Charles Darwin, they denied God and the soul of man, coming into conflict with all established churches and the governments they supported. They scorned all social bonds and family authority, eventually turning their faith in science into a justification for political terrorism and destruction. (Encyclopedia Britannica)

Because the Soviets defined reality as strictly material, then there was no "religious" truth, and right/wrong became irrelevant. But if reality isn't what they said it is, then the government doesn't know what they are talking about at all, from the doctrine of social Darwinism to the aesthetic of socialist realism in service of the State.

In "magical realism," a work of literature uses absolutely realistic places and people described with precise detail and imagery, but the strange or super-natural invades and challenges the definitions and premises of the real environment. It introduces surreal states, altered time and space, and the fulfillment of wishes. Reality is the most fundamental of the five concerns of philosophy, which also considers truth, right, reason, and beauty. So if a book proves that reality is not real, or that the fictional world is truer than the real world, then it calls everything into question, especially the dogmas of the state.

Epistemology asks, "What is True?"  
Aesthetics asks, "What is Beautiful?"  
Logic asks, "What is Reasonable?"  
Ethics asks, "What is Right?"  
Metaphysics asks, "What is Real?"



Strategies for finishing the book on time: 1. Read with compassion for the book, believing and feeling yourself inside it. 2. Set a goal to read a certain number of pages every day. 3. Read it with a correct concept and understanding of the purpose of the book. 4. Watch the film before reading the book in order to get more things out of the reading.

## Feb 11 – Office Conferences

I meet with students in my office for fifteen minutes. They schedule their meetings from 7:00 AM to 5:00 PM.

Rough draft of essay is due online. Partnerships must give 5 Q/R feedback to each other.

## Feb 14– *Master and Margarita*: Hell is in the Mind

Group 9 presents on Chapters 27 - Epilogue. Discussion of whole book: What a mind trip! Here is a description of the board-work.

Brother Stansell drew on the board for us a line with heaven on the right and hell on the left. Stalin was slightly to the left of the middle on the line, symbolizing that his rule over Russia was not ideal and did not make Russia the happiest place. Then, we talked about where Master and Margarita sat on the line. We decided that Master and Margarita sat on the very left of the line, where hell was. Bulgakov wrote this book fully intending to make Moscow seem like a hell-hole to the people who read it. Let's review, the devil comes to get justice on the people of Moscow, men are decapitated, people are thrown into madhouses, cats can walk on two legs and talk, and the people are living in utter misery. This is why the Government did not want this book going on their shelves.

*Master and Margarita* exposed government corruption through Woland, who showed that Justice would not be robbed. "When Woland comes for justice, he gives the consequences they deserved." "Each person receives his or her own reward according to what they have done. Justice seems to be served constantly and there is little to no mercy extended at all." This Woland was interested in the people who had been particularly evil, who were most to blame. This is shown in his "parade of sinners" at his witches' ball. But Satan "drives [good] people to step forward into the dark. I think it is time for us to reflect our daily life and our behavior."

## Feb 16 – *Master and Margarita*: Outside Perspectives

Use one of the quotations and write an **In-class Essay** about how it relates to the book. The in-class essay uses six quotes to give a creative kick-start to "brainstorming," "organizing ideas," "outlining ideas," and "helping ideas to expand" with "what topics tied into them." It enables students to put aside "structure and development" and focus more on thoughts, perceptions, and feelings from the reading.

## Feb 18 – *We* and Yevgeny Zamyatin / Research Paper

Essay is due by midnight tonight. Introduction to the Author and his times. **Study Guide** is discussed. **History** is overviewed. **Essay Prompt** is previewed. The book is divided - chapters 1-8, 9-16, 17-24, 25-32, 33-39, and groups are assigned to present.

Research Paper assigned. I'm looking for ideas in your discipline that are radical and interesting. People who make fundamental changes are often on the margins of society. Think

of Joseph Smith, for instance. These are the types of people who are censored – they just question too much of the fundamentals. If we look at a normal distribution curve, we can see that “rebels” are very different, “going against the grain” and “following what [they] believe,” which may be “necessary to achieve what [they] want to do in life, or what [they] think is important.” Every discipline has those visionaries who push limits, even though most people are “in the norm or follow rules” and the rules are made with them in mind. I ask the students what they might want to research and how it will change them to write them.

### **Feb 23 – The Author’s Voice: *The Baker’s Just Desserts***

I share *The Baker’s Just Desserts* and we discuss allegory, symbolism, and rich description. On the board: Allegorical Themes: Writing a College Essay, the Hero Quest, Creativity, Personal Revelation, Modern Life.

### **Feb 25 – *We Records 1-8***

Group 10 presents. **Essay Prompts** are chosen and discussed.

We talk about plagiarism and how it affects students, teachers, researchers, and the university. Because of the honor code, actions against plagiarism are very different, depending on the circumstances. Some students get warnings without reports, others must speak to the office of Honor, and grades are effected in different ways, from failing a paper, failing a class, to expulsion from the university. I discuss what happened to me personally because of plagiarism. One student actually had graduated, but her diploma was revoked without recourse when her senior project was found to have been plagiarized. As one student said, “you aren’t really learning if you are using someone else as a crutch all throughout college to get by.” This is true.

### **Feb 28 – *We Records 9-16***

Group 11 presents. A “good info” review over paper organization, thesis statements, and plan-of-action statements. It will help students who have a “very vague thesis statement” and need to fix them, and those who need to think about “what kind of thesis [they] want to develop” in this unit, so they can “pay more attention... and look in [their] reading more for supporting evidence or quotes.” It will also help students who need “reassurance of what a thesis statement should include.”

Developing author credibility is discussed in terms of “making promises and following through” just like with every other relationship. A solid thesis and plan of action statement does this, allowing students to be “very specific and focused in order for [them] to be able to provide ample information, descriptions, and analysis of a book in four pages.” Some students have found the essay template in “the little book” to be “really helpful” for organization advice.

### **Mar 2 - *We Records 17-24***

Group 1 presents. Use the **In-class Worksheet** to understand the separate themes of the book on an individual basis.

### **Mar 4– Office Conference**

I meet with each student in my office for fifteen minutes. They schedule their meetings from 7:00 AM to 5:00 PM. We discuss the third paper and try to see progress in their writing so far.

### **Mar 7 – Movie Time!**

We'll watch "Brave New Worlds: The Science Fiction Phenomenon." This will help you to understand how this story relates to other works that were inspired by it. This film takes the entire class, so don't be late for class or you'll miss important details.

### **Mar 9 - *We Records 25-32***

Group 2 presents. Use the **In-class Group Work** to find overarching concepts through discussion and reasoning.

### **Mar 11 – *We Records 33-39***

Group 3 presents. From the little white book, we look at the brainstorming processes of conscious imagining and freewriting. Both are very useful in order to tap into the inner self, which can guide you when you are writing. In the first one, meditation and appreciation leads to greater awareness and centering on your voice. Then you can experience or re-experience being in a place with the topic of concern, expressing it to yourself first in words and images. What follows is freewriting, and from one student's experience, a "rambling" beginning turned "helpful" when "really interesting things" came to mind, and it seemed to "come from the heart," making it more meaningful, honest, and authentic.

Then, when we pull it all together, inevitably some cutting and rearranging will take place. When writing papers, students should be careful of the words we choose. Students often used "I believe" or "I think," but these are not strong enough in a paper unless they are describing very personal, subjective experiences. When it comes to papers, we need to persuade our reader through excellent, systematic reasoning and supporting with strong examples.

### **Mar 14 – *We: Outside Perspectives***

Rough draft of essay is due online. Partnerships must give 5 Q/R feedback to each other.

Use one of the quotations and write an **In-class Essay** about how it relates to the book.

"A topic that you feel strongly about will make up a much better paper, so this is what I was aiming for. I just wrote how I felt about the themes of the book, and this helped me to decide on what direction I wanted to take for my paper."

## Mar 16- Office Conference

I meet with each student in my office for fifteen minutes. They schedule their meetings from 7:00 AM to 5:00 PM. We discuss the third paper and try to see progress in their writing so far.

## Mar 18 - Dr. Zhivago and Boris Pasternak

Essay is due by midnight tonight. Introduction to the Author and his times. **Study Guide** is discussed. **History** is overviewed. **Essay Prompt** is previewed. The book is divided - chapters 1-8, 9-16, 17-24, 25-32, 33-39, and groups are assigned to present, beginning on Oct. 29.

## Mar 21 - Dr. Zhivago: Ch. 1-2 Passion for Life

Group 4 presents. Handout with model introductions and conclusions is discussed. Pasternak's passion for life and insistence on feeling and imagination as the center of a meaningful, expressive life is at once child-like and profound.

## Mar 23 - Dr. Zhivago: Ch. 3-4 Phenomenology

Group 5 presents. All of the literary theories have a premise in the reader having a real response to a close reading of the text. This means reading once for feeling and once more for detail and clarification. This comes from a philosophical movement called "Phenomenology." We overlook the problems of saying there is a constant, objective reality for everyone, or that there is no possibility of unity across dynamic, subjective consciousness. We do this by treating everything as phenomenon. "You cannot cross the same river twice." This focus on personal experience is at the core of reader response method. It says that your opinion is just as important, as long as you really believe it and can express it.

## Mar 28 - Dr. Zhivago: Ch. 5-6 Literary Devices

Group 6 presents. The key to experiencing the book is reacting to the Literary Devices. Reference the text. Students are asked to choose only one device and identify it in a passage that they have read. Surprisingly, students all seem attracted to different ones, so there's good coverage. For instance, imagery is hyperactive in Zhivago, "utilizing the human senses to describe his surroundings" and allowing readers to "see the world through Pasternak's eyes." Even though some students will have read the book before, it can be an "entirely new experience," with "hinted messages," and a "beautiful style of writing." Dissecting a few pages in class can be very helpful, allowing the book to become "much deeper when it is read attentively" looking past the surface for "full understanding" and "true intended meanings."

## Mar 30 - Dr. Zhivago: Ch. 7-8

Group 7 presents. More details forthcoming. **In-Class Worksheet.**

## Apr 1 - Dr. Zhivago: Ch. 9-10

Group 8 presents. More details forthcoming.

***Apr 4 – Dr. Zhivago: Ch. 11-12***

Group 9 presents. More details forthcoming. **In-Class Group-Work.**

***Apr 6 – Dr. Zhivago: Ch. 13-14***

Group 10 presents. More details forthcoming.  
Research Paper is due. **In-Class Essay.**

***Apr 8 – Dr. Zhivago: Ch. 15-16 and Poetry***

Group 11 presents. More details forthcoming.

# ENG 315-The Moral Imperative: Philosophy, Psychology, and Spirituality in Tolstoy and Dostoevsky

Semester: Summer 2011  
Instructor: Jon Stansell  
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Office Hours: MWF 1:00-3:00, or by appt.  
E-mail: Jon.Stansell@gmail.com  
Webpage: <http://stansell.is2.byuh.edu>  
Website: <http://blackboard.byuh.edu>



## **REQUIRED TEXTS**

*Anna Karenina*  
*Crime and Punishment*  
*Writing the True Self* (Provided)

## **COURSE DESCRIPTION**

The Moral Imperative is our general desire to be good, to find order among chaos, and to exist in peace with our families. But what is the relationship of our moral choices to the development and integration of our character? What is the role of thinking or philosophy in this process? Is our life essentially a psychological, developmental, or spiritual undertaking? Or is it some of each of these? Two of the world's great authors attempt to show us these questions in their writing, but they do it in two different ways. Tolstoy finds the moral imperative in the midst of love and caring, while Dostoevsky searches for it at the utter extremes of passion and violence. In this course, we will examine *Anna Karenina* and *Crime and Punishment*, two novels that are helpful in defining the issues relative to enlightenment and describing our need for salvation.

Whereas in some societies, loyalty to a political, social, or religious idea is all it takes to be a success, we believe that fundamental truth comes from "the best books," prevailing and growing stronger in opposition. Because this is 19<sup>th</sup> century Russian literature, we will try to comprehend it within the historical context of a changing Russia in the process of ushering out the nobility, which Tolstoy so eloquently describes. But we will also consider it in the spiritual context of a Russian people caught between their traditional beliefs and radical nihilism, a philosophy in vogue at that time, but which Dostoevsky compared to a demonic possession of the soul. These are the two main themes of society and politics that eventually led to the Russian Revolution and the USSR. Despite these specific contexts, the themes discussed in these novels are perennial and equally relevant to our own times and our own circumstances. These issues include the meaning of death and a well lived life, the presence of family in spite of isolation, the roles of violence and of service. In these books, we make the everyday moral choices between hatred and compassion, privilege and humility, or temptation and acceptance.

## **WRITING REQUIREMENTS**

The course requirements include a ten-page research paper, two essays, and two Powerpoint presentations, as well as two peer revision responses per unit. Be prepared for a highly

interactive classroom experience where you will often work in groups to write about, debate, reflect upon, and confront issues. All of the assignments are designed to meet three specific objectives: 1. to strengthen your research and composition skills by finding, evaluating and integrating sources into your paper using MLA format. 2. To develop your ability to interpret texts using secondary sources and various critical theories and to defend your interpretations of those texts both orally and in writing. 3. To develop your ability to critique the thinking and writing of other students.

## ***COURSE OBJECTIVES AND METHODS***

This course asks you to read novels and short stories closely, so that you can back up informed opinions with evidence from the text. Critical interpretations of literature require you to write critically about literature you have read in order to describe how the literature works, what cultural assumptions are present, how it works psychologically, etc. We will use reading, writing, discussion, research, and oral presentation as manifestations of the critical thinking process, the development of which is our objective.

## ***OTHER RESOURCES AND CONCERNS***

### **Special Needs**

Brigham Young University-Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani A'una at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against based on disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

### **Preventing Sexual Harassment**

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

### **Reading/Writing Center**

Located in MCK 199, the Reading/Writing Center provides helpful tutoring in writing, reading, analyzing poetry, and other related activities. It also provides computer access and printing and a "Reading-Level" Library, categorizing holdings by relative difficulty. Students are allowed to schedule two 30-minute tutorials a week, but are welcome to walk in anytime to meet with a tutor if the tutor is not busy with another client.

## ***ASSIGNMENTS***

### **Major Papers**

For the major activity of the class, students will write a four-page paper per unit. The essay should develop or explore one focus, theme, or insight that arose in the student's reading of the book. Develop your interpretation and response based on **the text itself**. In other words, if you

look at the internet for anything other than author biography or historical context, it is cheating.

At the end of each assignment, **you must attach the provided self-assessment form.**

The essays cannot be based merely on a summary of what happened, a presentation of several paragraphs discussing different ideas about the text, or a discussion of “personal relevance” or “how-this-applies-in-my-life.” Such responses to reading are natural to us. We are trying to analyze the text in a more disciplined way, making arguments backed with evidence from literary devices and theory. This will still allow for a personal response to the text, but it will also force us to consider how a personal context modifies the meaning. It also encourages us to take alternative perspectives into consideration for our interpretations.

## **Revision Policy**

You may revise all but the final paper and turn them in within one week from the day that I returned it to you. Revisions must consider all of my comments, not just grammar, spelling, and punctuation. The grade you receive will replace the original. **Papers must be 60% complete to be eligible for revision. Highlight revisions on the new paper, or I will not accept it.**

## **Other Class Work**

Of course, the main activity outside of class is reading the texts. I assume that all students have completed readings the day they are due and I plan the class time accordingly. Each day a new work is due, I will check your reading with an in-class exercise. I will also schedule each of you to present two Powerpoints on some aspect of your reading. These will be paced throughout the semester in order to cover all of the units. Team Work is designed to deepen appreciation for the work as well as bring together student knowledge about the books. In-class essays are designed to prepare students to write their papers, and to check reading.

## **Class Notes Wiki**

Everyone is expected to take notes on our discussions, so come prepared to write. You will post your notes on the class wiki. I will not comment on these writings, so you can use them as a student community for handling the class and being successful. You do not have to censor yourself, because it is your own place to talk. I will only look at the postings at the end of the class, when I am deciding on overall class participation. I would like this to be a place for discussion, which sometimes includes debate. If you have something negative to say about me personally, please let me know in person, but say whatever you like about the books. If you miss class, you still have to read the assignments and take notes on them.

## **Peer Review**

In each unit, you must review your team members’ work by quoting five key passages and responding to them, i.e. the **5Q/R format**. Please be helpful in your feedback.

## **Format**

All papers must be word-processed and double-spaced with 1-inch side margins and 1-inch top/bottom. **Use Cambria 11.5 pt. font.** There is a template provided for this purpose.

## **Grading**

I will evaluate the essays comparatively, according to the depth of thought and quality of presentation. This means that the strongest papers will most effectively

- (1) State and develop a focused thesis with paragraphs that
  - (a) State a clear topic sentence in your own words,
  - (b) Develop one aspect of the thesis, and
  - (c) Provide quotes, evidence, and examples from the text, and
  - (d) Wrap up the paragraph with a relevant conclusion
- (2) Present the ideas in clear, engaging language.

### **Prospectus and Annotated Bibliography**

These are to be typed and double-spaced. The prospectus assignment sheet outlines the format for this paper and gives an example. For the bibliography, cite and annotate at least eight sources of at least six different kinds. Annotations should be no more than two summary sentences and should be in your own words, not taken or copied from source abstracts.

### **MLA-style Research Paper (10 pages, double-spaced)**

Discover a useful research topic.

Locate source materials through database, library, and online searches.

Use eight or more sources of at least six different kinds.

Break down, interpret, contextualize, and evaluate these references.

Develop your personal position from their many voices and perspectives.

Create a compelling thesis argument or position statement.

Organize sub points coherently and clearly.

Improve your research essay through revision, rewriting, and editing.

Use academic format, grammar, punctuation, and paragraphing.

### ***ATTENDANCE***

Attendance is mandatory. You can miss two classes, no questions asked. Up to three more “unavoidable” absences can be “made up” by working 1.5 hours in the writing lab per day missed. This is negotiated with me on a case-by-case basis. The writing lab is not a study hall, so each visit must be for help on your papers. For every unexcused absence, your final grade will be lowered by 1/3 (i.e. A+ to A- or B to C+). If you are 5 minutes late on three occasions, this will count the same as one absence. Leaving class early has the same effect as being tardy.

If you need to miss class, you may warn me ahead of time by phoning, e-mailing, or telling me prior to your being absent. I am tolerant of legitimate difficulties and emergencies, but not of irresponsibility. If you will be absent because of school activities, I need to know your schedule before you start missing, and we need to make a plan to deal with those absences.

### ***PLAGIARISM IS REASON TO FAIL THE CLASS***

I expect honesty in your work. Plagiarism is using another person’s words, ideas, data, graphics, or structure without giving appropriate acknowledgment in the appropriate places and format. Plagiarism also includes fabricating or falsifying information or documentation. Academic communication is the process of analyzing and presenting information accurately, effectively, and ethically, which is the essence of intellectual vitality and integrity. Therefore, it does not matter whether the plagiarism is accidental or intentional: it is still irresponsible.

University policy states that students who intentionally plagiarize fail the class and are reported to the Standards office, which has suspended students for plagiarism (See “BYU–Hawai’i Honor Code”). Those who unintentionally plagiarize fail the assignment and may fail the course. If you use other written work you have produced in the past, you must cite yourself and utilize no more than 10% of your original ideas, quotes, or interpretations.

# ENG 315 “The Moral Imperative in Tolstoy and Dostoevsky” Course Schedule

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This schedule follows the organization of the books. You should read at least ninety pages per class and spend two more hours developing PowerPoint presentations, writing essays, giving peer feedback, and doing research. The topic headings for each day show what we will cover. There are three types of topics: moral-ideological principles for authors, literary devices that they use when they write, and themes that come across in the text. Every day, we will have a PowerPoint and a lecture focusing on the principles, devices and themes located in the day's reading. Next, we will do some short writing to practice using the principle. Then we'll analyze the book for those topics, in order to “understand more about the book than what we are just simply reading.” Finally, you will get into teams and compare your work for class discussion.

## June 6: Course Introduction, Policies, Teams

**Powerpoint:** An imperative is an urgent need. Tolstoy and Dostoevsky are introduced with key life events. The novels are introduced and discussed in relation to the class theme. Both authors seek to examine the relationship between principles, beliefs, choices, and actions.

**Lecture:** The Moral Imperative is described in relation to the research paper, the topic of which is the moral dilemmas and controversies in each of our own areas. The research process handout is reviewed and the research assignment is presented, which is 1/3 of your grade.

**5-min. Paper:** Brainstorm possible research topics based on your own interests. Consider that “moral issues and affairs are taking place everywhere in the world daily.” Commit to meet and discuss this topic with an expert sometime this week and email a report of it to their team.

**Analysis:** *Policies* The syllabus is distributed and students are directed to read for ten minutes. From this statement, students are to underline three important policies. Students are then given five minutes to find two team members to work with in the course.

**Discussion:** Teams comprised of three members, at most 4 choose a place to sit and exchange emails and phone numbers. Teams will support each other's work in the class, respond to each other's essays, and present on one part of each novel. The “little book” is distributed and we reference the CREDO path. Ideas include, “look at each other as authors,” “pay attention to principles of conviction,” and “believe in ourselves to be motivated and inspired.” Teams are assigned presentation dates.

Grading rubric introduced. Students are required to self evaluate their own writing and submit evaluation along with their paper. Students found that “knowing exactly what was expected is very helpful” and that it helped them “see what skills we need to improve on.”

**Homework:** Email your team members and set up solid dates and times when you will collaborate on the powerpoints. Team presentations that are not shared equally will have a B+ grade maximum for all members. Team members who speak for less than four minutes will receive zero credit for completion, and their maximum grade in the class will be a C+.

## June 8: *Winning Strategies, Family Issues, Division of Tasks*

**Powerpoint:** The *Winning Strategies for Public Speaking Speech* is presented, in brief. Speeches are to utilize quotes from the book to discuss chapter themes. Read points from your note cards, not the slides. Have good visuals, diagrams, film pictures, etc. Use bullet lists.

**Lecture:** Leo Tolstoy's *Anna Karenina* is introduced. Although written during a completely different time and place, Tolstoy's characters are easily accessible to the modern reader, like a "Russian 'Desperate Housewives.'" His novel is "captivating" and "revolves around themes that are realistic and that many people can relate to." His characters "seem like people I know."

**5-min. Paper:** Explore your own family issues, writing about the main families in your life as well as the potential risks to family stability and happiness in those marriages.

**Analysis:** *Tasks Seven Deadly Sins of Powerpoint Presentations* is distributed and students are directed to read for ten minutes. From this statement, students are to begin thinking about what tasks they will perform in their own team PowerPoint. Visuals? Background? Themes?

**Discussion:** Team members plan together their PowerPoint tasks and assign responsibilities according to strengths. The teams decide on individual roles, including who the team leader is. Immediately clarify and report the team responsibilities. Engage in a broader discussion of differences/ similarities between 19<sup>th</sup> and 21<sup>st</sup> century families.

**Homework:** Email your team members and solidify responsibilities for powerpoints. Recall that all team members must present equally, so you will have to be very diligent. If anyone is not willing to participate, discover this issue as soon as possible.

## June 10: *AK pt. 1: Conviction, Philosophy, Characters*

**Powerpoint:** "Obviously, there are many different kinds of love." The focus is "more on ideas and beliefs, rather than the details of the affairs." Tolstoy "wanted to discuss the reason people make mistakes and what he believes about morals and philosophy." This is relevant at BYUH.

**Lecture:** **Convince yourself of own core beliefs about divinity and reality.** We discuss five philosophical questions: What is real? (Metaphysics); What is true? (Epistemology); What is right? (Ethics); What is reason (Logic); What is beauty? (Aesthetics). Convictions about the world and God influence how an author develops the characters.

**5-min. Paper:** Each student writes about an assigned character, one for members of each team. Take them into a new direction away from the plot of the book. Include details that develop the character in new ways, but which feel natural, considering what we know from part 1. You can use "I" or "emotionally eavesdrop" like Tolstoy does.

For exactly ten minutes, all team members read each other's 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Character Development* The main characters all show up in the first part and come from the same families. Members of each team analyze a different character. How is each character painted in true colors, through actions, thoughts, items, relationships?

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** Email your team members and briefly share with them which character feels most familiar to you and why. It is another chance to acquaint yourselves, solidify your roles, establish teamwork, share goals, and communicate openness through honest expressions.

### June 13: *AK pt. 2: Exploration, Symbolism*

**Powerpoint:** “It’s more and more evident that characters are alike and show the same personality and emotional traits,” particularly Anna and Levin. Contrasting the characters is “a good way to better understand the writer’s purpose or perspective.”

**Lecture:** **Explore your important ideas critically and logically.**

Powerpoint “Organization and Perspective” is presented. The triangulation worksheet and essay template are mentioned and explained. The class discusses possible paper topics and brainstormed themes found in the book, which include, but are not limited to status, love, moral choice, forgiveness, politics, honesty, goodness, and work ethic. These themes emerge through the symbolic meanings that literary authors explore in literal and deeper ways.

**5-min. Paper:** Trace out an outline for your ideas. Do the triangulation exercise as demonstrated in the powerpoint. Brainstorm your first two chapter readings and start thinking about the connections between ideas you have identified as important. Make sure that you include examples of the main symbols that support your ideas.

For exactly ten minutes, all team members read each other’s 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Symbolism* Identify examples of literal and deeper symbolic meaning, in Part 2. Students who learn how to “better understand the purpose of the writer” through symbolism will “write a more meaningful paper than just a summary of the book.”

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** Decide on your research topic and begin making preparations. If you do not know what you want to research, schedule a time to talk with me during my office hours.

### June 15: *AK pt. 3: Regulation, Organizing your Essay, Perspective*

**Powerpoint:** Discovering relationship dynamics through honesty, work ethic, goals, and confidence. How it affected relationships and gave different outcomes.

**Lecture:** **Regulate your paragraphs in orderly and appropriate fashion.**

We discuss the different ways the Anna Karenina paper could be organized, chronologically, analyze a specific character, or compare and contrast different characters or events.

From the book, we discuss the essay template, an organizer designed to improve paper logic and flow. To translate a theme into a thesis statement, students must think of their main claim and find three points that will support it. After the paper is done, the plan of action statement is appended to the thesis statement, previewing where the paper actually goes. Students found that the essay template “is awesome,” and “is the easiest way” to format any analysis paper.

**5-min. Paper:** We are shifting topics now from organizing an essay to point-of-view.

For exactly ten minutes, all team members read each other’s 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Perspective* Identify examples of perspective in Part 3.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

Teams discuss research topics reflecting some controversy or moral aspect. Each student presents their idea for approval.

**Homework:** Begin working on Prospectus. Make progress in your research process.

**June 17:** *AK pt. 4: Orientation, Tone and Voice*

**Powerpoint:** TBA

**Lecture:** **Orient the style and tone towards reader expectations.**

An author’s orientation to audience determines the tone of voice present in the text.

**5-min. Paper:** Each student describes an event, specifically the most fun they ever had doing something they were not supposed to do. Think about how they would tell their best friends. Then they write down their story instead for a) their parents, b) a police officer, or c) a bishop.

For exactly ten minutes, all team members read each other’s 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Tone and Voice* Identify examples of tone and voice in Part 4.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** Further work on Prospectus; find many different types of sources.

**June 20:** *AK pt. 5: Revelation, Set Pieces, In-Class Essay, Prospectus Due*

**Powerpoint:** TBA

**Lecture:      **Reveal the truth about reality through creative envisioning.****

A deep, creative process of remembering can enable an author to generate a Set Piece. This is an event in the story described with such exceptional, great detail, that it feels very true-to-life. These passages have *verisimilitude* (*veri*= truth, *similitude*= similar to), or in other words, authenticity. The reader feels like a bystander or participant in the rich, immersive context. This is called “emotional eavesdropping,” and it is one reason Tolstoy is such a great author.

**Analysis:**      *Set Pieces* Identify examples of set pieces in the book. Tolstoy experienced everything in this book as a wealthy member of the aristocracy. *AK* is almost autobiography.

**Discussion:**    Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**In-class Essay:** *Anna Karenina* in-class essay. Students are given a list of 5-6 quotes, one of which they will use as their inspiration. Essays are intended to serve as an outline for the final paper, or as a brainstorm of themes. “It really helped me organize my thoughts and ideas.

As soon as students are finished with their essays, they are to discuss it with me for feedback. “Being able to talk to Bro Stansell right after really helped me get a clear idea for my essay.”

**Homework:** TBA

**June 22:      *AK pt. 6: Expression, Description/ Imagery***

**Powerpoint:** TBA

**Lecture:      **Express in your voice what you know is true in your heart.****

The heart is generally more visual, immediate, holistic, auditory, feeling, and sensory than the mind. So expressing yourself freely enables you to use powerful description and imagery.

**5-min. Paper:** Describe in sharp detail, show do not tell, the most intense experience you have had.

For exactly ten minutes, all team members read each other’s 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:**      *Description/ Imagery* Identify examples of description/imagery in Part 6.

**Discussion:**    Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

## June 24: *AK pt. 7: Elaboration, Similes and Metaphors, Intro/ Conclusion/ annotated bibliography due*

**Powerpoint:** TBA

**Lecture:** **Elaborate your argument with valid claims and evidence.**

Arguments such as literary analysis require you to make claims and support them with evidence. We will look at the argument builder and discuss some topics that students will be writing their papers about. We will attempt to find unstated assumptions or backing for those arguments that would make them weaker or stronger.

**5-min. Paper:** Compose a short argument about Anna Karenina. Was she acting in line with her own moral character? To what extent is she a victim to her particular time and social standing? What other social forces were at work that her infidelity particularly draws attention to?

For exactly ten minutes, all team members read each other's 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Similes and Metaphors* There are two ways of making an argument – logically, which involves argument, cause and effect, claims and evidence, which we have already discussed. A second way of making meaning is *analogical* which is to say that it does not follow formal logic, only the logic of comparison. This is a basic way that people come to understand their world, comparing new situations with their experiences. Similes and metaphors operate in this way, drawing more light to a situation by making explicit comparisons to things more familiar to the reader. Identify examples of similes and metaphors in Part 7.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

## June 27: *AK pt. 8: Decision, Message/ Moral*

**Powerpoint:** TBA

**Lecture:** **Direct your message with purpose and follow through.**

Discuss books that students have a spiritual connection with. Students found that many times they have read books that made them “feel something deeper,” and “created a love for reading.” Tolstoy imbedded moral messages in the text because he felt God set him apart for a purpose.

**5-min. Paper:** Write down a short personal story that has a moral message. Essentially, it is like a testimony. The story should convince the reader to choose to be a better person.

For exactly ten minutes, all team members read each other's 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Message/ Moral Identity* examples of message/ moral in Part 8.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

### June 29: Realization, Allegory, AK paper due by midnight

**Lecture:** Realize genre of text and method of paragraph development.

Students were instructed on various ways to organize a compare and contrast paper, and were reminded to avoid summarizing the book. Students found this to be a “useful lecture.”

A genre of text that is used extensively in scripture and literature but not very much in normal communication is the allegory, an extended story with many related metaphorical meanings.

I share *The Baker’s Just Desserts*. We discuss allegory and symbolism. On the board: Allegorical Themes: Writing a College Essay, the Hero Quest, Creativity, Personal Revelation, Modern Life.

**5-min. Paper:** Write about how the story made you feel regarding one of the allegorical themes. How did the story shed light on that theme, and specifically what were the lessons?

For exactly ten minutes, all team members read each other’s 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Allegory* Identify examples of allegory in *Anna Karenina*.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

### July 1: First five pages of research paper due.

Everyone has to have the first five pages of your research paper turned in online by midnight, July 4.

### July 6: C&P pt. 1: Operation, Interior Monologue

**Powerpoint:** How does understanding Razkolnikov’s thoughts support development of his character? He is on a mission – how does he argue with himself about that plan?

**Lecture:** Operate through important actions towards specific objectives.

An operation is defined as decisive action towards a particular mission. Although you are not “operatives,” usually a military term, many have been “missionaries,” which is essentially the same idea. When you have come through the process of these principles, the only logical decision is to take action. In our discipline, expression meets decision through argumentation, remembering that the outcome of good rhetoric is not just a paper, but a unified character.

Discuss how an understanding of Ethos, Pathos, and Logos can be used when writing a paper.

This refers to the “Rhetorical Triangle,” which Aristotle described in order to help Athenian citizens to represent themselves in the democracy. Each citizen needed a basic understanding of argumentation because all people represented themselves in their petitions to the state. Too many morally right causes did not come across “good sounding,” and therefore flopped. An empowered, self-conscious individual will use them all in their effective arguments. Students felt this enabled them to “Have a deeper meaning” in their writing.

**5-min. Paper:** Is Razkolnikov crazy? Do his arguments make sense? Why are they interesting to us? Why is Dostoevsky showing us this person? What sort of effect does he have on you?

For exactly ten minutes, all team members read each other’s 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Interior Monologue* Identify examples of interior monologue in Part 1. Is he a product of his environment, or is his warped psyche distorting setting to fit his objectives? To what extent is he alone in his head, and in what way does he have imaginary conversations with people who are only in his mind and heart? What does this tell us about his soul?

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Confusing passages were “enhanced by the thoughts and ideas of others in the class.” Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

## **July 8: C&P pt. 2: Consideration, Misdirection**

**Powerpoint:** Use the theme of lying and show how it works in the book. Show how Raskolnikov is different in front of different people, in consideration of what they expect.

**Lecture:** **Consider the needs and desires of your chosen readers.** Authors who consider their audience and do not believe that a direct logical, emotional, or moral appeal will be effective may use misdirection to operate more subtly.

**5-min. Paper:** Situation: You are sixteen, and you have come home three hours late. Your parent/ guardian has said 9:30 is your curfew on a school night, and it is already half-past midnight. You are trying to get in the door, but they are standing in front of you demanding an explanation. You do not want to lie, but it was totally your fault, wasting time doing various frivolous things, and your friend’s cousin was really cute, so you did not want to leave. “Spin” the truth your way so you can satisfy your parents’ expectations and get to bed. You might tell them more later.

For exactly ten minutes, all team members read each other’s 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Misdirection* Identify examples of misdirection in Part 2.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

### July 11: *C&P pt. 3: Comprehension, Defamiliarization*

**Powerpoint:** Defamiliarization is the artistic technique of forcing the audience to see common things in an unfamiliar or strange way, in order to enhance perception of the familiar. A basic satirical tactic, it is a central concept of 20th century art, including postmodernism, epic theatre, and science fiction. St. Petersburg is a beautiful city, but when I read Crime and Punishment, I do not recognize it. Dostoevsky has "made it strange" by making it excessively hot, like hell. He has populated it with a teenage girls forced on the street, who holds Bible study in her home. An author uses defamiliarization when he/she presents normal ideas in a strange way and helps you to see a new perspective on something you already knew.

**Lecture:** **Comprehend the subject matter through analysis and insight.**

If you really comprehend something, then you can "make it strange" that is, present it in an unusual fashion or context in order to draw a new kind of attention to something common. Discuss what you have read in the book that challenged your own definitions of things, and the lesson or change in yourself that you have discovered because of this shake-up of the normal.

**5-min. Paper:** Take Razkolnikov on a walk around BYUH. Tell a story that defamiliarizes campus.

For exactly ten minutes, all team members read each other's 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Defamiliarization* Identify examples of defamiliarization in Part 3.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

### July 13: *C&P pt. 4: Definition, Codes*

**Powerpoint:** TBA

**Lecture:** **Define the main point with a strong thesis statement.**

An strong thesis is the primary attribute of all modern academic writing. Despite variations in form, focus, and direction, all academic writing genres make the main point clearly. More generally, definitions are the basis of all argumentation. If someone agrees with the definitions of terms, they are already ready to hear the argument.

**5-min. Paper:** A code is a system of rules or procedures, as in a "code of conduct." In a literary work, codes can be used to judge character actions, to discover implicit messages about society,

and to interpret plot meanings. Literature is full of codes not only because the reader is expected to make sense of obvious details on their own, with their own values and perspective, but also because some messages must remain secret to those who don't fully comprehend their value. What are some unspoken codes of conduct here at BYUH? Who enforces those rules? What happens when people violate or simply ignore those unspoken rules?

For exactly ten minutes, all team members read each other's 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Codes* What code is at work in this book? Remember that people often have conflicting interpretations of texts because they value or follow codes in different ways. It is often unclear whether a character is following a code purposely or unintentionally.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

**July 15:** *C&P pt. 5: Determination, Irony*

**Powerpoint:** TBA

**Lecture:** **Determine your message by mapping ideas across paragraphs.**

This is the final principle we will discuss. You will notice that we have not covered Operation or Optimization. These are strictly writing concerns and one simply decides to do them or not.

**5-min. Paper:** Sometimes in order to succeed, you must take an indirect route. John Little, Robin Hood's lieutenant, was called by him "Little John" because he was extremely large in stature. This helped him to win the trust of John's crew and establish himself as their new leader. Write something sarcastic or ironic about anything that comes to mind.

For exactly ten minutes, all team members read each other's 5-minute papers and declare a winner. Three winners read theirs aloud. I then write attributes of success on the board. Students immediately revise one sentence and read the old and new version to their team.

**Analysis:** *Irony* Identify examples of irony in Part 5.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**Homework:** TBA

**July 18:** *C&P pt. 6 and Epilogue: Narrative, Research Paper due.*

**Powerpoint:** TBA

**Lecture:** Research paper discussion.

**Analysis:** *Narrative* Identify important points in the narrative from Part 6.

**Discussion:** Each team member reads their examples of the literary device to the team. The team decides on the best one and shares it with the class. Each team must understand why it is a good example and how it works. *Everyone* must underline each example in *their own book* with a pencil. No laptops, side conversations, or outside work.

**In-class Essay:** *Crime and Punishment* in-class essay. Students are given a list of 5-6 quotes, one of which they will use as their inspiration. Essays are intended to serve as an outline for the final paper, or as a brainstorm of themes. "It really helped me organize my thoughts and ideas."

As soon as students are finished with their essays, they are to discuss it with me for feedback. "Being able to talk to Bro Stansell right after really helped me get a clear idea for my essay."

**Homework:** TBA

**July 20:** *Class Prologue: C&P paper due by midnight*

**Powerpoint:** Team 8 presents an overall view of *Anna Karenina* and *Crime and Punishment*, specifically "and now what?" How are we to understand their importance in the larger scheme of moral choices and 20<sup>th</sup> century issues?

**Lecture:** The final exam prompt is discussed.

**5-min. Paper:** Identify the main moral lessons you have gathered from the readings. Discuss what it has meant for you.

**Discussion:** Final class discussion about the books, their relevance, and ideas for using them in the future.

**COURSE NUMBER: SOC 2160**  
**CREDIT/ CONTACT HOURS: 3**  
**OFFICE LOCATION: 307**  
**OFFICE HOURS: M-F 10:00**  
**MAILBOX LOCATION/NUMBER: 79**

**COURSE NAME: Cultural/  
Diversity Studies**  
**INSTRUCTOR: Dr. Jon Stansell**  
**EMAIL: jon.stansell@gmail.com**  
**PHONE EXTENSION: 1117**

**I. COURSE DESCRIPTION:** Introductory survey course discussing the diversity of human experience based on national origin, race, ethnicity, language, socioeconomic status, religion, age, gender, sexual orientation, and disability. Students will encounter significantly different ways of experiencing and interpreting the world, developing their own vision, identity, and voice in the process.

**II. PREREQUISITE:** Placement

**III. COURSE OBJECTIVES:** This course is designed to help students question their own attitudes as members of various cultural and minority groups. It will assist students to explore alternate ways of living, across a variety of themes and conditions. The main emphasis is the development of an open, pluralistic worldview that considers multicultural issues as well as the universal values of education and social justice. Class lecturing, discussion, and group work facilitate reaching these goals.

**IV. LEARNING OUTCOMES:** Successful students will achieve the following results:

1. Read and interact with a variety of texts written from many different perspectives.
2. Recognize differing contexts and conditions for living, and identify through case studies effective and ineffective means for managing issues that arise.
3. Gain an interest in comparative, open-minded consideration and the ability to apply insights gained thereby in their attitudes, thinking, speaking, and writing.
4. Correct common misconceptions, personal biases, and cultural stereotypes in order to achieve a more open, pluralistic worldview.
5. Realize the difference between personal identity and culturally determined roles.
6. Develop a sense of self that is unified and cohesive, connected with personally determined and carefully considered core values.
7. Discover the process of personal determination – finding one's self, vision, identity, voice, and power, relative to social welfare and the universal good.
8. Explore and express conflicts arising from diversity, through artistic means.
9. Interact and learn actively in small groups with in-class projects such as collage, concept maps, construction, and engaging with cultural realia.
10. Create written and oral texts that celebrate and respect the diversity of cultural offerings experienced in readings, course demonstrations, and excursions.
11. Organize personal learning by using a reflection journal, measuring emotional and cognitive responses to the dramatic life differences encountered.
12. Understand the importance of responsible actions as a representation of personal virtue in the learning and growing process.

## V. BELMONT COLLEGE CORE LEARNING OUTCOMES PHILOSOPHY:

The following general education outcomes are cultivated in all students seeking the Associate Degree and/or Certificate. When appropriate and applicable to the course content, the faculty will integrate the outcome competencies and goals and emphasize them in course activities and assignments.

### Core Learning Outcomes:

1. Communicate Effectively (Written, Oral, Reading)
2. Think Critically and Creatively
3. Learn Actively
4. Accept Accountability

## VI. MATERIALS REQUIRED:

- Online access to Belmont Learning Commons course page
- Blank thumb drive

## VII. SUPPLEMENTARY MATERIALS AVAILABLE:

Drop-in and individually scheduled writing tutor support is available, both on campus and online, in the Student Success Center. Inquire in the SSC also about individualized tutoring assistance for all courses. The Learning Commons (library) offers help and materials to support learning. Materials include free use of computers and other equipment, as well as books, articles, videos, and multimedia. Materials are located within the library, accessed online using a library card, or easily requested from colleges and universities throughout Ohio. Library staff can help students find and learn to use the right materials efficiently.

## VIII. INSTRUCTIONAL METHODS:

Teaching and learning will be focused through the case study approach to critical reading, thinking, speaking, and writing. Instructional learning methods will include lecture, PowerPoint presentations, large group discussion, reading out of class, quizzes, in-class group work, informal writing assignments, and individual conferencing (one-on-one guidance) with the instructor.

## IX. COURSE REQUIREMENTS/POLICIES:

**Requirements for the Student:** Students are expected to consult the course schedule, work on topics in their assigned groups, keep up with assignments on the MyBelmont web site, and come to class each day having read, completed homework, and prepared themselves to participate in the day's activities.

**Special Class Requirements:** Students are encouraged to bring laptops to the class, to assist with small group presentations, in-class discussion, course readings and references. If needed, computers are also available in the Learning Commons (library), where laptops may also be signed out. Students are also

welcome to use the Student Success Center computers. Internet access off campus is also desirable, to facilitate easy access to the MyBelmont web site.

**Academic Integrity:** Research is not a requirement of this course, which focuses instead on individual and independent critical thinking. Belmont College has a zero-tolerance policy for cheating and plagiarism. No form of cheating will be allowed, including passing off someone else's work as one's own, or recycling work for which credit is being (or has already been) obtained in another course. Plagiarism is the unacknowledged borrowing of the words (however few) and/or ideas of someone else. Students must identify within their essays the exact source of **all** words and ideas not their own. Depending on the severity, cheating or plagiarism will result in a grade of either F or zero for the assignment, or in a failing grade for the entire course.

**Absence Policy:** Only four one-hour absences are permitted for the quarter; each absence beyond four will result in a deduction of 5% from the student's final grade. Any absence may jeopardize the final grade through missed discussion, lectures, in-class assignments, and editing; perfect or excellent attendance not only contributes to the grade for in-class work, but also ensures an improved final grade. Coming to class unprepared for the assigned in-class activity will constitute a recorded absence. If absent, students are responsible for obtaining any information missed.

**Make-Up Policy:** Students can only make up missed in-class assignments while the due date is still pending. Work that takes place entirely in class, such as group discussions, cannot be made up.

**Paper Format:** All papers must be word-processed and double-spaced with 1-inch side margins and 1-inch top/bottom. Use Cambria 11.5 pt. font. The last page must be at least 2/3 full. Papers lose a letter grade for each page they are short. All papers must be turned in online in order to be considered for credit. If a student does not turn in all of the assignments, the maximum course grade is D+.

**Late Assignment Policy:** Due dates are indicated on the schedule; all essays are due in class. Late essays will not normally be accepted, except with medical certificate. If a student turns in an assignment late, he or she will lose one letter grade per day, and after three days, it will fail. This penalty will cause the student to fail the course.

**Revision Policy:** Students may revise all but the final paper and turn them in within one week from the day that the paper was returned by the instructor. Revisions must consider all of the instructor's comments, not just grammar, spelling, and punctuation. The grade received will replace the original. Papers must be 60% complete to be eligible for revision. Students must highlight revisions on the new paper, or the instructor will not accept it.

**Classroom/Online Etiquette:** Students should become friends with each other and make good choices together. Students should demonstrate respect for the learning environment, including fellow students, and contribute to an atmosphere conducive to learning.

**Class Notes and Participation:** Everyone is expected to take notes on class discussions, so come prepared to write and post these notes twice a week on the “Class Notes” blog. This class requires student feedback and participation. If a student misses class, he or she will still have to read the assignments and take notes on them.

## **X. COURSE EVALUATION METHODS:**

Interactive writing and exercises on MyBelmont and in class, quizzes, informal assignments, class notes, peer responses Total 20%

In-class presentations, group discussions, and PowerPoints Total 30%

4 essays (minimum 1400 words each) Total 50%

All essays must be prepared on a computer. All essays will be written in stages, involving in-class work, peer review, and revision. Class work, informal assignments, and essays will be graded using standard percentages.

At the end of the course each component mark will be weighted, in order to determine a final percentage standing, which will be converted into the final letter grade. Percentage divisions are the following: 100-94=A, 93-90=A-, 89-87=B+, 86-84=B, 83-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-67=D+, 66-60=D, 59-0=F.

## **XI. STUDENT CONCERNS:**

Students should contact the instructor directly (in person, by e-mail, or by telephone) with any questions they have about class procedures. Students are encouraged to voice concerns with the instructor. Student feedback is essential to the continuing growth of the course. More important, each student's welfare is a concern for the instructor. If students experience difficulties, they are asked to not stop attending or withdraw from the course before discussing the situation with the instructor. In any case, the student must follow procedures outlined in the college catalog to withdraw from the course.

## **XII. COLLEGE POLICIES**

**Waiting policy:** If the teacher is detained from a class longer than fifteen minutes for any reason, one student should report the absence to the reception desk. Remaining students will wait in the classroom until the reporting student returns.

**Americans with Disabilities Act:** It is the policy of Belmont College to provide reasonable accommodation to persons with disabilities. If a student has a physical, mental, or learning disability and wishes to request such accommodation, he/she must contact the Access Advisor, Room 115, in Student Services at the main campus or the Student Advisor at the North Center.

**Code of Conduct:** Belmont College expects students to respect the rights and

privileges of others, and to be responsible for self-conduct. Failure to be respectful of one another or to maintain ethical behavior will not be tolerated. The Belmont Board of Trustee's resolution pertaining to conduct is outlined in the current college catalog.

**Academic Misconduct:** The responsibility for academic honesty rests with the student. The College expects the student to submit papers, projects, and reports resulting from the student's own efforts. Work submitted in any form should reflect the exclusive effort of the student. It is assumed that cheating on quizzes, tests, or examinations is not practiced by mature learners. Plagiarism will not be tolerated at any time. Submitting another's work as one's own, in part or in whole, is a dishonest practice. A student may not appropriate another person's ideas, whether published or not. Consequences for proven cases of dishonest practices may include: (a) Zero percent being given for the test, examination, report, quiz, paper, project, or any other course requirement on which the cheating has occurred; or (b) Failure for the course in which the offense occurred; or (c) Dismissal from the College. The student shall have the right to present his/her case through the student appeals procedure. Even though the primary responsibility for academic integrity resides with the student, the instructor will endeavor to create a secure learning environment that inhibits cheating. The College encourages honest scholarship.

### **XIII. WRITING ACROSS THE CURRICULUM ASSIGNMENT:**

All writing assignments in the course qualify as writing across the curriculum.

### **XIV. MISCELLANEOUS:**

Tips for Success: Students should do their own thinking and see where it takes them.

Support Services: Advising staff, Learning Commons, and the Charles H. Kocher Student Success Center.

### **XV. MAJOR AREAS OF STUDY TO BE COVERED / STUDY UNITS COURSE CALENDAR - SCHEDULE:**

The instructor reserves the right to revise the syllabus and study schedule to accommodate the needs of the class, any exigencies, and the variable use of the MyBelmont web site. Any changes will be announced in class.

**DATE OF REVISION:** April 1, 2012

**INITIALS OF INSTRUCTOR:** JWS

**No TAG available**

COURSE NUMBER: ENG 1110COURSE NAME: Composition I

## MAJOR AREAS OF STUDY TO BE COVERED – STUDY UNITS – COURSE CALENDAR - SCHEDULE:

Date	Class	Suggested Readings	Suggested Topics/ Assignments	Learning Outcomes
1/13	1	<i>Engaging Questions</i> (EQ) p. 2-5, Essay Checklist Handout	Course Intro: <i>Time to Choose</i> , “You are what you think” / Diagnostic essay: My Self	1, 6, 9, 10
<b>Unit One: Discovering your Voice</b>				
1/15	2	The Rhetorical Situation: EQ p. 38-45, Voice Essay Assignment, Sample discovery plans	Unit Introduction; favorite songs; music / Complete column 1 of discovery plan	1, 2, 3, 5, 7, 9, 10
1/20	3	Think about your readers: EQ p. 44-51	Considering your audience with Bling Bling Complete column 2 of discovery plan	1, 2, 3, 5, 6
1/22	4	Questions lead to Commitments: EQ p. 6-11, Clarification of thesis, EQ p. 245-246	Becoming committed; Writing a thesis / Complete column 3 of discovery plan	1, 2, 3, 5, 9, 10
1/27	5	Organizing your Essay: EQ p.51-55; Anecdotes: EQ p. 317, Essay Template Handout	Making a four-page paper out of a two-page idea / Voice Essay draft is due by midnight	2, 3, 5, 6, 9
1/29	6	Voice Essay Draft: at least 50% complete Proofreading and Editing: EQ, p. 335-348	In-class peer review and conferences	2, 4, 5, 6, 9

Date	Class	Suggested Readings	Suggested Topics/ Assignments	Learning Outcomes
<b>Unit Two: Learning Life's Lessons</b>				
2/3	7	Life Essay Assignment, Realize personal truth, Interpreting Experiences: EQ p. 64-68	Unit Introduction; beliefs from experience / core belief/ Voice Essay is due by midnight	1, 2, 3, 7, 8, 10
2/5	8	Drafting an Experience: EQ p. 76-82,	Realizing and freeing your voice [45-minute in-class freewrite]	1, 3, 6, 9, 10
2/10	9	<a href="http://www.thisibelieve.org">www.thisibelieve.org</a> Winning Strategies for Public Speakers Ppt.	Statements of Belief and Life's Meaning Work on your presentation, Peer review	1, 2, 3, 4
2/12	10	Making a Case: EQ p. 231-240; MLA Style: EQ p. 462-490; Twelve-Step Research Handout	Research Paper Assignment - Finding and Exploring a Controversy at Work	2, 3, 6, 9
2/17	11		Life Presentation Exhibition (small groups)/ Whole-Class Life Presentation Competition	1, 4, 5, 6, 10
2/19	12	Life Essay Draft: at least 50% complete; Peer Editing stories: EQ p. 83-86; LUCID handout	In-class peer review and conferences	2, 4, 5, 6, 9

Date	Class	Suggested Readings	Suggested Topics/ Assignments	Learning Outcomes
<b>Unit Three: Creating Your Career Story</b>				
2/24	13	Career Story Assignment; Creating Profiles: EQ p. 88-91; Life story timeline handout	Unit Introduction; Profile yourself, Charting memorable events; Life Essay due midnight	1, 2, 3, 7, 8, 10
2/26	14	<i>The Baker's Just Desserts</i> ; Career Development Theories handout	Expressing yourself powerfully, Thinking about what you'll bring to your career field	1, 2, 3, 6, 9, 10
3/3	15	Exploration of ideas: EQ p. 100-106	Identify themes in your career story	1, 3, 5, 6
3/5	16	Planning a research project: EQ p. 396-411	Guest Lecture: Library orientation Start Research process: Questions/ Thesis	1, 2, 3, 5, 6, 9
3/17	17	Career Essay Editing/Completion; Revising and Editing Profiles, EQ, p. 107-112	In-class peer review and conferences Career Essay is due by midnight.	2, 4, 5, 6, 9

Date	Class	Suggested Readings	Suggested Topics/ Assignments	Learning Outcomes
<b>Unit Four: Envisioning the Future</b>				
3/19	18	Meaning Essay Assignment; Read Critically: EQ p. 13-23; <i>Man's Search for Meaning, pt. 1</i>	Unit Introduction: Meaning in Life Read <a href="#">"How to Mark a Book"</a>	1, 2, 7, 8, 10
3/24	19	Reading literature: EQ p. 24-32; Annotate parts of <i>Man's Search for Meaning</i>	Critical Reading and Writing Workshop	1, 2, 3
3/26	20	Decide meaning: EQ p. 33-37; Introductions and Conclusions Handout	Keeping control of the theme and topic/ Beginnings and endings; Introduction to Research Paper Due	1, 2, 3, 6, 9
3/31	21	Questioning visual images: EQ p. 370-371 Seven Deadly Powerpoint Habits Handout	10-min. Peer Review/ Last chance check; Students present speeches to groups	1, 8, 10
4/2	22	Vision Essay Draft: at least 50% complete	In-class peer review and conferences; Does the response seem sincere?	2, 4, 5, 6, 9

Date	Class	Suggested Readings	Suggested Topics/ Assignments	Learning Outcomes
<h2 style="margin: 0;">Sub-Unit Five: Fulfilling Promises</h2> <p style="margin: 0;"><b>Disclaimer: A collage is a fun, interesting way to relax and enjoy working together in class. It also allows you to be positive about your desires, goals, and values moving forward. However, if you have difficulty writing research papers, or if you have never written one, start working on it now! Get help from library staff, student support, tutors, or myself (topic, keywords, thesis, sources).</b></p>				
4/7	23	<b>Promise Collage Assignment; Discussion of advertisements, "The Promise," Bring three magazines and start cutting them up</b>	<b>Unit Introduction: Desires vs. Happiness</b> <b>Discuss the ideals in your ads</b> <b>Vision Paper is due at midnight</b>	<b>2, 4, 7, 8, 9, 10</b>
4/9	24	<b>Ted Talks by Daniel Gilbert and Barry Schwartz</b> <b>Continue cutting out pictures/ Envisioning</b>	<b>Discuss natural vs. synthetic happiness</b>	<b>1, 2, 6, 9</b>
4/14	25	<b>Complete Collage Assignment;</b> <b>Present group and individual collages</b>	<b>Feel happiness working together, sharing ideas, making statements about yourself</b>	<b>1, 3, 4, 5, 9, 10</b>

Date	Class	Suggested Readings	Suggested Topics/ Assignments	Learning Outcomes
<b>Unit Six: Completing a Research Paper</b>				
4/16	26	Research Paper Assignment; Finding sources: EQ p. 412-435	Unit Continuation: Research Paper should already be well under way	1, 7, 10
4/21	27	Evaluating and Incorporating Source Material: EQ p. 436-455	Peer review and Individual Assistance	1, 2, 3, 5, 6, 9, 10
4/23	28	Using Sources Responsibly: EQ p. 456-461	Rough Draft Conferences	1, 2, 3, 4, 5, 6, 9, 10
4/28	29	MLA Style: EQ p. 462-490; Rough Draft Due	Peer review and Individual Assistance	1, 2, 3, 5, 6, 9, 10
4/30	30	Research Paper Revised Draft Due	Research Paper Revised Draft Conferences	1, 2, 3, 5, 6, 9, 10
5/5	31	Final Research Paper Peer Review; In-class conferences; Administer Feedback forms	Research Paper is due by midnight	1, 3, 5, 8, 10

COURSE NUMBER: SOC 2160

COURSE NAME: Cultural/ Diversity Studies

**MAJOR AREAS OF STUDY TO BE COVERED – STUDY UNITS – COURSE CALENDAR - SCHEDULE:**

Week	Class Lead	Online Readings	Discussion Topic/ Assignment Due	Learning Outcomes
1	1	<a href="#">Introduction to Maslow’s Hierarchy</a> <a href="#">Discussion of Maslow’s Hierarchy</a>	Intro. to the course; Maslow’s Hierarchy 3-person groups chosen; topics chosen	1, 5, 6, 10, 11
<b>Maslow’s First Level: The Human Body – Health, Food, Clothes, and Home</b>				
	2	<a href="#">Chinese Practice of Qi Gong</a> <a href="#">Does Qigong-Style Breathing Effect Health?</a>	Health: breathing and fitness part 1	1, 2, 3, 5, 6, 8
	2.5	Powerpoints and Student Presentations	Assign course topics for discussion	1, 2, 5, 6, 8, 11
2	3	<a href="#">Indian Origins of Yoga</a> <a href="#">Does Yoga Reduce Post-Traumatic Stress?</a>	Health: breathing and fitness part 2 Two ¶ Quick-Write: Describe an exceptional health treatment that you’ve received.	1, 2, 3, 4, 6, 10, 11
	4	<a href="#">Moral Basis of Vegetarianism</a> <a href="#">Should McDonalds Publicize “Beefy Fries”?</a>	Food: nutrition and sharing part 1	1, 2, 3, 4, 6, 7, 8, 10, 11
	5	<a href="#">Scientific Reasons for Biodiversity</a> <a href="#">Can we Promote Sustainable Farming?</a>	Food: nutrition and sharing part 2 Two ¶ Quick-Write: Describe an exceptional and flavorful meal that you’ve eaten.	1, 2, 3, 4, 5, 7

3	6	<a href="#">Overview of Global Styles and Fashion</a> <a href="#">Should Schools have a Dress Code?</a>	Clothes: warmth and protection part 1	1, 2, 3, 4, 6, 8, 10, 11
	7	<a href="#">Costumes Make a Statement About You</a> <a href="#">Should Real-Life Heroes have an Ethics Code?</a>	Clothes: warmth and protection part 2	1, 2, 3, 4, 5, 6, 7
	8	<a href="#">A Question of Modesty or Subservience</a> <a href="#">Ought all European States to Ban the Burka?</a>	Clothes: warmth and protection part 3  Two ¶ Quick-Write: Describe an exceptional outfit that you've enjoyed wearing.	1, 2, 3, 4, 5, 10, 11, 12
4	9	<a href="#">Houses Around the World</a> <a href="#">Should Hong Kong Outlaw "Cage Homes"?</a>	Home: sleep and shelter part 1	1, 2, 3, 4, 5, 8, 10, 11, 12
	10	<a href="#">Beds in Various Cultures</a> <a href="#">Does Sleeping in a Box Really Work?</a>	Home: sleep and shelter part 2	1, 2, 3, 9, 10, 11
<b>Maslow's Second Level: Safety – Work, Security, Politics, and Religion</b>				
	11	Watch the film: "City of God"	Unit Introduction: Safety  1400-word essay on Basic Needs	1, 5, 6, 8, 9
5	12	<a href="#">Work and its Effect on Individuals</a> <a href="#">How can you Develop Meaning at Work?</a>	Work: production and fulfillment part 1	1, 2, 3, 4, 8, 9, 10, 11, 12
	13	<a href="#">Slave Labor in the Soviet Gulag</a>	Work: production and fulfillment part 2	1, 2, 3, 4, 5, 7

		<a href="#"><u>Could you do what Viktor Frankl did?</u></a>		
	14	<a href="#"><u>Nomadic Life and Work in Mongolia</u></a> <a href="#"><u>What are the Consequences of a Roving Life?</u></a>	Work: production and fulfillment part 3 Two ¶ Quick-Write: Describe an exceptional job that you've felt good about completing.	1, 2, 3, 4, 6, 7, 10, 11
6	15	<a href="#"><u>Types and Uses of Fijian War Clubs</u></a> <a href="#"><u>Do you Support Gun Control and Why?</u></a>	Security: crime and conflict part 1	1, 2, 3, 4, 5, 7, 8
	16	<a href="#"><u>The African AIDS Crisis, Condoms, and Rape</u></a> <a href="#"><u>How can we Control the AIDS Epidemic?</u></a>	Security: crime and conflict part 2	1, 2, 3, 4, 6, 9, 10, 11, 12
	17	<a href="#"><u>Russian Mafia under New Capitalism</u></a> <a href="#"><u>Should the US Support Former Gangsters?</u></a>	Security: crime and conflict part 3 Two ¶ Quick-Write: Describe an exceptional situation in which you felt threatened.	1, 2, 3, 4, 5, 6, 7
7	18	<a href="#"><u>The IRA: "Terrorists" or "Freedom Fighters"</u></a> <a href="#"><u>Should the British Government free Ireland?</u></a>	Politics: power and resources part 1	1, 2, 3, 4, 5, 8, 10, 11, 12
	19	<a href="#"><u>The Chinese-Tibetan Question</u></a> <a href="#"><u>Should the Chinese give Tibet independence?</u></a>	Politics: power and resources part 2	1, 2, 3, 4, 5, 10, 11, 12
	20	<a href="#"><u>The Kyoto Treaty and US Adoption</u></a> <a href="#"><u>Should the US adopt the Kyoto Treaty?</u></a>	Politics: power and resources part 3 Two ¶ Quick-Write: Describe an exceptional political issue that you feel is important.	1, 2, 3, 4, 10, 11, 12
8	21	<a href="#"><u>Conscientious Objectors to the Vietnam War</u></a>	Religion: morality and responsibility part 1	1, 2, 4, 5, 7, 8, 10, 11, 12

		<a href="#"><u>What Type of War is Justifiable?</u></a>		
	22	<a href="#"><u>Jewish-Muslim Conflicts in Middle East</u></a> <a href="#"><u>Should Israel Cede Water Rights to Syria?</u></a>	Religion: morality and responsibility part 2	1, 3, 6, 7, 9, 10, 11, 12
<b>Maslow's Third Level: Belonging – Language, Music, Love, and Family</b>				
	23	Watch the film: "Life is Beautiful"	Unit Introduction: Belonging 1400-word essay on Safety Needs	1, 5, 6, 8, 9
9	24	<a href="#"><u>Development of Hip Hop Culture</u></a> <a href="#"><u>How Literally do we take Rappers?</u></a>	Language: expression and friendship 1	1, 2, 3, 4, 6, 8, 10, 11
	25	<a href="#"><u>Spanish Language in America</u></a> <a href="#"><u>Should the US adopt a National Language?</u></a>	Language: expression and friendship part 2	1, 2, 3, 4, 5, 7
	26	<a href="#"><u>Body Language is an Important Literacy</u></a> <a href="#"><u>How can we use Body Language Effectively?</u></a>	Language: expression and friendship part 3 Two ¶ Quick-Write: Describe an exceptional situation of misunderstanding someone.	1, 2, 3, 4, 6, 7, 10, 11
10	27	<a href="#"><u>The Andrea Bocelli Phenomenon</u></a> <a href="#"><u>What's the Line Between Selling and Sell-out?</u></a>	Music: appreciation and sharing part 1	1, 3, 4, 5, 7, 8
	28	<a href="#"><u>Benefits of Music on Human Development</u></a> <a href="#"><u>How can Schools Support Music Programs?</u></a>	Music: appreciation and sharing part 2	1, 2, 3, 4, 6, 9, 10, 11

	29	<a href="#">The Development of Artists by Industry</a> <a href="#">Should Music be Determined by the Market?</a>	Music: appreciation and sharing part 3  Two ¶ Quick-Write: Describe an exceptional song that you've performed or danced.	1, 2, 3, 4, 5, 6, 7
11	30	<a href="#">True Aspect of Love Amidst Turmoil</a> <a href="#">What is the Definition of Real Love?</a>	Love: relationships and intimacy part 1	1, 2, 3, 4, 5, 8, 10, 11, 12
	31	<a href="#">Arranged Marriages in India</a> <a href="#">Can an Arranged Marriage be Built on Love?</a>	Love: relationships and intimacy part 2  Two ¶ Quick-Write: Describe an exceptional love relationship that you've been in.	1, 2, 3, 4, 5, 10, 11, 12
	32	<a href="#">Polygamy in America</a> <a href="#">Can Polygamous Families be Successful?</a>	Family: identity and self-respect part 1	1, 2, 3, 4, 8, 10, 11
12				
	33	<a href="#">The US Divorce Epidemic</a> <a href="#">Why do Mothers Typically Receive Custody?</a>	Family: identity and self-respect part 2	1, 2, 3, 6, 7, 9, 10, 11, 12
<b>Maslow's Fourth Level: Growth – Experience, Travel, Training, and Education</b>				
	34	Watch film: "In the Footsteps of Marco Polo"	Unit Introduction: Growth  1400-word essay on Belonging Needs	1, 5, 6, 8
13	35	<a href="#">100+ Years of World Scouting</a> <a href="#">How can Youth Build Confidence?</a>	Experience: confidence and achievement pt. 1	1, 2, 3, 4, 6, 10, 11

	36	<a href="#"><u>Volunteering Positive Effects on Character</u></a> <a href="#"><u>Should High Schools Require Service?</u></a>	Experience: confidence and achievement pt. 2	1, 2, 3, 4, 5, 7
		Review and Preparation Day		
14	37	<a href="#"><u>The Value of Outdoor Learning</u></a> <a href="#"><u>Why don't we go on More Field Trips?</u></a>	Experience: confidence and achievement pt. 3  Two ¶ Quick-Write: Describe an exceptional experience that taught you something.	1, 2, 3, 4, 5, 7
	38	<a href="#"><u>Summer Backpacking in Europe</u></a> <a href="#"><u>Does Travel make us more Accepting?</u></a>	Travel: openness and acceptance part 1	1, 2, 3, 4, 6, 8, 10, 11
	39	<a href="#"><u>Spring Break Embarrassing Outcomes</u></a> <a href="#"><u>Are Other Alternatives more Fulfilling?</u></a>	Travel: openness and acceptance part 2	1, 2, 3, 4, 5, 6, 7
15	40	<a href="#"><u>Foreign Exchange Students in US</u></a> <a href="#"><u>Should you Think about Studying Abroad?</u></a>	Travel: openness and acceptance part 3  Two ¶ Quick-Write: Describe an exceptional and memorable place that you've visited.	1, 2, 3, 4, 5 10, 11, 12
	41	<a href="#"><u>Military Career Paths Amidst Global Conflict</u></a> <a href="#"><u>How can Playing Games Improve Tactics?</u></a>	Training: roles and problem solving part 1	1, 2, 3, 4, 5, 8, 10, 11
	42	<a href="#"><u>Identifying Roles in Work Sub-Culture</u></a> <a href="#"><u>Can you Solve these Problems?</u></a>	Training: roles and problem solving part 2  Two ¶ Quick-Write: Describe an exceptional life lesson that you've learned at work.	1, 2, 3, 4, 10
16	43	<a href="#"><u>Education for Humanity: A Challenge in Globalization</u></a> <a href="#"><u>How does Waldorf Method Teach Creativity?</u></a>	Education: creativity and transcendence pt. 1	1, 2, 3, 4, 5, 7, 8

	44	<a href="#"><u>An Unusual Father-Son Mentorship</u></a> <a href="#"><u>Can't Mothers Teach their Own Children?</u></a>	Education: creativity and transcendence pt. 2	1, 2, 3, 6, 7, 9, 10, 11, 12
	45	Whole Class Discussion: How has this course changed you?	1400-word essay on a Well-Lived Life	