



**WELCOME
TO
LIT 113!**

Steeleville Comm. Unit School District #138

Lit 113

"GREAT LITERATURE IS SIMPLY LANGUAGE CHARGED WITH MEANING TO THE UTMOST DEGREE."
EZRA POUND

COURSE DESCRIPTION

Literature 113 is a year-long study of the short story and the novel that provides an introduction to these basic forms of literature and leads to the formulation of a critical system. Short story selections include old and new masterpieces. The novels that are studied teach the potentialities, the range, and the techniques of the novel. Students taking Literature 113 must have an acceptable English placement test score or have completed all reading and writing developmental courses.

OUTCOMES

By the end of the year, students who succeed in this class will be able to produce written and oral discourse which does each of the following:

- identifies different literary genres and forms
- applies various critical approaches to literature
- explains how literary texts reflect and are shaped by the social, historical, and cultural contexts out of which they emerge
- demonstrates an appreciation of the perspectives, whether culturally specific, or individually unique, of other people via literary texts
- reflects upon their own preconceptions, values, and life choices

GENERAL INFORMATION

Semester hours: Lecture Hours: 3/Lab Hours: 0
 Class location: Steeleville High School Room 9
 Instructor phone: (618) 965-3432 ext. 107
 Instructor website: <http://mmohr138.weebly.com>

CLASS RULES

1. Be prepared
2. Be productive
3. Follow directions
4. Respect all students, staff, visitors, and property
5. Be an active listener

CLASS MATERIALS

- Writing utensils
- Loose-leaf paper (college ruled ONLY)
- *Fiction 100: An Anthology of Short Fiction*
- Books can be ordered through Mrs. Mohr or via the library



COURSEWORK

This class will be made up of reading, speaking, vocabulary, and writing. All works will fall under one or more of the following units, and we will seek to answer a number of holistic questions on our journey toward a more complete understanding of these works.

The course will be roughly divided into thematic units as outlined below:

- Do You See Me? (exploring issues of race in literature)
- Pushing the Limits of Reality (exploring magical realism)
- Defining the Term Normal (exploring what society deems as normalcy and how those boundaries are tested)
- Film and Literature (exploring how works of literature are transformed for the silver screen)

More specifically, each unit will follow a similar pattern, wherein certain activities will be repeated daily, weekly, or periodically to enhance effectiveness. This being the case, you'll find the following descriptions helpful in understanding what I expect of you:

Warm-up – Almost every day in class, we will complete a bell ringer in the first 5 minutes or so. Sometimes we'll review it in class; sometimes we will collect it for credit.

Essential Question – Introduced at the beginning of each unit, this holistic question will be the focus of all the unit's activities and will require a comprehensive answer as part of students' formal evaluation.

Quizzes – Students will occasionally be given a quiz over the readings for that week as well as any prior vocabulary words or readings.

Participation – Since participation counts towards your course grade, it may be worthwhile to note the criteria by which I gauge a student's participation. Students who participate actively are generally those who attend class faithfully, ask questions if and when they have them, respond during class discussions—even to disagree with others' opinions—and show signs of listening when others speak. On the contrary, those who fail to participate effectively attend class sporadically (and almost always blame me for their being behind). When we're fortunate enough for these folks to grace us with their presence, they often chat with friends about the latest drama or catch up on sleep during class.

Discussion Entries – Periodically, you will be required to complete at least one entry per week on the discussion board set up on Google Classroom. Responses must be substantive in nature and completed by Friday at midnight in order to be eligible for full credit.





Reading Responses – Unless otherwise specified, every week you are required to write a response to one of the readings covered during that week. These responses should be typed and typically will run about one to two pages in length, double spaced. On weeks when a novel is assigned, you must respond to it; otherwise, you are free to choose the selection to which you will respond. Responses must be submitted by Friday of the week we discuss the reading. Also keep in mind that unannounced quizzes are always a possibility.

Analytical Paper – This paper will involve both argument and analysis. You are free to choose your own topic and classic work of literature, provided it is a piece covered in this class or specifically approved by me.

Exams – Both the midterm and final exams will require you to answer a number of essay responses on the readings. The final will not be comprehensive in the strictest senses of the word, but I may ask you to compare two similar works—one covered in first semester and one in the second—or trace a similar theme through multiple works covered throughout the year.

GRADE REPORTING

Since this is a year-long course, and SWIC's Literature 113 course lasts only one semester, the grade report received after first semester for those eligible will reflect an incomplete (I) grade rather than a letter grade. No reason for alarm here, folks; this is normal. The grade will change at the end of the year to reflect your performance.

ATTENDANCE POLICY

Your attendance is required and expected. I hope you will make every single class. However, if you must miss class for some unavoidable reason, you are still responsible for any work that is due or assigned on a day you are absent. Please note that excessive unexcused absences and more than six absences could result in being dropped from dual credit. After a student's sixth absence, an evaluation will be made by the principal and instructor of the course to determine the course of action in regards to credit. Extended illnesses and emergencies will be considered on a case by case basis. This policy is supported by Southwestern Illinois College and the Steeleville Board of Education.

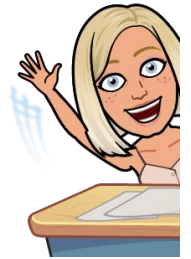


ACADEMIC SUPPORT SERVICES

Students needing assistance with tutoring, library research, study space, computers and internet access may go to the Library or Success Center. Academic support is available district-wide with day, evening, and Saturday service. For more details on each service, go to swic.edu/library or swic.edu/successcenter.

GRADING BREAKDOWN

The grading scale for this course is consistent with that which has been approved by SWIC and adopted by all teachers at SHS. A...100-90; B...89-80; C...79-70; D...69-60; F...59 and below



Grading Criteria

A papers / assignments, the student has exceeded expectations. This level of work completes the assignment in unique and thoughtful ways. All of the claims made in the work are fully supported and explained. The author clearly has an audience and purpose in mind and has made this evident in the work. The argument is well structured and supported and logically supports the thesis and conclusion. Citations are used appropriately and not illegally or overbearingly. This work is relatively free of grammatical or mechanical mistakes.

B papers / assignments demonstrate the student's ability to begin to go beyond what is required of her or him. This level of work completes the assignment while demonstrating some critical thinking skills. Most of the claims made in the work are fully supported. The argument supports the thesis and conclusion, though the reasoning may be unclear at times. The author has appropriately used citations and references and has not plagiarized any portion of the paper. This work may have a few grammatical or mechanical errors.

C papers / demonstrates the student's ability to complete the assignment. This work has completed every aspect of the assignment in a satisfactory way. There are claims in C-level work that are not supported or thought through all the way. The language is clear most of the time, but there are confusing passages throughout. The author has appropriately used citations and references and has not plagiarized any portion of the paper. The argument is not well structured or the conclusions do not follow from the thesis and supporting paragraphs.

D papers / the student has failed to meet the requirements of the assignment. The argument is poorly structured and relies on flawed logic and reasoning throughout. Citations are unclear or confusing and do not follow proper formatting.

F papers / assignment does not complete the assignment in any clear or thoughtful way. There is no evidence; claims are not supported. There are no citations or citations are improperly cited.

ACADEMIC RIGOR STATEMENT

You are enrolled in an academically rigorous college course. Your success in this course will require a significant investment of time outside of the class. According to the Administrative Rules of the Illinois Community College Board (section 1501.309), it is assumed that the student will invest two hours of outside study time for each hour of classroom lecture time and one hour of outside study time for each two hour laboratory session.

This course is approved under the Illinois Articulation Initiative (IAI). The IAI is based upon the assumption that community colleges and universities are equal partners in delivering lower-division baccalaureate courses. This course is considered equal in scope, quality, and rigor to comparable courses offered at other colleges and universities in Illinois.

LATE AND MAKE-UP WORK

When a student is absent, it is the student's responsibility to check with his/her teachers about make-up work. Students will have one day for each day absent to make up work. This rule is in compliance with the school's enacted policy. Non-excused absence related late work will be accepted according to the following policy: assignments received one day late will result in a 25% deduction, and those received two days late will result in a 50% deduction. After day two, no late work will be accepted, resulting in a zero for that assignment. Please be aware that this policy applies to all assignments.

TURNING IN ASSIGNMENTS

I expect papers to be submitted to me in the correct format during the appropriate time on the given due dates. (Correct formats will be specified with each assignment.) Do not turn in work to my mailbox or classroom without first receiving my permission; papers submitted this way will receive no credit.

Major assignments will be submitted electronically. Accommodations will be made as needed.

KEEP UP-TO-DATE!

Note: There will be a copy of this syllabus in your Google Drive. It will be revised from time to time. The Google Drive version and no other is the official syllabus. You are responsible for being up to date on the changes to the contents of the syllabus.

USING THE LIBRARY

We will be relying heavily on the library's services to provide the multiple texts that we will be reading in class. Please see me if you need any assistance using the public library.

Additionally, you are welcome to purchase any of the books that we read. I will place an order prior to beginning each new book.



CELL PHONE POLICY: DOs AND DON'Ts

As per the schoolwide policy, you may not use your cell phones outside of lunch. However, at times you may be asked to use your device for educational purposes such as for review games and research. This may be used at my instruction ONLY! Students who break the rules -- even on the first offense -- will have to submit their phones to the office.

DOs: You can use your phones for school purposes as directed.

Don'ts: Play games, call someone, text or message someone, get on social media, and take selfies or pictures of other students. This includes doing this during a restroom visit.

STUDENT LEARNING OUTCOMES

The assessment of student learning is an integral part of the educational experience at Southwestern Illinois College. To this end, the faculty continually assess student learning to improve student success. Occasionally you will be requested to participate in college-wide and/or discipline specific assessment activities. Please take these assessments seriously. The data that is collected will provide valuable information to faculty and will be used to improve student learning at SWIC.



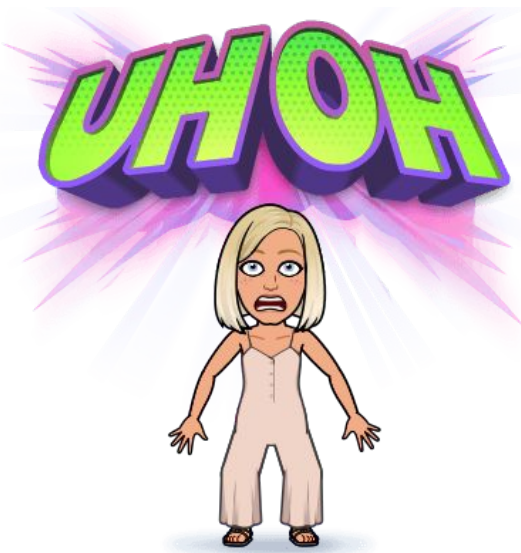
ETHICAL CONDUCT

Academic Dishonesty-College Policy:

Academic misconduct includes, but is not limited to cheating, plagiarism and forgery, failure or refusal to follow clinical practice standards, and soliciting, aiding, abetting, concealing, or attempting such acts. Plagiarism is defined as the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgment of the source or presenting oral or written material prepared by another as one's own. Refer to the Student Handbook or College Catalog for more details.

MY STANCE ON PLAGIARISM

Plagiarism involves intentionally OR unintentionally claiming another person's writing, thoughts, or ideas as your own. This means that intent is irrelevant; it does not matter if an individual "did not mean to copy." Plagiarism includes, but is not limited to, the following: copying another person's paper or exam, copying information from the Internet, and presenting someone else's research or ideas without crediting him/her. In cases of plagiarism, for the first offense, the student will receive an "F" or zero on the assignment and a conference with the student and parent may be scheduled. For the second and subsequent offenses, the student may receive a grade reduction for the course. As a dual credit course, this policy is in accordance with the policies of Steeleville High School.



DISABILITY AND ACCESS CENTER

Students with disabilities who believe that they may need accommodations are encouraged to contact SWIC's on campus Disability & Access Center at 618-222-5368 or 618-234-3347 (TDD) to ensure that such accommodations are implemented in a timely fashion.

COLLEGE-WIDE CORE COMPETENCIES

This course also offers the possibility of college credit in conjunction with Southwestern Illinois College's (SWIC) dual credit program. Students who complete a degree from SWIC will gain competency in skills related to communication, reasoning, and citizenship. In this particular class, students will develop or be exposed to computer literacy, oral communication, writing, and critical thinking.

Those students who earn a passing grade in the course will be eligible for three hours of credit. In the past, those not passing could receive a withdrawal (W) grade, but that no longer is a possibility. The grade received at year's end will now reflect your performance in the course, no matter how poor, which could get your college careers off on a bad foot, so to speak. In light of this news, make sure you're up for the task if you plan on remaining enrolled.

COURSE CALCULATIONS

As this is an academically rigorous class, below are the approximate hours required. Contact hours reflect time spent in the classroom as required by the college. Non-contact hours reflect the approximate time outside of class needed to successfully complete coursework.

THINKING...



Contact Hours	Hours/Week
Total Hours	
Lecture Hours	5
180	
Non-Contact Hours (Out of Class)	will vary
Reading	
50	
Collaborative Discussion/Writing	75
Individual Writing	50
Total Hours:	355
Required Hours:	144
Difference:	-211

ADDITIONAL POLICIES

Students are expected to use the following procedures properly throughout the semester:

- Each day, instructions for the start of the class will be written on the board. As you enter the classroom, read the board and follow the directions.
- Class begins when you walk through the door. Please do not waste time talking to classmates or goofing around.
- Cell phones should not be seen or heard. They will be confiscated if either action occurs. Turn off or silence your phone BEFORE entering the classroom.
- Homework and other assignments are to be turned in as soon as you enter class unless otherwise instructed. Always turn in your assignments, even if they are late. Partial credit, after all, is better than no credit!
- Try to use the bathroom before the beginning of class; bathroom passes will be given only during emergencies. These passes can be obtained by speaking with the teacher.
- Tardiness is unacceptable. You should try your best to be on time for class every day. Being tardy three or more times will result in office referrals.
- Class is dismissed by the teacher, not by the bell or the clock.
- No food or drink is allowed unless otherwise stated.
- Students are responsible for checking the 'No Name' folder as well as the absence folders when missing class.