

**English 1100: Introduction to Literature**  
**(American Indian Cultural & Literary Emphasis)**  
**Course Syllabus—Spring 2007**

**COURSE SECTIONS:**

English 1100-143	Tues/Thurs 8:00-9:15am	205 Sanford Hall
English 1100-154	Tues/Thurs 9:30-10:45am	302 Sanford Hall

**INSTRUCTOR:** Connie Bracewell

**EMAIL:** bracewellcj@appstate.edu

**OFFICE:** 203B-Sanford Hall

**PHONE:** (828) 234-5154

**OFFICE HOURS:** Thurs 11:00-12:00 in-office and 12:30-3:00 by phone and email (usually immediate response); also by appointment—feel free to request a time not listed above. I will be happy to try to arrange a meeting time that works for both of us, time and schedules permitting. The fastest way to contact me is **usually through email**—I check email numerous times throughout the day. The phone number listed above is my personal cellular number, so please limit phone calls to important messages that cannot be handled through email.

**COURSE DESCRIPTION:**

This course builds upon skills learned in English 1000, Expository Writing. English 1100, Introduction to Literature encourages you to further develop the type of writing skills that will help you be more successful in your college career and beyond. These skills will take you beyond casual, everyday writing needs to the more formal types of writing that are required in the academic setting. Through this process, you will become stronger readers and writers, in both your personal experiences and your academics.

**COURSE OBJECTIVES:**

Specifically, you will read and reflect on a variety of literary pieces such as poetry, film, short stories, essays, plays and novels. You will use the assigned readings and subsequent class discussions as springboards for a variety of critical writing pieces corresponding to the various readings. Notably, the materials which will be covered throughout this semester are intended to present a framework for socio-cultural analysis of:

- in general, the many different ways that people think and perceive, and how differences in perspective affects the way we express thoughts and perceptions
- specifically, the types of perspectives and thought processes that are often illustrated within American Indian authorship

**INSTRUCTIONAL METHODS:**

Lecture, discussion, group work, papers/drafts, response papers, freewriting, quizzes and presentations

**COURSE REQUIREMENTS:**

**Readings:**

First and foremost, you are required to complete assigned readings for each class meeting. This class is designed to incorporate extensive in-class discussion of reading material. If at any time it becomes evident that many students are perhaps skipping the readings for the class, it may become necessary to give more in-class quizzes in order to encourage everyone to stay on top of reading assignments. In other words, do the reading and actively participate in class discussions and you will likely decrease the total number of reading quizzes during the semester.

**Papers and Drafts:**

During the course of the semester, you will be producing three formal papers of 3-5 pages each. Each paper will go through two drafts, the first of which will be workshopped in a small group setting and the

second of which will be turned in as a final draft. When you turn in your paper, I will make comments and evaluate your work. This is a final, graded draft; however, you have the option to revise your draft within a calendar week if you wish to improve your grade. I encourage everyone who may need additional help outside of workshop groups to go to the University Writing Center. I am also available during office hours if you would like for me to read your draft before you turn it in. Late papers will be penalized a letter grade for **each day** they are late. All papers must be typed (double-spaced, in a standard 12 pt font). **No emailed papers accepted.**

### **Quizzes:**

Periodically, I may present a short quiz on the reading material for a particular class period. These quizzes will be unannounced. They will be brief in nature, but designed to clearly illustrate whether you have read the day's material and whether you have exerted a reasonable effort to thoughtfully engage with the assigned reading selection.

### **Response Papers:**

Unless otherwise noted on the syllabus (see Tentative Schedule), beginning with the second week of classes, you will be responsible for submitting a weekly response to the reading/viewing/class discussion covered in the preceding week. You may pick any topic that has been covered during the previous two class meetings. These assignments are open to any topic you wish to discuss about the piece/pieces selected. The papers will be due on Thursdays and should be 1-2 pages in length (double-spaced in a standard 12 pt font). Length is less an issue than the sophistication of ideas in the papers; that said, do not give me something shorter than 1 page, or you will not receive full credit for the paper. **Multiple pages MUST be stapled together before you come to class—if you don't already own one, invest in a cheap stapler. They're available upstairs in the University Bookstore (go back to the right at the top of the staircase), and can also be found in Wal-Mart or Dollar General for only two or three dollars. I will no longer accept unstapled papers.**

### **In-Class Writing:**

Some classes will start with a freewriting or focused freewriting on the readings for the day, or other topics. You are required to keep these writings in your freewriting notebook (a *small* spiral notebook—by small, I mean relatively thin and not bulky; it should still have full-size sheets of paper). I will collect your notebooks at the end of the semester.

### **Peer Group Workshops:**

In order to provide opportunities to give and receive feedback on writing projects, as well as to give you a chance to see the types of ideas and written discussions that your classmates come up with, we will have workshops for the rough drafts of each paper. This is a chance for you to share ideas with your group members, as well as ask questions about your own paper.

### **Presentations:**

Every Thursday, we will open the floor for one student to present his or her reading response paper topic to the class in order to demonstrate understanding of topics discussed in the literature selections. I will be asking for Thursday volunteers during class each Tuesday. In the event that no student volunteers, I will designate a student to present on the upcoming Thursday. The presentation should be 5 minutes **maximum** in length. Sit down in front of a mirror and **time yourself!** You may either read a brief section of your paper aloud (interestingly!), or choose a more creative approach, as long as you convey your topic clearly.

### **Discussion Questions:**

Unless otherwise noted on the syllabus (see Tentative Schedule), you are to bring to **every** class period a regular-size note card with a thoughtful, insightful and stimulating discussion question pertaining to that

day's assigned readings. For example, our first reading is Franz Kafka's short story *The Metamorphosis*. For our second class meeting of the semester, everyone should come to class with note cards containing interesting, compelling questions pertaining to the portion of the short story that is assigned to you the first day of class. Please label all cards with your name, so that I can be certain of giving you proper credit.

### **Final Exam:**

On the exam day for our class, you will write a 3-4 page in-class letter/paper in which you will discuss your overall experience in reading and writing during this semester—what have you done, and what has it meant? You will also assess yourself as a reader, writer and participant in the class. We will talk more about this closer to the end of the semester.

### **Late Work:**

Reading response papers, discussion questions and presentations must be submitted on time. **You cannot make up missed quizzes or discussion question submissions**; for this reason, I will drop the lowest quiz grade. As stated earlier, all papers will go down one letter grade for each day they are late. After the next regular class period following the due date, I will no longer accept your paper, except in extraordinary circumstances.

### **Attendance and Participation:**

Obviously, the process of honing reading and writing skills cannot take place without some direction from your instructor and some honest effort on the part of each student. We will engage in a wide number of reading and writing activities during the semester, each of which will share important skills or concepts with you. This means that it is extremely important that you be physically present for each scheduled class and ready to fully participate in discussion and activities. Plan to be present at **every scheduled class!** If you miss more than three classes, your final grade may be lowered half a letter grade per additional absence, at my discretion. Regardless of any need to miss a particular class, assignments are **due on the date assigned**. Please make arrangements to submit assignments ahead of class time (handed in to me in person or left as a hard copy in my faculty mailbox in the Sanford Hall mailroom). As previously mentioned, late papers will go down one letter grade for each day they are late, and I will no longer accept them after the next regular class meeting. Students will also be graded on their level of participation in class. Quite simply, this means you should open your mouth and have a say now and then. There are no "right" and "wrong" answers—opinions and perspectives are rightly individual and I expect our class to be a welcoming place for every student to share such. That said, it also goes without saying that I do expect everyone to be courteous and tactful in expressing opinions and ideas, so that we maintain an atmosphere of acceptance for the contributions of each member of our class. Make a positive difference to your classmates—it will have a positive affect on the participation portion of your final grade.

### **COURSE TEXTS:**

Hirschberg, Stuart, and Terry Hirschberg. *Discovering the Many Worlds of Literature: Literature for Composition*. New York: Pearson Longman, 2004. (rental textbook)

Bartholomae, David and Anthony Petrosky. *Reading the Lives of Others: A Sequence for Writers*. Boston: Bedford St. Martin's, 1995. (Available in the University Bookstore, or you may purchase at location of your choice)

Alexie, Sherman. *Indian Killer*. New York: Warner, 1996. (Available in the University Bookstore, or you may purchase at location of your choice)

Mihesuah, Devon A. *American Indians: Stereotypes & Realities*. Atlanta, GA: Clarity Press, 1996.

(Available in the University Bookstore, or you may purchase at location of your choice)

\*\*Lunsford, Andrea A. *Easy Writer: A Pocket Guide*. 3<sup>rd</sup> Edition. Boston: Bedford/St. Martin's, 2005. (Not absolutely required, but I strongly suggest that you have this book. Many of you should still have this text from English 1000. If not, it is available at the University Bookstore)

Various Handouts—will either be handed out in class, or will be available on Appalnet in PDF format (will usually also be emailed)

### **THINGS TO BRING TO EVERY CLASS:**

The most important thing to bring to every class is YOUR SELF—brain turned on, mouth ready to share a thought, hand ready to write something ☺ (Fair warning—**I will notice** if you sit in a corner and covertly check your email on your cell phone!) In addition, you will need...

- A spiral notebook to serve as your freewriting/class writing journal. Nothing will be removed from this journal; it will come to me intact at the end of the semester. Make sure you have this notebook with you at **every** class; you will write in it during most class periods. Of course, it goes without saying that a writing utensil is necessary every class.
- A copy of this syllabus and all handouts must be **on hand at all times!** I suggest that you keep a simple pocket folder for this purpose. As with the writing journal, you will need this folder during every class period. In addition to occasionally referring back to previous items placed in folders, I will periodically provide new handouts in class which will need to be placed in these folders.
- The current reading material. If the day's reading is in the form of a PDF file on Appalnet, **you are required to print out the ENTIRE file and bring to class with you.**

### **CONFERENCES:**

Close to the midterm, I will hold one-on-one conferences with each student. For those of you who have previously taken part in one of my classes, please note that conferences **will not** be taking the place of canceled classes this time around, and so be sure to come to all scheduled classes. If you cannot honor a scheduled conference, it is your responsibility to promptly inform me of your situation and arrange an alternate appointment for a conference. Failure to do so may result in not passing this course, depending on several factors. Issues of missed conferences will be handled on a case-by-case basis. These meetings are for **your** benefit—they are a time for us to catch up with each other and evaluate your progress in the course. I will provide you with detailed feedback on your writing and will give you a tentative grade up to that point in the course. You will also be able to ask any questions or resolve any issues that have come up during your participation in the course.

### **ACADEMIC INTEGRITY:**

You are expected to follow the Student Academic Integrity Code, found in your student handbook. Plagiarism will be handled according to university policy. In short, write your own work and properly cite all sources used in your writing.

### **SPECIAL ACCOMODATIONS:**

Any student needing special accommodations should contact me in private as soon as possible. Any special needs will be handled on a case-by-case basis.

**THE UNIVERSITY WRITING CENTER (UWC):**

The University Writing Center (UWC) is located in the lower level of the Belk Library and Information Commons, in room 008 (the long curving suite of rooms located on the same end of the lower level as the information desk and the bank of elevators). The UWC provides you a consultant who will work with you one-on-one. They can help you with citation formats, style, grammar, voice and content. You should take your draft, any notes you have that might be relative to what you are trying to write, and a copy of the assignment and/or syllabus. Walk-ins are accepted, but appointments are advised, particularly as it gets closer to exam time. You can reach the UWC at 262-3144. Hours are 9-9 Mon/Wed, 9-6 Tues/Thurs and 9-1 on Fridays

**IMPORTANT NOTE ABOUT EMAIL:** As a part of your requirements for this course, it is **mandatory** that you check your App email once daily, and it’s also a good idea to check it again just before you head to class. I frequently send files/updates/notices/etc. by email. *“I didn’t check my mail”* is never an acceptable excuse. In addition, in the event that weather or personal issues require a class cancellation, I will always immediately send out email notification, saving you a potential wasted trip to class. If you find Appalnet “down” and cannot access your email that way, try the alternate email portal:

<http://appmail.appstate.edu/>

You will not be able to access your Appalnet tabs on this alternate email portal, but you will at least be able to get to your email.

**Requirements and Criteria for Evaluation:**

Paper #1 (3-5 pages): Due 2/8 (Thurs)	20%
Paper #2 (3-5 pages): Due 2/27 (Tues)	20%
Paper #3 (3-5 pages): Due 4/19 (Thurs)	20%
Reading Responses (1-2 pages each) and Writing Journals:	10%
Final Exam (in-class discussion paper):	10%
Presentations and Quizzes:	10%
Participation/Discussion Questions:	10%

Grading Scale (overall, and for each individual assignment):

100-93: A	90-92: A-	87-89: B+
83-86: B	80-82: B	77-79: C+
73-76: C	70-72: C-	67-69: D+
63-66: D	60-62: D-	0-59: F

## Tentative Schedule of Assignments

(subject to change—again, check your email frequently and, above all, come to each class)

<p style="text-align: center;"><b>Tues: 1/9      First Day: Introductions/Syllabus</b></p>
<p style="text-align: center;"><b>Reading Focus Area: Alternate Realities—Seeing Outside of The Box</b></p>
<p><b>Thurs: 1/11</b> Read: Pages 7-36 of <i>The Metamorphosis</i>—Franz Kafka (I have emailed this to you as a PDF file; it is also uploaded onto the Files section of Appalnet under the Classes tab. We will discuss accessing the file during the first class on 1/9.)</p> <p>Due: Note card with one satisfactory discussion question relative to the reading. Hereafter, all references to “Note Card” are to follow this description above.</p>
<p><b>Tues: 1/16</b> Read: Pages 37-64 of <i>The Metamorphosis</i>—Franz Kafka</p> <p>Due: Note Card</p>
<p><b>Thurs: 1/18</b> Read: In Hirschberg Text— Pages 262-272, <i>I Am a Cat</i>—Natsume Soseki Pages 106-108, <i>Reunion</i>—John Cheever Pages 45-48, <i>Tea Party</i>—Betty Keller</p> <p>Due: Reading Response and Note Card</p>
<p><b>Tues: 1/23</b> Read: In Bartholomae Text—Pages 19-30, <i>Deep Play</i>—Clifford Geertz <i>The Ashley Treatment</i>—website—link is up on Appalnet &amp; will also be emailed <i>Noah Latham’s Blog Entry</i>—PDF file available on Appalnet &amp; will also be emailed</p> <p><b>In-Class Audiovisual: Noah Latham’s Appeal Video</b></p> <p>Due: Note Card</p>
<p><b>Thurs: 1/25</b> Read: In Bartholomae Text—Pages 105-119, <i>Closing the Frontier and Opening Western History</i>—Patricia Nelson Limerick</p> <p><b>In-Class Audiovisual: Film</b> (title of film TBA)</p> <p>Due: Reading Response and Note Card</p>
<p><b>Tues: 1/30      No Class</b></p>
<p><b>Thurs: 2/1</b> Read: No reading for today</p> <p><b>In-Class Audiovisual: Finish Film</b> ( title of film TBA)</p> <p>Due: Reading Response and Note Card</p>

**Tues: 2/6    \*\*Draft Workshop Day for Paper #1\*\***

Today, you should bring to class the rough (but **complete!**) draft of Paper #1 (nothing else due today). This draft should be 3-5 pages, properly formatted, and should offer a critical discussion of any materials covered thus far in the semester. I have no preference as to whether you discuss essays, videos, films, etc. The choice is entirely yours. In class, you will gather into small groups in order to read and critique one another's papers. You will not turn the paper in at this time; rather, you will take the constructive criticism received in your workshop and use it to guide you as you revise the paper to a final, polished draft. This draft will be due **on Thursday**.

**Thurs: 2/8**

Read: In the Bartholomae Text—Pages 179-194, *Arts of the Contact Zone*—Mary Louise Pratt  
In the Hirschberg Text—Pages 908-910, *The Second Coming*—William Butler Yeats  
Pages 892-893, *Do Not Go Gentle into That Good Night*—  
Dylan Thomas

Due: **Final draft of Paper #1**; Reading Response and Note Card

**Reading Focus Area: American Indians—Seeing Into Another's Box**

**Tues: 2/13    INSTRUCTOR LECTURE DAY—American Indians and Indian Literature**

Read: In Hirschberg Text— Pages 498-505, *Civilize Them With a Stick*—Mary Crow Dog  
and Richard Erdoes

Due: Note Card

**Thurs. 2/15**

Read: Pages 9-66 in *American Indians: Stereotypes & Realities*--Mihehuah

Due: Reading Response and Note Card

**Tues: 2/20**

Read: Pages 67-122 in *American Indians: Stereotypes & Realities*--Mihehuah

Due: Note Card

**Thurs: 2/22    \*\*Draft Workshop Day for Paper #2\*\***

Today, you should bring to class the rough (but **complete!**) draft of Paper #1. This draft should be 3-5 pages, properly formatted, and should offer a critical discussion of any materials covered thus far in the semester. I have no preference as to whether you discuss essays, videos, films, etc. The choice is entirely yours. In class, you will gather into small groups in order to read and critique one another's papers. You will not turn the paper in at this time; rather, you will take the constructive criticism received in your workshop and use it to guide you as you revise the paper to a final, polished draft. This draft will be due **next Tuesday**.

**Tues: 2/27**

Read: Sherman Alexie's Official Biography—<http://www.fallsapart.com/biography.html>  
*Because My Father Always Said He Was the Only Indian...*—Sherman Alexie (PDF file)  
*This Is What It Means to Say Phoenix, Arizona*—Sherman Alexie (PDF file)

Due: **Final Draft of Paper #2** and Note Card

<p><b>Thurs: 3/1</b> Read: <i>Introduction to Smoke Signals (The Screenplay)</i>—Sherman Alexie (PDF file)</p> <p><b>In-Class Audiovisual:</b> Film—Smoke Signals</p> <p>Due: Reading Response and Note Card</p>
<p><b>Tues: 3/6</b></p> <p><b>In-Class Audiovisual:</b> Finish Film—Smoke Signals</p> <p>Due: Note Card</p>
<p><b>Thurs: 3/8</b> Read: <i>Scene Notes for Smoke Signals (The Screenplay)</i>—Sherman Alexie (PDF file)</p> <p>Due: Reading Response and Note Card</p>
<p><b>Tues: 3/13 No Class—Spring Break</b></p>
<p><b>Thurs: 3/15 No Class—Spring Break</b></p>
<p><b>Tues: 3/20</b> Read: Sherman Alexie’s <i>Indian Killer</i>, pages 3-72 (Part 1, Chapters 1-8)</p> <p>Due: Note Card</p>
<p><b>Thurs: 3/22</b> Read: Sherman Alexie’s <i>Indian Killer</i>, pages 73-153 (Part 1, Chapters 9-21)</p> <p>Due: Reading Response and Note Card</p>
<p><b>Tues: 3/27</b> Read: Sherman Alexie’s <i>Indian Killer</i>, pages 158-223 (Part 2, Chapters 1-13)</p> <p>Due: Note Card</p>
<p><b>Thurs: 3/29</b> Read: Sherman Alexie’s <i>Indian Killer</i>, pages 225-296 (Part 2, Chapters 14-26)</p> <p>Due: Reading Response and Note Card</p>
<p><b>Tues: 4/3</b> Read: Sherman Alexie’s <i>Indian Killer</i>, pages 300-371 (Part 3, Chapters 1-18)</p> <p>Due: Note Card</p>
<p><b>Thurs: 4/5</b> Read: Sherman Alexie’s <i>Indian Killer</i>, pages 373-420 (finish remainder of novel)</p> <p>Due: Reading Response and Note Card</p>
<p><b>Tues: 4/10 University Break – No Class</b></p>
<p><b>Thurs: 4/12 **Draft Workshop Day for Paper #3**</b></p> <p>Today, you should bring to class the rough (but <b>complete!</b>) draft of Paper #1. This draft should be 3-5 pages, properly formatted, and should offer a critical discussion of any materials covered thus far in the semester. I have no preference as to whether you discuss essays, videos, films, etc.</p>

The choice is entirely yours. In class, you will gather into small groups in order to read and critique one another's papers. You will not turn the paper in at this time; rather, you will take the constructive criticism received in your workshop and use it to guide you as you revise the paper to a final, polished draft. This draft will be due **next Thursday**.

**Tues: 4/17** No Class/Conferences

**Thurs: 4/19**

Read: To Be Announced

Due: **Final Draft of Paper #3** and Note Card

**Tues: 4/24** To Be Announced

**Exam Schedule for Section 143:** Tuesday, May 1, 2007 from Noon - 2:30 PM

**Exam Schedule for Section 154:** Wednesday, May 2, 2007 from Noon - 2:30 PM