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Calumet College

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of Saint Joseph

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*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

**EWPC 111: The Literary Experience**

**Semester: Spring, 2018**

**Course Time:** Monday and Wednesdays 12:00-1:30 p.m.

**Classroom Number:** 268

**Instructor:** Dr. Chris Buczinsky

**Office Number:** 177

**Office Phone:** 219-473-4250

**E-mail:** cbuczinsky@ccsj.edu

**Office Hours:**

|            |                      |
|------------|----------------------|
| Mondays    | 7:00 a.m.-8:30 a.m.  |
| Tuesdays   | 12:00 p.m.-3:00 p.m. |
| Wednesdays | 7:00 a.m.-8:30 a.m.  |

**Instructor Background:** I am the son of a New York City Detective, born and raised in New York. I attended Northwest Nazarene College, a small Christian liberal arts college in Nampa, Idaho, and then I earned my B.A. in English Education from Northern Arizona University. I taught high school in Arizona for two years, and then earned my Ph.D. in English from Northwestern in 1994. This is my 15th year at CCSJ.

**Course Description:** Using classic and contemporary short stories and poems, this course introduces students to the elements of fiction and poetry and to the interpretive skills necessary to deepen their experience of great literature. Students study both Western literary classics and minority challenges to that tradition, examining the role of stories and poems in a meaningful life.

**Required Books and Materials:**

*One Flew Over the Cuckoo's Nest* by Ken Kesey  
Selected poems and short stories

## Course Learning Objectives

1. Students will understand **the role of stories and songs** in their lives.
2. Students will understand **character** in fiction: character types, flat versus round characters, static versus dynamic characters, protagonists versus antagonists.
3. Students will understand the **elements of plot**, including exposition, conflict, complication, crisis, climax, and denouement.
4. Students will understand **the relation of character to plot** (i.e. the interrelationship between character traits and motivation to action)
5. Students will understand the significance of **point of view** in storytelling, especially first and third person narration.
6. Students will know the basic **elements of poetry**: rhythm, rhyme, figurative language, theme, and form.
7. Students will understand **literary language**: the difference between the denotation and connotation of words, the difference between the literal and figurative use of language, the different kinds of tropes (e.g. metaphor and metonymy) and the difference between the vehicle and tenor of a metaphor.)
8. Students will understand **basic poetic form**, including fixed or metered forms (like the ballad and the sonnet) and various free verse or organic forms of poetry.
9. Students will apply their knowledge of literary elements to the intelligent **reading, analysis, and interpretation of poems and stories**.
10. Students will develop an **appreciation and life-long love of great literature**.

The course objectives listed above meet the following **General Education Objectives**:

### Reading

1. The student will develop a college-level vocabulary, note taking skills, and active reading strategies.
2. The student knows a variety of genres and their conventions and understands the text in relation to particular contexts.
3. The student comprehends textual organization and structure, outlining and articulating parts and wholes.
4. The student interprets the text using a variety of disciplinary strategies and conventions.
5. The student evaluates the ideas presented in the text within historical, disciplinary, or other contexts.
6. The student engages in intelligent conversation about the text in classroom and disciplinary settings.
7. The student reads synoptically a set of texts in relationship to one another.
8. The student recognizes implications of a text for larger social issues.

### Writing

1. The student formulates a clear, central purpose or thesis.
2. The student organizes his or her ideas in a logical sequence appropriate to the discipline.
3. The student supports main ideas with convincing evidence and valid reasoning.
4. The student produces clear, concise, and coherent sentences and paragraphs.
5. The student composes grammatically correct sentences in a variety of types.
6. The student adheres to standard rules of spelling, punctuation, and usage.

## Ethical Reasoning

1. The student will thoughtfully analyze their own core beliefs.

## Learning Strategies:

1. **Chalk Talks.** Mini-lectures to explain literary concepts.
2. **Smart Board Analyses.** Group close readings of poems and prose passages.
3. **Fishbowl Discussions.** Group discussion led, monitored, and graded by students.
4. **Writing Workshops.** In-class writing time to complete the Literary Essay.

## Assessment:

Your final grade in this class will be assigned based on your performance in **five areas**:

|  |                 |
|--|-----------------|
| 1. Theme Compositions (3 @ 33.3 pts.)    | 100 pts.        |
| 2. <i>Cuckoo</i> Quizzes (3 @ 33.3 pts.) | 100 pts.        |
| 3. The Literary Essay                    | 100 pts.        |
| 4. Fishbowl Discussions (4 @ 25 pts.)    | 100 pts.        |
| <u>5. Unit Exams (3)</u>                 | <u>300 pts.</u> |
| Total Points                             | 700 pts.        |

### 1. Theme Compositions (33.3 pts. each; 100 pts. total.)

At the beginning of each unit, you will write a **one-page composition** on the unit theme: Innocence, Rebellion, and Love. I will hand out a writing prompt for the unit's theme composition. Compositions will be graded on both content (what you write) and form (how you write it). If the grammar is especially poor, I will ask you to rewrite it before I assign it a grade.

### 2. *Cuckoo* Quizzes (33.3 pts. each; 100 pts. total)

In our second unit we will be reading *One Flew Over the Cuckoo's Nest* by Ken Kesey. We will read the novel over a four-week period that includes Spring Break. We will have **three** quizzes, one **every Wednesday during this time**. Each quiz covers the assigned reading. See **Course Calendar** for reading pages due at **the beginning of each week**.

### 3. The Literary Essay (100 pts. total)

To pass this class you must write **one literary essay** on *One Flew Over the Cuckoo's Nest* by Ken Kesey. I will review both the essay topic and the rubric for grading the essay in class. You will be given two class periods to write the essay but you will also have to work on it at home. Papers will be marked down one letter grade for every class period they are late.

### 4. Fishbowl Discussions (25 pts. each; 100 pts. total)

We will have **four fishbowl discussions**: class discussions led, monitored, and graded by the class itself. Students sit in two circles, one inside the other, students in the outer circle listening and evaluating students discussing in the inner circle. More information on this method later.

## 5. The Unit Exams (100 pts. each; 300 pts. total)

We will have **three unit exams** (See Course Calendar). The exams will cover reading done during the units and the material we cover in lectures and class discussion. The unit exams include multiple-choice, matching, short-answer, and essay questions, so keep a good, accurate, thorough notebook during the semester.

### Grading Scale

Grades will be assigned based on your performance on the requirements listed above. Students will be assigned final grades based on a traditional scale: A (100-95); A- (94-90); B+ (89-88); B (87-84); B- (83-80); C+ (79-78); C (77-74); C- (73-70); D+ (69-68); D (67-64); D- (63-60); F (59 and below).

### Course Calendar

#### UNIT 1 *Paradise Lost: The Poetry of Innocence and Experience*

| <b>M</b> | <b>Unit Topic</b>  | <b>W</b> | <b>Close Reading Assignment</b>  |
|----------|--|----------|--|
| 1/15     | <i>Martin Luther King Jr. Day</i><br><i>No Class</i>   | 1/17     | Introductions, Syllabi, Literature:<br>4 Genres, 3 Themes, 2 Sides   |
| 1/22     | “The Garden of Eden”<br>Genesis 2:1-20<br><i>Composition #1 Due</i>  | 1/24     | <b>ELEMENTS OF POETRY I</b><br>“The Lamb” from William Blake’s<br><i>Songs of Innocence and Experience</i>       |
| 1/29     | <b>ELEMENTS OF POETRY II</b><br>“The Tyger” from William Blake’s<br><i>Songs of Innocence and Experience</i> | 1/31     | <b>ELEMENTS OF POETRY III</b><br><i>Poetic Form: Hymn Meter</i><br>“Incident” by Countee Cullen                  |
| 2/5      | <i>Meter vs. Organic Form:</i><br>“This Be the Verse” Phillip Larkin<br>“Homework” Allen Ginsberg            | 2/7      | <i>Fishbowl Discussion #1</i><br>“The Child’s Faith is New”<br>by Emily Dickinson<br>“Fern Hill” by Dylan Thomas |
| 2/12     | <b>Unit Exam I Review</b>  | 2/14     | <b>Unit Exam I</b>   |

#### UNIT 2 *One Flew Over The Cuckoo’s Nest: A Novel of Rebellion and Conformity*

|      |  |      |  |
|------|--|------|--|
| 2/19 | <b>ELEMENTS OF FICTION I:</b><br><b>Genre/Point of View/Setting</b><br><i>Composition #2 Due</i> | 2/21 | <b>ELEMENTS OF FICTION II:</b><br><b>Character</b><br><i>Cuckoo Quiz 1: 1-90</i> |
| 2/26 | <b>ELEMENTS OF FICTION III:</b><br><b>Plot</b>   | 2/28 | <i>Fishbowl Discussion #2</i><br><i>Cuckoo Quiz 2: 90-145</i>                    |

**Spring Break: 3/5-1/9**

|      |   |      |   |
|------|---|------|---|
| 3/12 | <b>ELEMENTS OF FICTION IV:</b><br><b>Theme, Idea, Meaning</b> | 3/14 | Writing Workshop I<br><i>Cuckoo Quiz 3: 145-325</i> |
| 3/19 | <b>Writing Workshop II</b>                                    | 3/21 | <b>Writing Workshop III</b>                         |
| 3/26 | <b>Writing Workshop IV</b>                                    | 3/28 | <i>Unit Exam II</i><br><i>Literary Essay Due</i>    |

## *Humanities Festival: 4/2 and 4/4*

### **UNIT 3 *Negotiations and Love Songs: Short Stories and Poems of Eros***

|                              |   |      |  |
|------------------------------|---|------|--|
| 4/9                          | “The Hitchhiking Game”<br>by Milan Kundera<br><i>Composition #3 Due</i> | 4/11 | “I Wanna Be Yours” John Cooper Clark<br>Love-Lost Poems: Atwood, Gunn, Collins |
| 4/16                         | “Natasha” David Bezmozgis<br><i>Fishbowl Discussion #3</i>              | 4/18 | “Siren Song” by Margaret Atwood<br>“Circe's Grief” by Louise Gluck             |
| 4/23                         | “Bad Graft” Karen Russell<br><i>Fishbowl Discussion #4</i>              | 4/25 | The Love Sonnet<br>Final Exam Review   |
| <i>Final (Unit Exam III)</i> |   |      |  |

## **RESPONSIBILITIES**

### **Attending Class**

You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have **more** responsibilities to keep up and meet the objectives of this course.

### **English Department Attendance Policy**

In accordance with English program policy, any student missing more than NINE (9) hours of class will receive an F. These nine hours include both excused and unexcused absences; it also includes all tardies of more than 15 minutes. Please be aware these hours include birthdays, sport events, illness, work, etc. If a problem arises with your absences, please come and talk to me immediately. *Note: there is no need to contact me if you are going to be absent from class.*

### **Turning In Your Work**

You cannot succeed very well in this class if you do not turn in all your work on the day it is due. Late work may be submitted by one week after it is due, but all late work will be reduced one full letter grade. Accepting work beyond the one-week limit is entirely at my discretion.

### **CCSJ Student Honor Code**

This course asks students to reaffirm the CCSJ Student Honor Code:

I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- do my own work with **integrity** at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;

- do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

### **Using Electronic Devices**

**There are no cell phones allowed in student possession during class. Please place them in the cellphone basket at the start of each class period.** If you have a family emergency or work situation that requires you to have your phone on your person, please ask permission before class. Research has shown that students assimilate and remember information better using hand written notes. The use of laptop computers for note taking is therefore prohibited.

### **Participating in Class**

You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.

### **Doing Your Own Work**

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

*Please Note:* All papers may be electronically checked for plagiarism.

### **Tracking Your Progress**

Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor.

### **Sharing Your Class Experience**

At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!

### **Withdrawing from Class**

After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

| <b>Resources</b>               |  |
|--------------------------------|--|
| <b>Student Success Center:</b> | The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is |

|                                   |  |
|-----------------------------------|--|
|                                   | open to all students at no charge. You can contact the Student Success Center at <b>(219) 473-4287</b> or stop by the Library.   |
| <b>Disability Services:</b>       | Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at <b>(219) 473-4349</b> .  |
| <b>Student Assistance Program</b> | Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a <b>free Student Assistance Program (SAP)</b> to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at <b>219-736-4067</b> . |
| <b>CCSJ Alerts:</b>               | Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at:<br><a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .   |

## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.

4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

**IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

**HAZARDOUS MATERIAL SPILL/RELEASE**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

**TORNADO**

**EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

**SHELTER IN PLACE**

**EMERGENCY ACTION**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

**BOMB THREATS**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

**TERRORISM AND ACTIVE SHOOTER SITUATIONS**

**EMERGENCY ACTION**

1. Call 911 and report intruder.



## **RUN, HIDE OR FIGHT TIPS:**

- 1. Prepare** – frequent training drills to prepare the most effectively.
- 2. Run and take others with you** – learn to stay in groups if possible.
- 3. Leave the cellphone.**
- 4. Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
- 5. Silence your cellphone** -- use landline phone line.
- 6. Why the landline?** It allows emergency responders to know your physical location.
- 7. Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
- 8. Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
- 9. Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
- 10. Fight as a group** – the more people come together, the better the chance to take down the shooter.
- 11. Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.