ENGL 100-03| FALL 2020

Dr. Hayley C. Stefan (she/her/hers)

✉ **hstefan@holycross.edu**

📍 **Our Zoom classroom**
M/W/F 1:00-1:50 PM (EST)

🖥 **My Zoom Office Hours**
- Mon./Weds. 3:30-5:30 PM
- Tues. 10:00-11:00 AM

Have a question the whole class might benefit from or know? Ask on **our Discord channel!**

LEARNING GOALS

In this course, students will
- Explore the role of literature in developing ideas about truth and empathy
- Strengthen their critical reading and text analysis skills
- Practice academic writing through different projects
- Build information literacy
- Engage in multiple conversations about meaning and language
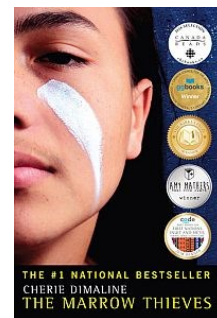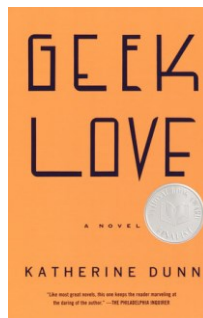
INTRO TO LITERARY STUDY

COURSE THEME: IMAGINING ALTERNATIVES

Through reading, we learn to empathize with others, embrace difference, and develop our own values. Frequently, writers encourage us to do this by redesigning what we think is "normal." In this course, we will examine how writers use the strange or abnormal to make us question our values of diversity and truth and reconsider what makes a good life. From dystopian futures to digital games and traveling circuses, the texts we will look at in this course imagine alternatives to our world that are exciting, funny, and sometimes deeply unsettling, encouraging us always to find meaning in difference. We will look at a selection of popular books and short stories in addition to other forms of fiction, including movies, music, and webcomics.

COURSE TEXTS

We have two required texts:

1. Cherie Dimaline, *The Marrow Thieves.* DCB/Cormorant Books, 2017. ISBN: 9781770864863
2. Katherine Dunn, *Geek Love.* Penguin Random House, 1989. ISBN: 9780375713347

You can use any publisher or edition of these texts. You're also welcome to engage with our texts in whatever format works best for you (e.g., audiobook, paperback, eBook, etc.), so long as you actively question as you read and are prepared to discuss how its format influences the way you read it.

If you are unable to afford course materials, please **reach out to Financial Aid**, where they may be able to help. Books can be purchased through the **Holy Cross Bookstore** or other retailers. Pro tip: You can search for books on **bookfinder.com** to see the varied prices and places you can buy copies. You can also borrow books through your local library via **the OverDrive app**.

ACCESSIBILITY & REQUESTS FOR ACCOMMODATIONS

I know that we each learn through diverse methods, and my goal is to make our course as accessible as possible. This means we will work with methods and documents that prioritize how we process information, following the guidelines of the Universal Design for Learning. Please approach me as soon as possible with your individual learning needs so that I can adjust the course as needed. I assume that our daily life directly affects how we engage in our education; please contact me so that we can discuss possible adjustments or alternative arrangements, as needed for homework, exams, or class.

Students with disabilities may request academic accommodations, housing and dining accommodations, modifications to College policies, procedures, and rules; environmental adjustments, and auxiliary aids and services. Additional policies and procedures regarding accommodations can be found on the Office of Accessibility Services webpages at **https://www.holycross.edu/health-wellness-and-access/office-accessibility-services**. Students should submit all accommodation requests to the Office of Accessibility Services.

ACADEMIC INTEGRITY

Developing your ideas is the basis of our class. Make sure that your work authentically represents your ideas and credits others for theirs. Submitting others' ideas as your own without crediting them is plagiarism, even if it is unintentional. All work in our class should be formatted and cited according to MLA 8th edition guidelines. The Purdue Online Writing Lab has **a guided overview of MLA's formatting and citation requirements here**. You can view the **Holy Cross English Department's statement on "Academic Honesty" here.**

STUDENT ATTENDANCE & EXCUSED ABSENCE POLICY

Our class will largely run synchronously via Zoom and other platforms, and your presence in class is crucial to learning and engaging with your classmates' ideas. Your classmates and I will depend on you to be in class. If you are unable to attend a session for any reason, please send me an email to let me know and reach out to your classmates to get a sense of what you missed. **See Holy Cross's policies here.**

REMOTE ACCESS & RECORDING OF CLASS SESSIONS

Lectures may be recorded and made available to students registered for this class using Panopto. Duplication or redistribution of video capture recordings by any other party without the consent of the course instructor is prohibited.

RESOURCES FOR STUDENTS

Holy Cross offers a variety of resources to help you learn and succeed.

- Students can access academic support, guides, and various learning workshops through **Academic Services & Learning Resources.**
- Any student can meet with writing consultants at the Writer's Workshop for support at any stage of the writing process – whether brainstorming, building ideas, revising, or otherwise. You can **make an appointment with a Writer's Workshop consultant here**.
- Self-care is critical, especially during this global pandemic. Please familiarize yourself with the **support offered by the Counseling Center** and know that they are there to support you.

BASIC NEEDS

We will be learning a lot this semester, but your wellbeing remains the most important. If you are having difficulty affording groceries or accessing sufficient food to eat every day, or if you lack a safe and stable place to live, please talk with me (if you are comfortable doing so), so that I can put you in touch with resources to help you.

COURSE COMPONENTS

ENGAGEMENT/PARTICIPATION – 20 %

Our course will take place entirely online, so we will be trying new ways to stay engaged and discuss reading and writing together. Students will participate in and help lead class and small group discussions via video and chat, annotate texts together, and actively read and question course texts. We will read a lot in this class, so I encourage you to take active notes while reading, preview texts before beginning them, and come to class with ideas and questions. We will practice these skills together, too.

SHORT CLOSE READING ESSAYS – 20 %

Students will write two short essays analyzing specific moments in our course texts. We will work on these essays in class, and students will also engage in peer review. You will revise and extend one of these essays from close reading of one scene to a larger argument about the text itself. Don't worry – we'll work on this together.

TEXT ANALYSIS ESSAY – 30 %

Students will write one essay examining the way that a text imagines alternatives to our reality, whether those be digital worlds, altered bodies, or apocalyptic futures.

READING QUIZZES – 10 %

We will have regular brief quizzes that will offer examples of productive questions to ask while you are reading, meant to help you reflect on the texts and challenge your ideas.

DIGITAL PROJECT – 20 %

Students will practice extending their text analysis skills by thinking about how what we read encourages us to change the way we act and feel. This project, which may take a variety of forms, will ask students to put what we have read in class in conversation with the world around us. More details will come about this assignment as the semester gets underway.

GRADE DISTRIBUTION

- 1. Engagement
- 2. Short Close Reading Essays
- 3. Text Analysis Essay
- 4. Reading Quizzes
- 5. Digital Project
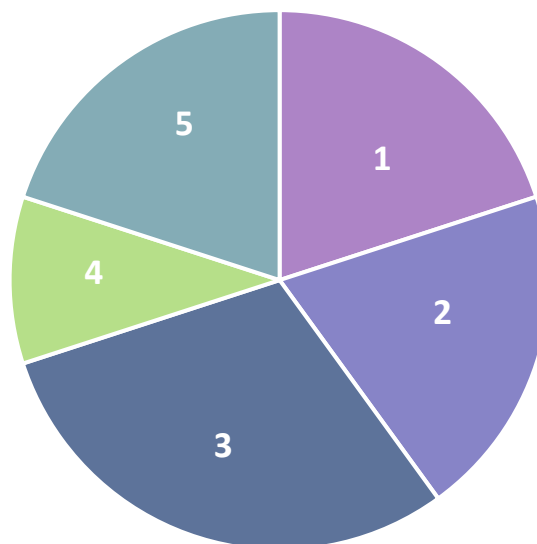
A	96
A-	92
B+	89
B	86
B-	82
C+	79
C	76
C-	72
D+	69

CLASS SCHEDULE

Below is a tentative class schedule outlining what we will be focusing on in each class. **Homework assignments are marked in bold font after the class overview.** Unless otherwise specified, homework is due the next class after it is assigned.

Weds., 9/2	Overview of Intro to Literary Study. **Sign up for Hypothesis & Discord accounts by next class. Share the last thing you read on your group's Discord channel to test your access.**
Fri., 9/4	Annotating texts. **Read Hrbek's "Sagittarius" for next class, Fri. 9/4.**

Mon., 9/7	Reading quiz. Annotating & analyzing Hrbek's "Sagittarius." **Reread the ending of "Sagittarius." Write 100-200 words explaining and analyzing its meaning, due Weds. 9/9.**
Weds., 9/9	Working with our close readings.
Fri., 9/11	Discussing disability in Hrbek's "Sagittarius." **Extend your reading of the ending of "Sagittarius" to a larger analysis of the text overall, 400-500 words, due Mon. 9/14.**

Mon., 9/14	Analyzing disability in literature. **Read Jonathan Safran Foer's "A Primer for the Punctuation of Heart Disease."**
Weds., 9/16	Reading quiz. Annotating & analyzing Foer's "A Primer." **Review Foer's "A Primer." Write 200-250 words explaining & analyzing how Foer uses language in the text, due Fri., 9/18.**
Fri., 9/18	Working with our close readings of Foer's "A Primer."

Mon., 9/21	Previewing Katherine Dunn's *Geek Love*. **Read Dunn's *Geek Love*, Book I, chps. 1-3. Extend your reading of Foer's "A Primer," 500-650 words, due Weds. 9/23.**
Weds., 9/23	Reading quiz. Discussing & analyzing Dunn's *Geek Love*. **Read Dunn's *Geek Love*, Book II, chps. 4-8.**
Fri., 9/25	**Read Dunn's *Geek Love*, Book II, chps. 9-11.**

Mon., 9/28	**Read Dunn's *Geek Love*, Book III, chps. 12-16.**
Weds., 9/30	No class. Enjoy your day!
Fri., 10/2	Reading quiz. **Read Dunn's *Geek Love*, Book III, chps. 17-20.**

Mon., 10/5	Reading quiz. **Read Dunn's *Geek Love*, Book III, chps. 21-23. Choose which of your short close reading essays you will revise. Submit your revision plan by Fri., 10/9.**
Weds., 10/7	**Finish *Geek Love*.**
Fri., 10/9	Reviewing *Geek Love*.
Mon., 10/12	Writing workshop. **Revise & extend one of your close reading essays to 900-1,500 words, due Fri., 10/16.**
Weds., 10/14	Writing workshop.
Fri., 10/16	**Read excerpt from Gary Shteyngart's *Super Sad True Love Story.***
Mon., 10/19	Quiz. Discussion & annotation of Shteyngart's *Super Sad.*
Weds., 10/21	**Watch Spike Jonze's *Her*.**
Fri., 10/23	Quiz. Discuss *Her*. **Read review of *Her*.**
Mon., 10/26	Analyzing *Her* and *Super Sad True Love Story* together.
Weds., 10/28	Analyzing *Her* and *Super Sad True Love Story* together.
Fri., 10/30	Reading graphic narratives.
Mon., 11/2	**Read *Mooncakes*.**
Weds., 11/4	**Read *Mooncakes.***
Fri., 11/6	**Read *Mooncakes.***
Mon., 11/9	Discussing *Mooncakes*.
Weds., 11/11	Previewing Cherie Dimaline's *The Marrow Thieves*.
Fri., 11/13	**Read Cherie Dimaline's *The Marrow Thieves*.**
Mon., 11/16	**Read Cherie Dimaline's *The Marrow Thieves*.**
Weds., 11/18	**Read Cherie Dimaline's *The Marrow Thieves*.**
Fri., 11/20	**Read Cherie Dimaline's *The Marrow Thieves.***
	Fall Break! 11/21 – 11/29
Mon., 11/30	**Read Cherie Dimaline's *The Marrow Thieves*.**
Weds., 12/2	**Read Cherie Dimaline's *The Marrow Thieves*.**
Fri., 12/4	**Read Cherie Dimaline's *The Marrow Thieves*.**
Mon., 12/7	Presentations of digital projects.
Weds., 12/9	Presentations of digital projects.

THIS CLASS IS FOUNDED ON AN ENVIRONMENT OF MUTUAL RESPECT.

In line with respecting others, we will use the names and pronouns that members of this class ask us to use. Please share with me and/or the class (as you feel comfortable) the name(s) & pronouns you would like for us to use for you, if they ever differ from information shared on the first day of class. Throughout the semester, we will read texts that introduce complex, diverse, and even controversial subjects. I want this class to be a space in which we all feel safe and comfortable to share our thoughts, ideas, and opinions. Please remember at all times that your thoughts and ideas as writers and scholars are important and valuable. One of the goals of college is to challenge us to apply pressure about what we know (and all that we don't know). I will never ask you to change your mind, but I will expect it will remain open in this course. That being said, dehumanizing others is antithetical to learning, and students who make implicitly violent remarks will be asked to leave immediately.

CLASS(ROOM?) TECH

In an unintentional parallel to our course theme, we will be trying out alternatives to conventional in-class discussion and lecture.

All of our course materials will be available on Canvas, and all work should be submitted there, unless otherwise noted. Our weekly classes will begin on Zoom, unless otherwise noted. From there, we will use Hypothesis for annotating and viewing short texts together during class time and Discord for small group work. Each of these programs should work within your computer browser or phone (that is, they do not require you to download them). Class announcements and major communications from me will be sent via your Holy Cross email and, when appropriate, posted on Canvas. Email is the best way to reach me outside of class time or office hours. I will do my best to respond to messages within 24 hours.

We will practice using these tools in the first week, and I will be available via Zoom and email for any troubleshooting.

HYPOTHES.IS

We will use the browser extension Hypothesis to analyze and annotate texts together. Make sure you make an account here: **https://web.hypothes.is/start/**

ZOOM

Class will primarily be hosted via Zoom. Make sure you log onto Zoom via your Holy Cross email account. You can **log into our class here.**

I will also hold office hours on Zoom here: **My Zoom Office.**

CANVAS

Class documents are all hosted on Holy Cross's Canvas system. You can **access your Canvas courses here.**

DISCORD

Small group discussions will take place using Discord servers. We will spend time in class practicing this. You can sign up for & access your Discord account here: **https://discord.com/**

Click here to access our class channel.

Intro to Literary Study
ENGL 100-03, Fall 2020

Note: This syllabus is formatted to be readable by screen readers. If any parts of it are inaccessible, please do let me know so that I can adjust it.

Contents

Course Details

Dr. Hayley C. Stefan (she/her/hers)

Email: hstefan@holycross.edu

Mondays, Wednesdays, Fridays from 1:00-1:50 PM (EST)

Class will begin on Zoom. Our Zoom classroom link is [link redacted].

I will hold office hours via Zoom on Mondays and Wednesdays from 3:30-5:30 PM and Tuesdays from 10:00-11:00 AM (EST). You can access my Zoom office hours at [link redacted].

Have a question the whole class might benefit from or know? Ask on [link redacted].

Course Theme: Imagining Alternatives

Through reading, we learn to empathize with others, embrace difference, and develop our own values. Frequently, writers encourage us to do this by redesigning what we think is "normal." In this course, we will examine how writers use the strange or abnormal to make us question our values of diversity and truth and reconsider what makes a good life. From dystopian futures to digital games and traveling circuses, the texts we will look at in this course imagine alternatives to our world that are exciting, funny, and sometimes deeply unsettling, encouraging us always to find meaning in difference. We will look at a selection of popular books and short stories in addition to other forms of fiction, including movies, music, and webcomics.

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2. Katherine Dunn, *Geek Love*. Penguin Random House, 1989. ISBN: 9780375713347

Alt text for book cover images:
- The cover of Cherie Dimaline's book *The Marrow Thieves*. The cover is a close-up of half of a person's face. The person has a diagonal line of white face paint moving down from their right eye to their jaw bone. The cover has multiple award medals on it and reads "The #1 National Bestseller Cherie Dimaline The Marrow Thieves" in white and yellow font.
- The cover of Katherine Dunn's book *Geek Love*. The cover has an orange background with the works "Geek Love: A Novel" written in the center in large black letters.

You can use any publisher or edition of these texts. You're also welcome to engage with our texts in whatever format works best for you (e.g., audiobook, paperback, eBook, etc.), so long as you actively question as you read and are prepared to discuss how its format influences the way you read it. If you are unable to afford course materials, please reach out to Financial Aid, where they may be able to help. Books can be purchased through the Holy Cross Bookstore or other retailers. Pro tip:

You can search for books on bookfinder.com to see the varied prices and places you can buy copies. You can also borrow books through your local library via the OverDrive app.

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Student Attendance & Excused Absence Policy
Our class will largely run synchronously via Zoom and other platforms, and your presence in class is crucial to learning and engaging with your classmates' ideas. Your classmates and I will depend on you to be in class. If you are unable to attend a session for any reason, please send me an email to let

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Remote Access & Recording of Class Sessions

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Resources for students

Holy Cross offers a variety of resources to help you learn and succeed.

- Students can access academic support, guides, and various learning workshops through Academic Services & Learning Resources: https://www.holycross.edu/support-and-resources/academic-services-and-learning-resources/academic-skills.
- Any student can meet with writing consultants at the Writer's Workshop for support at any stage of the writing process – whether brainstorming, building ideas, revising, or otherwise. You can make an appointment with a Writer's Workshop consultant here: https://www.holycross.edu/academics/support-and-resources/center-for-writing/writers-workshop/make-appointment.
- Self-care is critical, especially during this global pandemic. Please familiarize yourself with the support offered by the Counseling Center and know that they are there to support you: https://www.holycross.edu/health-wellness-and-access/counseling-center.

Basic Needs

We will be learning a lot this semester, but your wellbeing remains the most important. If you are having difficulty affording groceries or accessing sufficient food to eat every day, or if you lack a safe and stable place to live, please talk with me (if you are comfortable doing so), so that I can put you in touch with resources to help you.

Course Components

Engagement/Participation – 20 %

Our course will take place entirely online, so we will be trying new ways to stay engaged and discuss reading and writing together. Students will participate in and help lead class and small group discussions via video and chat, annotate texts together, and actively read and question course texts. We will read a lot in this class, so I encourage you to take active notes while reading, preview texts before beginning them, and come to class with ideas and questions. We will practice these skills together, too.

Short Close Reading Essays – 20 %

Students will write two short essays analyzing specific moments in our course texts. We will work on these essays in class, and students will also engage in peer review. You will revise and extend one of

these essays from close reading of one scene to a larger argument about the text itself. Don't worry – we'll work on this together.

Text Analysis Essay – 30 %
Students will write one essay examining the way that a text imagines alternatives to our reality, whether those be digital worlds, altered bodies, or apocalyptic futures.

Reading quizzes – 10 %
We will have regular brief quizzes that will offer examples of productive questions to ask while you are reading, meant to help you reflect on the texts and challenge your ideas.

Digital Project – 20 %
Students will practice extending their text analysis skills by thinking about how what we read encourages us to change the way we act and feel. This project, which may take a variety of forms, will ask students to put what we have read in class in conversation with the world around us. More details will come about this assignment as the semester gets underway.

Grade Distribution
1. Engagement/Participation is worth 20% of your grade.
2. Short Close Reading Essays are worth 20% of your grade.
3. The Text Analysis Essay is worth 30% of your grade.
4. Reading Quizzes are worth 10% of your grade.
5. Your Digital Project is worth 20% of your grade.

A reflects the numerical grade of 96.
A- reflects the numerical grade of 92.
B+ reflects the numerical grade of 89.
B reflects the numerical grade of 86.
B- reflects the numerical grade of 82.
C+ reflects the numerical grade of 79.
C reflects the numerical grade of 76.
C- reflects the numerical grade of 72.
D+ reflects the numerical grade of 69.

Course Schedule
Below is a tentative class schedule outlining what we will be focusing on in each class. **Homework assignments are marked in bold font after the class overview.** Unless otherwise specified, homework is due the next class after it is assigned.

Week One

Weds., September 2: Overview of Intro to Literary Study. **Homework: Sign up for Hypothesis & Discord accounts by next class. Share the last thing you read on your group's Discord channel to test your access.**

Fri., September 4: Annotating texts. **Homework: Read Hrbek's "Sagittarius" for next class, Fri. 9/4.**

Week Two

Mon., September 7: Reading quiz. Annotating & analyzing Hrbek's "Sagittarius." **Homework: Reread the ending of "Sagittarius." Write 100-200 words explaining and analyzing its meaning, due Weds. 9/9.**

Weds., September 9: Working with our close readings.

Fri., September 11: Discussing disability in Hrbek's "Sagittarius." **Homework: Extend your reading of the ending of "Sagittarius" to a larger analysis of the text overall, 400-500 words, due Mon. 9/14.**

Week Three

Mon., September 14: Analyzing disability in literature. **Homework: Read Jonathan Safran Foer's "A Primer for the Punctuation of Heart Disease."**

Weds., September 16: Reading quiz. Annotating & analyzing Foer's "A Primer." **Homework: Review Foer's "A Primer." Write 200-250 words explaining & analyzing how Foer uses language in the text, due Fri., 9/18.**

Fri., September 18: Working with our close readings of Foer's "A Primer**."**

Week Four

Mon., September 21: Previewing Katherine Dunn's *Geek Love*. **Homework: Read Dunn's *Geek Love*, Book I, chps. 1-3. Extend your reading of Foer's "A Primer," 500-650 words, due Weds., 9/23.**

Weds., September 23: Reading quiz. Discussing & analyzing Dunn's *Geek Love*. **Homework: Read Dunn's *Geek Love*, Book II, chps. 4-8.**

Fri., September 25: **Homework: Read Dunn's *Geek Love*, Book II, chps. 9-11.**

Week Five

Mon., September 28: **Homework: Read Dunn's *Geek Love*, Book III, chps. 12-16.**

Weds., September 30: No class. Enjoy your day!

Fri., October 2: Reading quiz. **Homework: Read Dunn's G*eek Love*, Book III, chps. 17-20.**

Week Six

Mon., October 5: Reading quiz. **Homework: Read Dunn's *Geek Love*, Book III, chps. 21-23. Choose which of your short close reading essays you will revise. Submit your revision plan by Fri., 10/9.**

Weds., October 7: **Homework: Finish *Geek Love*.**

Fri., October 9: Reviewing *Geek Love.*

Week Seven

Mon., October 12: Writing workshop. **Homework: Revise & extend one of your close reading essays to 900-1,500 words, due Fri., 10/16.**

Weds., October 14: Writing workshop.

Fri., October 16: **Homework: Read excerpt from Gary Shteyngart's *Super Sad True Love Story.***

Week Eight

Mon., October 19: Reading quiz. Discussion & annotation of Shteyngart's *Super Sad.*

Weds., October 21: **Homework: Watch Spike Jonze's *Her.***

Fri., October 23: Quiz. Discuss Her. **Homework: Read review of *Her.***

Week Nine

Mon., October 26: Analyzing *Her* and *Super Sad True Love Story* together.

Weds., October 28: Analyzing *Her* and *Super Sad True Love Story* together.

Fri., October 30: Reading graphic narratives.

Week Ten

Mon., November 2: **Homework: Read *Mooncakes.***

Weds., November 4: **Homework: Read *Mooncakes.***

Fri., November 6: **Homework: Read *Mooncakes.***

Week Eleven

Mon., November 9: Discussing *Mooncakes.*

Weds., November 11: Previewing Cherie Dimaline's *The Marrow Thieves.*

Fri., November 13: **Homework: Read Cherie Dimaline's *The Marrow Thieves.***

Week Twelve

Mon., November 16: **Homework: Read Cherie Dimaline's *The Marrow Thieves.***

Weds., November 18: **Homework: Read Cherie Dimaline's *The Marrow Thieves.***

Fri., November 20: **Homework: Read Cherie Dimaline's *The Marrow Thieves.***

Week Thirteen

Fall Break, November 21 to November 29

Week Fourteen

Mon., November 30: **Homework: Read Cherie Dimaline's *The Marrow Thieves.***

Weds., December 2: **Homework: Read Cherie Dimaline's *The Marrow Thieves.***

Fri., December 4: **Homework: Read Cherie Dimaline's *The Marrow Thieves.***

Week Fifteen

Mon., December 7: Presentations of digital projects.

Weds., December 9: Presentations of digital projects.

This Class Is Founded on an Environment of Mutual Respect.

In line with respecting others, we will use the names and pronouns that members of this class ask us to use. Please share with me and/or the class (as you feel comfortable) the name(s) & pronouns you would like for us to use for you, if they ever differ from information shared on the first day of class. Throughout the semester, we will read texts that introduce complex, diverse, and even controversial subjects. I want this class to be a space in which we all feel safe and comfortable to share our thoughts, ideas, and opinions. Please remember at all times that your thoughts and ideas as writers and scholars are important and valuable. One of the goals of college is to challenge us to apply pressure about what we know (and all that we don't know). I will never ask you to change your mind, but I will expect it will remain open in this course. That being said, dehumanizing others is antithetical to learning, and students who make implicitly violent remarks will be asked to leave immediately.

Class(room?) Tech

In an unintentional parallel to our course theme, we will be trying out alternatives to conventional in-class discussion and lecture.

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We will practice using these tools in the first week, and I will be available via Zoom and email for any troubleshooting.

Canvas
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Discord
Small group discussions will take place using Discord servers. We will spend time in class practicing this. You can sign up for & access your Discord account here: https://discord.com/

Access our class channel here: [link redacted]..

Hypothesis
We will use the browser extension Hypothesis to analyze and annotate texts together. Make sure you make an account here: https://web.hypothes.is/start/

<u>Zoom</u>

Class will primarily be hosted via Zoom. Make sure you log onto Zoom via your Holy Cross email account. You can log into our class here: [link redacted].

I will also hold office hours on Zoom here: [link redacted].

Copyright

Intro to Literary Study Syllabus, Fall 2020 by Hayley C. Stefan is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).