

ENGL211-004: Thematic Approaches to Literature
Pain and Empathy in Literature
Fall 2017
TR 9:30-10:45am
HLG 204

Instructor: Hannah Ritorto
Email:

Office: H. L. Griffin 354
Office Hours: Thursday 11:00am—1:00pm

Course Description and Objectives

ENGL211 is an introductory literature course, designed for students who have successfully completed ENGL101 and 102, which seeks to take a thematic approach to the study of literature. In our course, we will explore the presence of physical pain and empathy in literature from different genres, nations, and time-periods.

Our cultural concept of pain has at its heart the idea that pain is “language-destroying” (Scarry). This course seeks to investigate the appearance and function of physical pain in literature and determine the methods by which pain may be most successfully represented. We will study texts that explore the successful and vital representation of physical pain through narrative and figurative language. In addition, we will discuss the value of pain when separated from themes of healing and recovery, and the responsibility of witnesses to pain for empathy and care.

In this course, students will:

- Interpret and analyze literature by reading, discussing, and evaluating written works of different genres, including novels, non-fiction, poetry, film, and drama
- Compare and contrast works sharing the same concerns from different periods or addressing them in different styles
- Develop their critical reading, writing, and thinking skills through the analysis of literary works using the literary terms of the field
- Compile a library of works that qualify for inclusion in the study of the course theme

Required Textbooks/ Materials

Never Let Me Go, Kazuo Ishiguro
Wit, Margaret Edson
The Empathy Exams, Leslie Jamison
Harm, Hillary Gravendyk
Essential Literary Terms, Norton
Index Cards: 4x6” lined or unlined (appx. 30+)
Notebook and Pen/Pencil
Daily Access to Moodle Platform

Grade Distribution

Category	% of Final Grade
Participation	10%
Forum Posts	10%
Literary Terms Glossary	20%
Literary Analysis 1	30%
Literary Analysis 2	30%

Grading Scale: 90-100 = A, 80-89 = B, 70-79= C, 69-60=D, 59 and below= F

Classroom Expectations

I take my responsibility as an instructor very seriously, and I expect you to do the same as students. Remember that your grade in this (and any class) is *your responsibility*, as you are responsible for your learning. If you find at any time during the term that you are having difficulties meeting the requirements for this course, you should speak to me immediately. Taking responsibility for your own learning means:

1. **Attendance is vital.** Attending class will have a direct impact upon your ability to successfully complete the course, both as a result of your participation grade and the growing understanding of the course themes and texts which you will require in order to successfully complete your coursework. I expect you to attend class, and I do not respond to emails asking “what did I miss?” nor provide make-up lectures during office hours or at any other time. That being said, your grade in this course is your responsibility.
2. **Punctuality is Important.** If on occasion you must choose between arriving late or being absent, join us as unobtrusively as possible. See the Assignment Guidelines document for how lateness can specifically affect your participation grade.
3. **Please come to class prepared.** Have the reading materials read, any homework/assignments completed, your class materials (texts, notebook, writing instruments) with you, and be ready to engage with your peers and the lessons. This class will be much more interesting—and you will do better— if you are prepared for it. Please see the Assignment Guidelines document for how coming to class unprepared can specifically affect your Participation grade.
4. **Handheld electronic devices and laptops are not to be used during class.** They may be brought in the case that our in-class work may be complemented by use of one, but they may not be removed from your bag/pocket or otherwise accessed unless the instructor has given the class specific instructions to do so. If you have a learning disability and part of your accommodations is use of such a device, please be sure to read the “For Students with Disabilities” section that can be found on a later page of this document. Please see the Assignment Guidelines document for how accessing electronic devices during class without permission from your instructor can specifically affect your participation grade.
5. **It is everyone’s responsibility to create an environment conducive to learning.** In order to maximize the learning experience for all, students are expected to conduct themselves professionally and to minimize behaviors that distract fellow students from concentrating on our discussion and other classroom activities. Behaviors that are particularly distracting and not allowed during our class time are as follows:
 - talking while someone else is talking (other students or the instructor)
 - allowing your cell phone to ring or vibrate
 - texting, surfing the internet, or checking e-mail on your phone during class
 - using laptop computers during class

Please refrain from these behaviors in order to help create the best possible learning environment for yourself and others. Please see the Assignment Guidelines document for how disruptive behavior can specifically affect your participation grade.

Late Work

I do not accept late work. You must turn in all assignments on time if you would like a grade for them. When an assignment is due via Moodle, it is due at the time stated on the Course Schedule document. If no time is listed, such as for Forum Posts, the cut off is 11:59:59pm of the last acceptable turn-in date. When a printed version of something is due, as well as for class-based assignments such as ClassCards and Panel Discussions, it is due at the start time of class unless otherwise instructed.

I provide a week-long Turn-In Window for your two Literary Analysis Papers. As a result, any papers submitted outside this window will not be accepted for credit.

If you are absent from class, you will not receive credit for class-based assignments, including your ClassCards and your Panel Discussion.

Moodle

We will be using Moodle for communication purposes and also for turning in the majority of graded course work. *You must be able to receive emails via Moodle because important announcements and notifications are sent through this platform.* Here is a Moodle student guide in case you have trouble with the system:

<http://helpdesk.louisiana.edu/content/student-user-guide/1127>

Grades will not be tracked via Moodle; if you want to know your grade in the course, the grading scale is available via this document. Participation points will not be calculated until the end of the semester.

Office Hours and Communication

Students are strongly encouraged to meet with me outside of class for individual consultations on their papers. I am happy to look at drafts in progress up to 24 hours before the turn-in window closes. I also highly recommend making use of the Writing Center. If you ever have any questions or concerns, please feel free to discuss them with me. I am here to help you. If your class schedule conflicts with my office hours, we can make arrangements to meet outside office hours by appointment. It is imperative that, if you schedule such an appointment with me, you do not miss the appointment.

Email Policy

Remember that writing an email is a rhetorical act. Thus, when you email me (or your other professors)

- begin with a salutation (i.e. Dear Ms. Mason, or Dear Professor Mason,)
- write in a polite and professional voice; clearly state your message
- end with a valediction, or complementary close (i.e. Sincerely, With regards, etc.).

While I will endeavor to respond to ALL emails in a timely manner, I ask that you allow up to 24 hours for a response on weekdays and 48 hours on weekends. I do not provide essay feedback of any kind via email within 24 hours of the close of the Turn-In Window.

To demonstrate that you understand this process, please send me an email which contains a brief message following the above guidelines and a meme of your choice that relates to an academic subject. (Memes with cats would be appreciated.)

Academic Integrity

Students writing in an academic setting are responsible for approaching all assignments with rigor and integrity. This responsibility includes:

1. consulting and analyzing sources that are relevant to the topic of inquiry;
2. clearly acknowledging when they draw from the ideas or the phrasing of those sources in their own writing;
3. learning and using appropriate citation conventions within the field in which they are studying; and
4. asking their instructor for guidance when they are uncertain of how to acknowledge the contributions of others in their thinking and writing.

When students fail to adhere to these responsibilities, they may intentionally or unintentionally “use someone else’s language, ideas, or other original (not common-knowledge) material without properly acknowledging its source”(http://www.wpacouncil.org/positions/WPAplagiarism.pdf). When the act is intentional, the student has engaged in plagiarism (http://www.montana.edu/deanofstudents/syllabus.html).

I rigorously screen for plagiarism in all written course assignments. It is easy to follow a sentence with source information, as I have done in the above paragraph, and I expect you to at least *attempt* to provide credit. Incorrect citation is not considered plagiarism, but if you do not make any effort to designate the source in one of the many possible methods, including simply copy/paste-ing the URL, it will be difficult for me to consider the incidence of inappropriate use “unintentional.”

The typical penalty for plagiarism in this class will be a zero on the assignment, and I report all cases of plagiarism to the Dean of Students, who may impose additional penalties such as a fine or an ethics class.

Writing Center

The Writing Center — Griffin Hall, Room 107. Mondays through Thursdays 9-3; Fridays 9-12. Call 482-5224 for appointments. The Writing Center provides an invaluable service to writers of every stripe: A knowledgeable, receptive, and helpful audience. Its mission is to address the issues facing writers of all skill levels, at any stage of the writing process, working on projects in any discipline. From planning to organization, from incorporating research to just getting started, the Writing Center is an intensive supplement to your development as a successful college writer. Sessions are at least thirty minutes to one hour, depending on the size of the project. Appointments are encouraged, but they do accept walk-ins.

For Students with Disabilities

In accordance with the Americans with Disabilities Act, the University of Louisiana at Lafayette makes accommodations for students with disabilities. If you have a documented disability, please contact the Services for Students with Disabilities (SSD) office at 337-482-5252 or ssd@louisiana.edu during the first week of classes. SSD will assist you with an accommodation plan. The university also has a Supported Education Program (SEP, <http://disability.louisiana.edu/SEP.html>), which provides free confidential help on campus for students with psychological disabilities (Bipolar Disorder, Depression, Anxiety, etc.). Please contact Kim A. Warren, MSW, PhD, LCSW, Supported Education Advisor, at 482-5252 or at kimawarren@louisiana.edu. She is located in the Conference Center, Room 126.

Campus Safety Information

1. University Police are the first responders for all emergencies on campus. Dial 911 or 482-6447 to report any emergency.
2. The Emergency Information Floor Plan is posted in the hallways for every building. This document includes evacuation routes and other important information. Please familiarize yourself with this document.
3. In the event that the building fire alarm is sounded, please exit the building immediately and notify University Police. Do not use the building elevator - look for the illuminated Exit Signs to direct you to

safety.

4. During times of emergency, information may be available on the University's Emergency Hotline - 482-2222. This number is printed on the back of your ID card.
5. The University utilizes a text message service to notify its students and employees of campus wide emergencies. To subscribe to this service, log on to www.ul.mobilecampus.com.
6. If you have a special medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar.

Mandatory Reporting

As an employee of the state of Louisiana, I am by law a mandated reporter of many situations dealing with violations of personal safety. I am aware that the topic nature of this class may interact with one's personal experiences which potentially fall within the bounds of situations I am mandated to report. Please be aware of this as you consider the information you share in class/office hours or include in your written assignments.

Disclaimer Statement: This syllabus is subject to change at instructor's discretion. Students should refer to Moodle for updates to this syllabus, including changes in homework assignments and due dates, which will also be announced in class. ***Be sure to check your UL email and Moodle regularly!***