

Mayville State University

ENGL 301: Reading and Writing about Texts / 33143

Fall, 2024

Semester Hours: 3

Course and Instructor Information

Instructor Name: Erik Kornkven

Contact Information: office: Classroom Building 126

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Hours of Availability: MWF 11:00-1:00 T Th 10:00-12:00 and by arrangement

Instruction Mode: In-person

Location/Time: Tu./Th. 12:00-1:15 Science 117A

Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Critical Theory Today 3rd ed. by Lois Tyson---required

The Great Gatsby by F. Scott Fitzgerald---recommended

Microsoft Word---required

Working computer---required¹

Course Description

The course provides a close analysis of literary texts, including but not limited to poetry, fiction, and drama; it emphasizes reading and writing exercises to develop basic interpretive skills, and it examines figurative language, central ideas, the relationship between structure and meaning, and narrative point of view. An introduction to utilizing literary criticism and theory is included.

Prerequisites: Grade of "C" or higher in ENGL 110 and ENGL 120 or ENGL 125.

05020.1.1 Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

05020.2.3 Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres,

¹ Phones, tablets, and Chromebooks will cause submission problems. Use an approved laptop or desktop.

periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

- Analyze literature through a variety of critical lenses
- Explain the implications of this analysis
- Gain insight into the world of critical theory
- Create a lesson using a chosen critical theory and work of literature

Standards Alignment (English Education Program Approval Standards-ND ESPB):

- 05020.1.1 Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
- 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- 05020.4.5 Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.

Required/Recommended Materials and Technologies.

Critical Theory Today 3rd ed. by Lois Tyson---required

The Great Gatsby by F. Scott Fitzgerald---recommended

Microsoft Word---required

Working computer---required²

Course Expectations

Controversial Course Readings: We will be reading and/or viewing texts which express diverse religious, social, and political perspectives. The reading and/or viewing of these texts is essential for understanding our world. However, the awareness of a text does not signify endorsement of the text's viewpoints by the instructor or the university, and students are encouraged to vocalize their own viewpoints regarding the course material.

Corrupted, Blank, or Incorrect Files

² Phones, tablets, and Chromebooks will cause submission problems. Use an approved laptop or desktop.

If an assignment appears in Blackboard as a corrupted, blank, or incorrect file, it will not be considered a submission and will be graded according to the late policy. Students should preview their submissions in Blackboard to ensure that the assignment was submitted correctly.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Communication within the course Blackboard Shell will also be considered official communication for the purposes of this course. I will primarily communicate with you through Blackboard while you will get official information from the larger campus community through your email. Get used to checking BOTH!

Assignments and Assessments

Major Units:

The course will be split into three sections.

Section 1 (10 Weeks): Two-week chapter units introducing you to a new theory from the textbook. For each chapter there will be a test as well as a writing assignment asking you to apply the theory to a text.

Section 2 (2 Weeks): You will choose one of the remaining theories from the textbook and prepare a presentation for the rest of the class. You will also write a paper based on your chapter.

Section 3 (4 Weeks): You will choose one of the chapters covered in the text and write a complete analysis of a text based on that particular theory.

Specific due dates and instructions are found in the Blackboard course

Week	Chapter	Assignment
Week 1 Aug. 26 – Sept. 1	1 Everything you wanted to know	Test 1
Week 2: Sept. 2-8 Sept. 2 (M) Labor Day	2 Psychoanalytical	Test 2
Week 3: Sept. 9-15	2 Psychoanalytical	Writing 2
Week 4: Sept. 16-22	3 Marxist	Test 3
Week 5: Sept. 23-29	3 Marxist	Writing 3
Week 6: Sept. 30 – Oct. 6	4 Feminist	Test 4
Week 7: Oct. 7-13	4 Feminist	Writing 4
Week 8: Oct. 14-20 Oct. 17 (Th) Asses. Day	5 New	Test 5
Week 9: Oct. 21-27	5 New	Writing 5
Week 10: Oct. 28 – Nov. 3	Student Chapters	Presentation/Writing
Week 11: Nov. 4-10	Student Chapters	Presentation/Writing
Week 12: Nov. 11-17 Nov. 11 (M) Veterans Day	Final Paper	Brainstorming Assignment
Week 13: Nov. 18-24	Final Paper	Planning Assignment
Week 14: Nov. 25 – Dec. 1 Nov. 27-29 Thanksgiving	Final Paper	Working days
Week 15: Dec. 2-8	Final Paper	Draft Due: Conferences
Week 16: Dec. 9-15	Final Paper	
Finals Week: Dec. 16-20	Presentations	Presentation

Points Available

Tests – 50 points x5 = 250 points

Chapter Writings: 50 points x6 =	300 points
Student Chapter Presentation	100 points
Final Paper	200 points
Final Presentation	50 points
Discussions/Daily Work	100 points
Total: = 1000 points	

Method of Evaluation/Grading

Grading Policies

Grading Scale.

Course total= 1000 points.

A = 900 — 1000 (A-: 90-93%, A: 94-97%, A+ 98-100%)

B = 800 — 899 (B-: 80-83%, B: 84-87 %, B+: 88-89%)

C = 700— 799 (C-: 70-73%, C: 74-77 %, C+: 78-79%)

D = 600— 699 (D-: 60-63%, D: 64-67 %, D+: 68-69%)

F = below 600

Individual assignments will be based on the same scale 225/250 = A; 180/200 = A; 90/100 = A;
45/50 = A; 22.5/25 = A; 9/10 = A, etc.

Definitions of Grades

All major assignments for this course will include detailed grading rubrics. Each rubric will outline specific features of the assignment I will be looking at in your work. Your grade will be determined based on how well you meet the requirements of the *entire* rubric. You may do an excellent job on one aspect, but still need work in another.

***In certain cases, a grade of a D or F may result in you being required to resubmit the assignment. This is because the assignment represents key skills you may need to successfully complete future assignments. This will be handled on a case-by-case basis and will be up to the instructor's discretion.**

A = excellent documents in all aspects—some slight room for improvement.

B = good; some aspects of the document or project might be excellent; others will be good.

C = acceptable completion of the assignment. No major problems, but room for improvement in most areas of the assignment.

D = a major aspect of the assignment has not been completed. Elements of the assignment might be quite good, but with unsatisfactory completion of certain elements, the assignment will remain a D.

F = incomplete assignment because page length was not met, proper research was not completed, proper documentation conventions not followed, genre conventions not adhered to, etc.

Attendance/Participation Policies

I expect attendance. I can't teach you if you don't attend class, and attendance is required at work and in the professional world. 50 participation points are available in the course. These points will largely center on attendance. This is a course that requires class discussion, collaboration, and group work, so missing class affects both your and your classmate's ability to engage with the material.

-Each absence after one week's worth of absences will result in your participation grade being lowered 5 points.

-College sanctioned absences will still be subject to the normal attendance policy. Even if the absence is excused, you will still be responsible for turning in assignments on time.

-Punctuality is also expected. Excessive tardiness and inattentiveness (sleeping, leaving the classroom, doing other homework, texting, etc.) will also lower your grade. Every two times tardy will equal one absence.

-Students who arrive to class more than 15 minutes late or leave prior to the end of class without making arrangements with me ahead of time may be counted absent for that class period.

I reserve the right to decide how I deal with absences on a case by case basis. If you cannot attend class, please let me know in advance or at least before the next class meeting so you are prepared for our next class. I will be more than happy to let you know what your assignments are, but you will be responsible for getting any handouts distributed in class off of Blackboard. Missing class is not an excuse for being unprepared for the class following your absence. You will be expected to have your assignments completed and ready to hand in on the days they are due, have any reading assignments completed, and be prepared to take any quizzes, tests, etc. that are given following your absence.

Participation: In addition to attendance, participation during group and class activities is vital to retaining the information shared in class. Not participating in class discussions or activities may result in a loss of points that would otherwise be gained according to that day's activities.

Deadlines: All assignments should be submitted on time in order to earn full credit for the assignment. A large part of the instruction of this course is learning the ability to create documents using a writing process and within a specific time period. **All work must be turned in by the last day of Finals Week. No exceptions will be made.**

Supplemental assignments (daily work, quizzes ect) will not be accepted late. Major assignments will be accepted up to a week past the due date with a 10% deduction. Any assignments submitted past one week late will be accepted at my discretion. If accepted they will be scored up to 50% of the original point value.

Late Assignment Extension Contract

You will be provided with a Late Assignment Extension Contract. This is a **one-use** item that will allow you to ask for an extension on one of your assignments*. I will not ask why you need the extension but you must give a clear plan for finishing the assignment in a reasonable time. To have your extension request accepted you must:

1. Submit your request **prior** to the due date of the assignment
2. Complete the worksheet associated with the assignment.
3. Ask for a reasonable amount of time (one week maximum) to finish the assignment.

Enrollment Verification

Enrollment Verification The U.S. Department of Education requires instructors of online courses to provide an activity that will validate student enrollment in this course. The only way to verify that a student has been in this

course is if he or she takes an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered attendance.

Important Student Information

Instructions: Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, “Important Student Information,” which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State’s effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
SLO #4: Students will utilize concepts from content knowledge to synthesize and create new ideas and work.	Final Paper applying concepts of critical literary theory to a work