

BEREA COLLEGE
Course Syllabus

COURSE NUMBER: GSTR 100 H

COURSE TITLE: Stories: Encountering Others Through Literature -- Visions of Community

PLACEMENT: Fall 2004
Tuesday and Thursday 10:00 – 11:50 A.M.

FACULTY: Laura A. Crawford
Office: Frost Building, Room 102
Ext. 3385 (office) or 986-8164 (home)
CPO 1747
Office Hours: Posted on Office Door

Teaching Assistant: LaToya Jenkins

Library Liaison: Cindy Judd

GOALS OF GENERAL EDUCATION AT BEREA COLLEGE:

The aims of the general education curriculum are:

- Developing knowledge of and gaining appreciation for the liberal arts: their histories, limitations, and interrelationships
- Mastering skills of abstract and logical thinking, critical analysis, quantitative analysis, literacy (reading, writing, speaking, listening, information seeking), and numeracy
- Enhancing imagination, sense of personal authority, ethical, religious and historical consciousness, and habits of inquiry, service, and creativity
- Developing appreciation of and respect for the experiences of others, especially in terms of race, gender, religion, language, class, cultures, and societies
- Shaping a community which encourages discussion, reflection, creativity and action; and which embodies and values freedom, justice, purposeful activity, personal responsibility, and constructive leisure

COURSE DESCRIPTION: (All sections of GSTR 100)

Reading and responding to narratives, students will engage in social, moral, and religious inquiry. The stories provide opportunities to explore cultural heritage, cultural diversity, gender, race and ethnicity and include material written by African Americans and Appalachians.

DESCRIPTION OF THIS SECTION (GSTR 100H)

This course is designed to examine the writing of selected African Americans, Appalachians, and Native Americans to “see” their vision of community. Students are expected to increase skills in critical thinking, listening, writing, and speaking while exploring the social, moral, and religious perspectives of the writers as reflected in their works. Additional emphasis will be given to developing library and computer skills.

SPECIFIC GOALS FOR THIS COURSE SECTION: For the student—

- To enjoy reading
- To increase communication skills, specifically in listening, reading, writing, and speaking
- To value the experiences of others
- To focus imagination and creative thinking
- To increase awareness of his/her place within a national perspective
- To effectively use the learning resources on campus, e.g., Hutchins Library, the Computer Center, the Learning Center

WRITING GOALS FOR GSTR 100 COURSES:

- To demonstrate thoughtful engagement with ideas, experiences, issues and texts in various types of critical and imaginative writing—e.g., essay, journal, narrative, etc.
- To use the writing process to
 - Generate and explore ideas
 - Draft a focused essay with a clear purpose and controlling idea
 - Revise the essay effectively
 - Proofread accurately so that the final product has few surface errors
- To write complete, grammatical sentences and compose well-developed paragraphs
- To use St. Martin's effectively as a guide to the writing process, grammar, style, and documentation
- To document references to primary texts properly, recognizing and avoiding plagiarism

LIBRARY-RELATED GOALS FOR GSTR 100 COURSES:

- To become familiar with the physical arrangement of Hutchins Library
- To learn where to find specific services and resources in the Library, including:
 - The BANC catalogue
 - The Series catalogue
 - The reference area
 - The circulation and reserve area
 - The current periodical area
 - The collection stacks
 - The special collection and archive rooms
- To learn to conduct basic searches on BANC
- To learn to use basic reference sources beyond general encyclopedias, atlases and Almanacs

REQUIRED READING/TEXTS:

Alexie, Sherman. The Lone Ranger and Tonto Fistfight in Heaven. New York: HarperCollins, 1994.

Gaines, Ernest J. A Lesson Before Dying. New York: Vintage Books, 1993.

Giardina, Denise. Storming Heaven. New York: Ivy Books, 1987.

Lunsford, Andrea A. The St. Martin's Handbook. 5th ed. New York: Bedford/St. Martin's, 2003.

One additional book – selected from a list of biographies/autobiographies of Native American or African American authors

Selected reading from other sources

OTHER REQUIRED MATERIALS:

At least one computer floppy disk or zip disk for GSTR 100 work

Access to a good college-level dictionary

COURSE GRADING: (See Course Requirements for further explanation)

Critical Thinking and Writing Activities -----		55%
Reflective Journals -----	10%	
Essay #1 -----	5%	
Essay #2 -----	10%	
Essay #3 -----	10%	
Essay #4 -----	10%	
Additional Writing Assignments -----	10%	
Quizzes/Examinations -----		20%
Quizzes -----	10%	
Examination(s) -----	10%	

Oral Communication Activities -----		20%
Presentation #1 -----	5%	
Presentation #2 -----	5%	
Class Participation -----	10%	
Other Activities -----		5%
Genogram -----	5%	

GRADE SCALE:

Achievement in courses at Berea College is recorded by grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, U, SC, P, CP AND I. The definitions of letter grades adopted by the College Faculty in 2003 follow:

A/A-	=	these grades signify consistently outstanding achievement in all aspects of the course
B+/B/B-	=	these grades reflect work of good to very good quality. Work at this level often has outstanding characteristics but is not consistently outstanding throughout the semester or in all aspects of the course as required of "A" or "A-" work.
C+/C	=	these grades denote that the student has attained an acceptable level of competence. The student has demonstrated a basic understanding of the course material and abilities sufficient to proceed to more advanced courses in this area.
C-/D+/D/D-	=	these grades indicate work is minimally adequate. These grades raise serious concern about the readiness of a student to continue in related course work
F	=	this grade represents work that is unsatisfactory and unworthy of [college] credit

For this course:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = ≤ 59
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

See Berea College Student Handbook 2004-2005 for description of computing Grade Point Average (GPA).

COURSE POLICIES

ATTENDANCE

Since this class is structured as a Seminar, class attendance and active participation **are required**. It is expected that each class participant learn from other class members. After two (2) absences, the final letter grade will be lowered three (3) points for each absence. Punctuality counts also. If you arrive late to class, you will be considered tardy. Two recorded tardies will count as an absence.

CRITICAL THINKING AND WRITING ACTIVITIES

Throughout the semester, you will engage in various types of writing. Criteria for each assignment will be given at later date.

- **Reflective Journals**

Students will turn in each week a one to two page, typed paper documenting thoughts, questions, concerns, and learning that occurs in or in relation to this course. The paper should reflect engagement in critical thinking about the course content related to required reading, class discussions, and related materials. This is an opportunity for you to keep the faculty member informed of your progress in the course. The Reflective Journals are to be emailed to me as a Word Document attachment each Tuesday by 10:00 AM. (*First one due 9/14/04; see Guidelines for Reflective Journals*)

- **Additional Writing Assignments**

A variety of writing assignments (reaction papers, narratives, autobiography, essays, etc.) will be given throughout the semester. A minimum of four (4) essays will be required. There will be some in-class writing as well as out-of-class assignments with some formal third-person writing and some personal or informal first-person writing.

All writing assignments are to be kept in folder by students. There may be times that students are asked to turn in previous writing assignments and to discuss their progress in development of writing skills.

Students are strongly encouraged to work with the Teaching Assistant, Learning Center staff, and faculty member in developing drafts of assigned writing. There may be times that this is required.

QUIZZES AND EXAMINATIONS

- Quizzes will be given at any to time to determine if the assigned material is being read and understood.
- A final examination will be given during Examination Week; additional examination(s) may be given.

USE OF COMPUTERS

Computers will not be routinely used in our classroom. Announcements will be made when the computers are to be brought to class. When computers are used in the classroom, attention is to be focused on the assignments. Any use of the computer beyond that of course content will subject the student to being asked to leave the classroom and recorded as absent.

ORAL COMMUNICATION ACTIVITIES

- **Classroom Etiquette and Participation**

This course will be conducted primarily in seminar format which means that everyone comes to class prepared--having carefully read and thought about assignments, that we listen carefully and respectfully to comments of others, and that ideas and thoughts about readings and discussions be shared. The purpose of class discussions is to generate greater understanding about different topics. There will be many dissenting perspectives and to create an environment that encourages honest and effective dialogue, students are expected to raise questions and comments in ways that promote learning, rather than defensiveness and conflict in other students. Listen carefully to all voices and try to understand their perspectives.

Classroom participation will be evaluated on attendance, preparation, discussions, group activities, and appropriate involvement with others in the classroom. Students will be asked to leave the classroom if there is disruptive behavior, e.g., talking when someone is talking, making noises, or sleeping. If asked to leave the classroom, the student will be marked as absent from class.

You are responsible for what goes on in class sessions whether you are present or not and regardless of whether absence is excused or not. You are to find out from faculty member *prior to the next class* about any specific announcements, assignments, due dates for assignments, or any changes. Written material is due on the identified date; late papers **will not** be accepted unless approved by faculty member prior to due date. Check the WebCT calendar for up-dated schedule of events.

- **Oral Presentations**

Short presentations and readings will be given throughout the semester. There will be two formal presentations. Specific topics and criteria for evaluation will be given later.

OTHER ACTIVITIES

- **Genogram**

Each student is required to complete a genogram that is representative of his or her family. The purposes of this assignment are to assist the student: (1) to develop awareness of the cultural heritage that we each bring and (2) to look at family history and relate this to current and potential influence on behavior and choices. (Specific guidelines will be given later.)

- **Convocations and Discussion**

Three selected Convocations are to be attended by class members. Writing assignments and discussions will follow the convocation experience. The *required Convocations* are: 9/9/04 – President Larry Shinn; 10/28/04 – Founders' Day Celebration; and 11/4/04 – College-Wide Symposium with Anne Hagedorn.

STUDENT-FACULTY CONFERENCES

Students are encouraged to come to my office to discuss any questions or concerns. If I am not available to talk with you at that time, please make an appointment to see me. A weekly calendar is always on my door with open times identified. You are encouraged to use email to communicate with me as needed. Periodic conferences will be scheduled during the semester.

GENERAL COMMENTS

Implicit in the seminar format of this class is the public sharing of ideas. It is expected that all assignments and work produced is the sole product of the individual student and that no material submitted has been previously published or submitted for credit in any other class. See the *Berea College Student Handbook & Calendar 2004-2005* for discussion of academic honesty.

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office for Disability Services at 985-3155 to coordinate reasonable accommodations for students with documented disabilities.

For every hour in class, expect to spend a minimum of (2) hours in study and preparation for class. That is the standard in college if you expect to do well. (There may be some days or weeks that require more time than others.)

*“Not to make up anybody’s mind, but to open minds,
and to make the agony of decision-making so intense,
that you can escape only by thinking” (Author Unknown)*