

GSTR 100-O Stories: Encountering Others Through Literature
"Where do you come from?"--The role of place in a global society."
Fall Semester 2004

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Class Schedule: TR 0100-0250 PM

Location: Agriculture/Natural Resources 207

Office Hours: TR 0300-0400 PM; W 1200-0130 PM; and by appointment

Theme

While globalization may lead some to conclude that the question "Where do you come from?" is irrelevant, the fact remains that we all come from somewhere, and our personalities and lifestyles reflect both where we are and where we've been. Through readings and discussions, we will examine some writers' descriptions of their "place" as well as reflect on the role of place in our lives, with particular emphasis on how our perception of place influences how we care for the environment and our fellow human beings. As each student develops their own answer to the question "Where do you come from?" we will explore how the answers relate to the development of an environmentally and socially sustainable society.

Goals

The overall goal of GSTR 100 is to exercise and strengthen student reading and writing skills in preparation for further studies at Berea as well as for a future life where such skills are necessary. In this class, we will focus on how the idea of place is important to the authors of our readings, as well as on what our own places mean to us. We will develop written work exploring what "place" means to ourselves and others.

Readings

Berry, Wendell. Jayber Crow. Washington, D.C.: Counterpoint. 2000.

Dyer, Joyce, Ed. Bloodroot: Reflections on Place by Appalachian Women Writers. Lexington: The University Press of Kentucky. 1998.

Giardina, Denise. Storming Heaven. New York: Ballantine. 1987.

Kidd, Sue Monk. The Secret Life of Bees. New York: Viking Penguin. 2002.

Lanham, Richard. Revising Prose, 4th Ed. Boston, MA: Longman, 2000

Maclean, Norman. A River Runs Through it and Other Stories. Chicago: University of Chicago Press. 1978.

Ray, Janisse. Ecology of a Cracker Childhood. Minneapolis: Milkweed Editions. 1999.

Other, shorter reading may also be assigned. You should also have:

Lunsford, Andrea and Robert Connors. The New St. Martins Handbook. Boston: Bedford/St. Martin's, 1999. (or the latest version of this text sold at the bookstore).

A dictionary and a thesaurus. .

Expectations

By accepting you as a student, Berea College has made a judgment that you have the necessary self-discipline to complete college coursework. Consistent with that judgement, we will begin this course without formal regulations, but rather with a clear statement of expectations. ***Each student is expected to appear on time for the regular class sessions having done the required preparation for the class and having completed any assignments that are due.*** (NOTE: *Some of the in-class writing assignments noted below will not be scheduled. Unless an absence has been discussed with and approved by the instructor in advance, there will be no opportunity to make up that assignment.*)

Classroom discussions and activities should take place in a respectful atmosphere that includes the participation of all students present. Each student expected to actively participate in group discussions and make contributions to the learning of the group. Disagreement with other students, the instructor or ideas presented in the texts and discussions is expected and even encouraged, but such disagreement should be expressed with respect. Comments that demean, belittle or insult others do not contribute to a cooperative learning environment.

Assignments are to be turned in on the due date and in the format requested. The MLA style will be used for document formatting and footnotes (see [The New St. Martins Handbook](#)).

A group discussion about these expectations will take place during the first class meeting to make them more specific if necessary. Further discussions of expectations will take place during class time should problems arise, and more formal standards of behavior outlined if necessary.

Assignments

1. Readings. All students are expected to have read the assigned readings before the date they are to be discussed. A preliminary schedule of when a reading will be discussed follows below; adjustments to this schedule will be made as the semester progresses if necessary. If it appears that students are not coming to class prepared, unscheduled quizzes may be used to test student preparedness.
2. Short writing assignments. Short writing assignments may be made during the course. Some will be short and spontaneous: "In the next ten minutes, write two to three paragraphs on topic x". Others will be assigned with more time for reflection: "Please write one to two pages discussing topic y by next class period." We will also be doing oral presentations related to our reading and writing.
3. Research assignments. Exercises to demonstrate methods and sources for finding information as well as to gather information for writing assignments.
4. Several longer and more formal writing assignments will be made through out the semester. Through these assignments, you will explore reflective and analytical writing styles. These assignments will be revised and combined to create one larger portfolio summarizing your writings about the course theme.
5. Binders. Each student is expected to keep a three-ring binder in which informal prewriting, initial in-class drafts and other material related to their writing assignments is kept. These will be reviewed periodically.

Computer Use

Students will be expected to use the campus email system and other network resources. Class agendas, this syllabus and assignments will be posted at <http://www.berea.edu/faculty/dontjej/>.

Urgent class announcements (such as schedule and assignment due date changes) will be made via email. Email announcements will be made under the assumption that students are checking their email at least once a day. When 24 hours have elapsed since the email was sent, it will be assumed that all students have seen the announcement.

Unless prior arrangements are made with the instructor, students will prepare all out of class writing assignments using MS Word. Out of class writing assignments should be given a *document name that clearly indicates the student and the assignment*. Announcements will be made in class about how assignments should be submitted—in printed form or electronically by email.

Even if assignments will be submitted electronically, they should be prepared under the assumption that they will eventually be printed. Proper attention should be paid to line spacing, type size, paragraph format, margins, etc, and your name should be a part of the document. Your electronic documents should be duplicated regularly with the back-up copy stored in a safe place.

At times you will be expected to use your laptop in class, but the laptop should remain closed unless your instructor specifically announces that you should be using a laptop or you are using it to take notes. Recreational web surfing, email reading/writing and work on assignments for other classes should be done outside of class time.

Rewriting

This course will be taught from the viewpoint that bad writing can become good writing through careful criticism and rewriting; and that good writing can be further improved by the same process. Editing and revision processes will be consciously taught. Students should be prepared to have their written efforts discussed in a group setting, and likewise to offer friendly, constructive criticism to their peers. Consistent with the viewpoint that good writing results from a revision process, final evaluation of student writing efforts will focus on the results of the revision process, rather than on the first draft.

Evaluation

Final grades will be based on the following:

20% Participation and diligence (classroom attendance, participation in discussions; completeness and quality of folders; due dates; quizzes)

50% Writing and presentations(40 % portfolio; 10% presentations)

30% Formal exams (midterm 15%; final 15%)

The Berea College Faculty adopted the following definitions of letter grades in the spring of 2003. Note that the weights of plus and minus grades for the computation of GPA have changed since last term. I WILL assign the plus or minus distinction to your grade in GSTR 100.

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 follows:

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 as consistent throughout the term 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 the area.

C-/D+/D/D-: These grades indicate work that is minimally adequate. These grades raise serious concerns about the readiness of a student to continue in related coursework.

F: This grade represents work that is unsatisfactory and unworthy of credit.

Grade Point Average: For purposes of computing the Grade Point Average (GPA), the following weights are used: A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D- = 0.7, and F=0.0 (Note: Prior to Fall Term 2003, the following weights were used to calculate GPA: A=4; B=3; C=2; D=1; and F=0. These weights will remain in effect for grades earned prior to Fall Term 2003.)

Provisional Schedule

Date	Day	Activity	Readings/Assignments
September 2, 2004	R	Introduction, course overview	
September 7	T	Discussion of <u>Storming Heaven</u> , in-class writing	First half of <u>Storming Heaven</u>
September 9	R	Discussion of <u>Storming Heaven</u> ; Writin', Rewritin' and Revisin'; Injustices prewriting	<u>Revising Prose</u> , first 3 chapters
September 14	T	Continued discussion of <u>Storming Heaven</u>	Second half of <u>Storming Heaven</u>
September 16	R	Wrap-up of <u>Storming Heaven</u> ; Injustices assignment workshop; Quiz on <u>Storming Heaven</u>	Draft of Injustices due ; Quiz on <u>Storming Heaven</u>
September 21	T	Discussion of <u>Bees</u> ; Introductory library session	First half of <u>Bees</u> ; Injustices final due
September 23	R	Background on <u>Bees</u> research--discussion	Rough research results
September 28	T	Continued discussion of <u>Bees</u> ; Quiz on <u>Bees</u>	Second half of <u>Bees</u> ; Bees background bibliography ass. due
September 30	R	<u>Jayber Crow</u> discussion; Agrarian vs. urban/suburban split; prewriting	<u>Jayber Crow</u> first third
October 5	T	<u>Jayber Crow</u> discussion; exam practice; revision strategies using prewriting	<u>Jayber Crow</u> second third; rewrite of Crow prewriting
October 7	R	<u>Jayber Crow</u> discussion; Midterm in class essay	<u>Jayber Crow</u> final third
October 12	T	READING PERIOD—No Class	
October 14	R	Discussion—For the love of place	Wendell Berry essay reading;
October 19	T	Bloodroot essay discussion	Essay from <u>Bloodroot</u>
October 20	W	Mountain Day—Meet on the mountain!	
October 21	R	Mountain Day release—no class	
October 26	T	<u>Bloodroot</u> presentations	Response to the mountain; Bloodroot presentations begin
October 28	R	<u>Bloodroot</u> presentations	
November 2	T	<u>Bloodroot</u> critique; <u>A River Runs Through In It</u> discussion	<u>A River Runs Through It</u> ; Small group presentation
November 4	R	College-Wide Symposium—No Class	
November 9	T	<u>Logging, Pimping, and “Your Pal, Jim”</u> discussion	<u>Logging, Pimping, and “Your Pal, Jim”</u> Small group presentation
November 11	R	<u>USFS 1919</u> discussion	<u>USFS 1919</u> ; Small group presentation
November 16	T	Beginning discussion: Do we make our places or do they make us?	“Haunted by Waters” essay
November 18	R	Continuing discussion; creative writing	First third of <u>Ecology of a Cracker Childhood</u>
November 23	T	Continuing discussion; creative writing	Second third of <u>Ecology of a</u>

			<u>Cracker Childhood</u>
November 24-28	W-Su	Thanksgiving Vacation	
November 30	T	Continuing discussion; creative writing	Final third of <u>Ecology of a Cracker Childhood</u> ; Creative writing drafts due
December 2	R	Begin work on portfolio revisions	Creative writing due ; remainder of <u>Revising Prose</u>
December 7	T	Portfolio work	
December 9	R	Portfolio work	
December 10	F	Reading Day	Portfolio due
December 13	M	Final Exam 3 PM AgNR 207	