

Mount St. Joseph University
Arts & Humanities

CINCINNATI AUTHORS ENG 223 S7
S219 (Spring 2019)) Saturday 7 sessions 3 credit hrs.
8:30 a.m. – 12:00 p.m. *Accelerated section*
****meet in Classroom 202 (Main Admin. Bldg.)**

- SUPPORT YOUR LOCAL AUTHOR -

Course Syllabus

Saturday Meeting Dates: January 19; Feb. 2; Feb. 16; March 2;
March 23; April 6; April 20

Jeffrey Hillard / Professor of English / School of Arts & Humanities
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513-244-4930 Office Hours: Tuesday & Thursday 8:00 – 9:30 a.m. & 2:00 – 4:00 p.m.

Class Sessions: class starts at 8:30 a.m. on Saturday.

Course Description: This course exams significant literary works in a variety of genres by writers who are either native Cincinnatians or who have resided in Cincinnati for a period of time.

IMPORTANT: We begin with the genre of the non-fiction journalism. Assigned for the first session on Saturday, **January 19**, is a selection of non-fiction writing by William Lambers. Please follow the pre-assignment, which is directly available to you on the Mount's website and following this syllabus. Read a selection of articles made available on Mr. Lambers' website – www.williamlambers.com.

Required Books:

The White Boy (Trace Conger) *Running from the Devil: A Graphic Novel* (Steve Kissing)
A Map and One Year: Poems (Karen George); *Don't Get Caught* (Kurt Dinan); plus...

Required additional texts & websites will be required and announced!

On Saturday, January 19, I will discuss texts and material for the course. For Jan. 19, definitely make sure to cover the pre-assignment involving the writing of William Lambers.

(Additional) **Course Description (*continues*)**

The course, Cincinnati Authors (ENG 223), will expose students to a variety of significant writing being generated by a variety of writers in Greater Cincinnati. The books, narratives, or films, regardless of the genre, may be considered literature worthy of examining. The course is highly *conversational*; authors will be joining us *most every session*. You're required to contribute. Discussions, quizzes, a reading journal, Response Essays, a Mid-term exam, and a Final exam will demonstrate that you are gaining knowledge of the works.

COURSE OBJECTIVE	CORE CURRICULUM PERFORMANCE INDICATORS	CLASS ASSIGNMENTS
Students will read and discuss a variety of novels, nonfiction, and poems, and read one screenplay/screen the film written by writers living in or who have lived in Greater Cincinnati	<i>Critical Thinking</i> : describe the complexities, factors, and scope of a problem.	Class discussions Interaction with guest authors
Students will analyze the fundamentals of crafting a novel, short story, poem, longform journalism, and screenplay (basics) as these fundamental elements influence one's reading experience/knowledge base	<i>Critical Thinking</i> : describe the complexities, factors, and scope of a problem. <i>Communication</i> : write using language that is clear, fluent, and consistent with conventions of Standard English.	In-class writing tasks Blackboard posts on writers whose work represents the specific genre we are studying at that time Brief quizzes
Students will examine ways fiction and nonfiction are informed by writers' creativity, personal experiences, societal events, use of language, and occasionally by their addressing issues regarding the common good	<i>Critical Thinking</i> : describe the complexities, factors, and scope of a problem. <i>Communication</i> : write using language that is clear, fluent, and consistent with conventions of Standard English. <i>Cultural competence</i> : demonstrate understanding of the values, beliefs, biases, and practices important to members of another country	Reading Journal writing throughout the entire semester Blackboard posts
Students will write two Response essays about an assigned novelist, journalist,	<i>Communication</i> : Develop compelling content to fulfill assignment. Write using language that is clear, fluent,	Response essay writing

or essayist that we are covering at a specific time.	and consistent with conventions of Standard English. Critical thinking: Use appropriate scholarly evidence to support a position. Cultural competence: Demonstrate understanding of the values, beliefs, biases, and practices important to members of another country.	
Students will analyze, in two exams, ways in which the novel, short stories, journalism (book and magazine stories) are informed by research, personal experiences, societal events, language use, and the exploration of the common good	Communication: write using language that is clear, fluent, and consistent with conventions of Standard English.	Mid-term and Final Exams
Students will write a <i>final</i> (3 rd) Response essay that demonstrates their knowledge of writers' subject matter, themes, and styles	Communication: write using language that is clear, fluent, and consistent with conventions of Standard English; <i>document sources</i> properly; <i>develop</i> compelling content to fulfill assignment. Critical thinking: use appropriate scholarly evidence to support a position; <i>formulate</i> an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.	Final Analytical Essay

Methodolgy

Lecture – 5%

Quizzes – 5%

Class discussion: on Blackboard – 10%

Writing (including the exams) – 50%

In-class discussions with visiting authors (during the term) – 10%

Reading Journal – 20 %

Course Requirements and Evaluation of Student Work

Methods of Evaluation:

- reading assignments (the books and assorted work. I distribute any other needed “texts,” such as book reviews, etc. Includes Blackboard work)
- three Response Essays (see description on syllabus)
- Mid-term exam
- Final Exam
- Two Quizzes
- Individual preparation for discussions with authors / Blackboard
- Reading journal (you keep a journal about the works you're reading)

Percentage Breakdown of Final Grade:

- In-Class Interaction with visiting authors (and including Blackboard) 10%
- Quizzes – 5%
- Reading Journal – 15%
- Response Essays – 30%
- Mid-term Exam – 20%
- Final Exam – 20%

Final Grading for Course

In this course, you want to accumulate as many points as possible during the semester. All completed work will receive/accumulate points. Total points for each Response Essay, the reading Journal, and the Final Exam will also have a letter grade. I determine a final semester letter grade by adding your total points for all the work you accomplish in the course. I base that final letter grade on a point scale (91-100 - A). Achieve as many points as possible on all work.

You can track all of your points on the course's Blackboard – "Student Grades" link.

Grading Scale/Points for Mid-term & Final Exam and Journal:

91 – 100	A	<u>Response Essays:</u>	45 – 50	A
81 – 90	B		39 – 44	B
71 – 80	C		33 – 38	C
61 – 70	D		27 – 32	D

Reading Journals

Your **Reading Journal** comprises 15% of your final semester grade. Keep a consistent journal of your readings. Keep a rough journal of your observations of the course readings and other readings that you care to write about. What are you finding of interest? These are extremely important journals. We will utilize your journal writing in our in-class interactions with our guest authors. You may write whatever you'd like as long as your writing is definitely associated, in any variety of ways, with the readings per session. Write about things you observe; things you care about with respect to the weekly readings; things that appeal to you; or any particular reading experience you have. **You may explore other books, articles, research, or narratives you've read in the past that connect with any of our readings in the course.** Write in your journal ***two or three times a week***. Fill up pages. These journals are personal. I'm the only one who reads your journal. Be prepared to read directly from your writing (journal entries) when we meet in class. I will expect you to do so.

Response Essays

Your Response Essays comprise 30% of your final semester grade. A total of three Response Essays are part of the course requirements for Cincinnati Authors. For the second session (February 3), the first Response Essay is due. The subject/focus of the essay must be based on the novel, ***The White Boy*** by Trace Conger. The final (3rd) Essay is due on the last session. 50 points per first two essays. ***The third essay is worth 100 points.*** (There is the possibility that I might ask you to revise a draft of any of your Responses. I will work with you on any revision.) A Response Essay is considered, literally, a "response" or reaction to a work. The subject of the response must be focused on a single element, issue, or concern that you find necessary or interesting. An element may be a theme or characterization or setting (novel, stories) or point-of-view (novel, stories) or time period or the author's use of any one narrative device that you would like to write about.

The first two Responses are not critical papers; they don't require supplementary documentation. The third Response essay does require research and documentation. I will clarify the needs of

the third (final) Response essay several weeks before it is due. The essays are not “plot summaries” (don’t summarize totally what’s going on). A Response Essay is an elaboration on an aspect(s) of a work, an aspect one finds curious and worthy of exploring in writing. Responses are pretty informal. Each Response should be about 3 - 4 pages, typewritten, double-spaced, 11 – 12 pt. font. I will make sure to show you a “student model” Response Essay before your first essay is due.

Here is a model topic sentence that emphasizes the focus of a potential Response Essay:
Novelist Thomas Berger uses a Midwestern (likely Ohio) setting to accomplish three significant things in his novel, *Sneaky People*. By using the setting of the Midwest, Berger cultivates a consistent blend of crazy humor; his characters both thrive and experience personal turmoil in a contained, small-town atmosphere; and the more serious theme of human deception flourishes.

EXAMS

Two exams will comprise 40% of your final semester grade. There will be a Mid-term exam and a Final exam. I will specify the content to be covered in each exam. I will identify the date of the Mid-term in our first session. No make-ups will be granted per our (Accelerated) course attendance policy.

Each exam is worth 100 points. The point total of both exams nearly equals ½ of your Final Semester Grade. (Forty percent to be precise.)

As for quizzes, I’ll let you know ahead of time when a quiz will be given.

Late Work

- No exam make-up permitted.
- Essays: 5 points deducted from the total points attributed to an essay each day it is late. Essays are to be turned in at the beginning of class on the due date.

(MSJ) Blackboard

I will explain our class’ use of Blackboard during our first class session on January 20.

**** Attendance Required for all class sessions. No exceptions.**

This is an Accelerated course. We meet only 7 sessions. As a result, attendance is vital and non-negotiable, and students must attend all sessions. A student must drop the class if an absence occurs. Life happens, and it is often unfortunate; but because of the accelerated nature of the course, please keep this requirement for the course in the front of your mind.

Please contact me if you're going to be just a little late for a class. We start on time in order to give our authors enough time to interact with us. Our Cincinnati authors visit us. Thanks for being considerate.

MSJ Course Drop Dates (take note):

Weeks 1 – 3 No record of dropped course.
Weeks 4 – 5 Grade of “W” for dropped course.
Weeks 6 – 7 No drops accepted.

MSJ Student Responsibility & Academic Honesty (please read):

<http://registrar.msjeu/graduate-catalog/rights-policies/academic-policies/student-responsibility/>

<http://registrar.msjeu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>

Information on Incomplete Grade Policy (please read):

<http://registrar.msjeu/undergraduate-catalog/rights-policies/academic-policies/grades/>

Temporary Illness Policy

https://mymount.msj.edu/ICS/Mount_Community/Mount_Groups/Learning_Center/Faculty_and_Staff_Resources.jnz?portlet=Faculty_Resources

MSJ Disability Policy

<http://www.msj.edu/view/academics/disability-services.aspx>

(See this next page for the course PRE-ASSIGNMENT.)

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ENG 223

Spring Semester 2019 (S219)

Cincinnati Authors

Pre-Assignment for Saturday, January 19, 2019

Tasks in Preparation for guest author William Lambers

- There is no single book to read for **Saturday, January 19, 2019**. The January 19 session will be our first of the course. Your reading for Mr. Lambers' visit will involve articles that are available online only. Your reading comprises columns/blog posts, feature stories, profiles, and interviews that Bill Lambers has written, conducted, or facilitated.
- The site is www.williamlambers.com. Mr. Lambers does have a few short books online at www.amazon.com. If you do opt to read one of Mr. Lambers' short books online (available online only) you can either read one of his books and a variety of Mr. Lambers' work/links on his website OR follow bullet-point #4 below. You don't have to read "everything" if you opt to look into one of his books. (Nonetheless, do read some articles or interviews with leaders, specialists, and officials, or blog entries, especially those on **Huffington Post** or **Cleveland Plain Dealer**, as well as other online news sources.) Your job to surf and read...any selection of writings by Mr. Lambers. Links are available at his website (www.williamlambers.com). Mr. Lambers short books online are free downloads. I am not requesting that you purchase any of Mr. Lambers' books. You can also read material he links readers to via his Facebook page: type William Lambers (Cincinnati, Ohio) in the search.

- So, note his website: www.williamlambers.com. Do a good bit of reading of his articles for Saturday, January 19.
- **I am also going to send you via MSJU email in early January three to five ADDITIONAL articles** that William Lambers has recently published (as of Fall 2018) that I want you to read before his visit the first session.
- William Lambers' main focus areas and challenges deal with the complexity of the epidemic of global hunger, food shortages, and call for Food Advocacy for hungry children. Hunger is a global crisis now and not diminishing. It's only accelerating at an alarming pace. On Mr. Lambers' website, please read no less than ***any combination of 15 of his many short articles*** addressing hunger, outreach, advocacy for school lunch programs, and issues related to nuclear treaties/disarmament. Reflect on some of these articles in your journal. Yes, he also writes about war and peace, nuclear treaties, and world politics.
- Write in your **Reading Journal**. See the syllabus again for a perspective on the Reading Journal. I will have a journal check at the beginning of class on January 20. On Jan. 20, I will share, with their permission, several 'model' **Reading Journals** by former students. You will get an idea of range, quantity, consistency, scope, and effort.
- Meanwhile...if you *want* to get an earlier glimpse at what the better and **successful** Reading Journal looks like even before our first session, stop down at my office during hours. I'll show you. Please don't stop down on the morning of Jan. 19 to look at a model Reading Journal. You want to be writing *before* January 19, if you want to do a reasonable job with your own first Reading Journal entries for this first session.
- **Looking ahead to session #2** (on **February 2**): We will be discussing the horror (genre) short novel, ***The White Boy*** by Trace Conger. Trace is known as a crime (mystery) novelist. This is one of his first forays into the horror genre.