

Course Code & Section:	ENGL 102—Section 5
Course Title (3 Credits):	FRESHMAN COMPOSITION 2: Imagination and Memory in the Works of J.D. Salinger
Term & Year:	Spring 2016
Course Ref. # (CRN):	10103
Instructor:	Dr. Samantha Bankston
Phone:	775-750-2439 (cell)
Email:	<a href="mailto:sbankston@sierranevada.edu">sbankston@sierranevada.edu</a>
Office Hours:	By appointment, Mezzanine of Prim Library
Class Meeting Times:	T/TH 1—2:15pm
Location:	Patterson 213
Prerequisites:	ENGL 101
Corequisites:	None

### Course Description

This course builds on and further develops the writing skills introduced in ENGL 101 while exploring the motifs of imagination and memory in the fictional works of J.D. Salinger. Despite developing a cult-like status with the publication of *The Catcher in the Rye* in 1951, Salinger withdrew from public life and his last publication appeared in 1963. Meanwhile, the author wrote religiously everyday until his death in 2010. This year marks a historical moment for Salinger's fiction, as his estate has been directed to release his long-awaited unpublished writings, allegedly, beginning in 2015.

Our course will focus primarily on the Glass family stories, short fictional pieces featuring a family of troubled geniuses from the Upper East Side, Manhattan. Through punctuated readings, students will examine the roles of imagination and memory in Salinger's works, while perfecting grammar, syntax, MLA format, exegesis, and creative exposition. Ultimately, students will leave the class having acquired a mastery of academic writing, with focus on writing a research paper. Students are required to conduct both primary and secondary research, synthesize and integrate researched material into original works, and present individual research in papers and projects.

### Student Outcomes

Upon successful completion of this course, students will be able to:

1. evaluate and edit individual and peer texts
2. review, practice and become proficient in research skills
3. refine writing content and style through practice and revision
4. develop proficiency in literary readings
5. analyze form, style, and structure of literature in research papers

### Methods of Assessing Student Outcomes

1. Individual research projects
2. Written assignments
3. Participation and discussion
4. Portfolio of revised works
5. Quizzes
6. In-class writing prompts

Instructional Strategies

The instructional strategies for this course are diverse, including: class discussion, in-class workshops, individual research, lecture, close critical reading, analysis of a variety of media, homework assignments.

Required Texts

9780205217519	Little, Brown Compact Handbook with Exercises	Aaron	Longman	8th	2012
9780316769495	Franny & Zooey	Salinger	Little Brown & Company		1961
9780316769501	Nine Stories	Salinger	Little Brown & Company		1981
9780316769518	Raise High the Roof Beam, Carpenters; Seymour	Salinger	Little Brown & Company		1991

Attendance

Students are expected to attend class and actively participate. Each student is allowed three absences; this **includes** being sick, having to pick a family member up from the airport, car trouble, etc. After three absences your attendance and participation grade will be reduced in points. Instances of extreme circumstances will be considered for excusal with proper documentation, including trips by those on the ski/snowboard team. If you plan to be absent, let me know in advance. Additionally, habitual lateness will result in reduced points.

Class Requirements

1. Always come prepared with your textbooks and necessary materials for class. Staple your papers.
2. **No cell phones in class.** Anyone texting in class will be asked to leave. No laptops unless required for class. Texting, checking your email, or playing video games in class is not only distracting to me and the other students, but it is disrespectful.
3. Assignments must be turned in on time. If you are absent you can either have a classmate turn in your assignment for you, or you can leave your assignment in my mailbox on the 3<sup>rd</sup> floor of Prim (near the copier).

**Regardless of absence, your work is due by the start of class on the due date.**

Honor Code and Plagiarism/Cheating

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. The faculty is responsible for presenting the honor code and consequences for violating it to students at the start of classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

Plagiarism is "passing off a source's information, ideas, or words as one's own by omitting to acknowledge the sources." This refers to all sources of information, including the internet.

The following policy regarding cheating and/or plagiarism has been established:

1. First offense: student receives a failing grade for that assignment, and the instructor notifies the advisor and the Vice President of Academic Affairs. Students identified as committing an act of plagiarism will be referred to Student Services.
2. Second offense in the same class or any other class that semester or subsequent semesters: student receives a failing grade for the class where the second offense takes place, and the instructor notifies the advisor and the Vice President of Academic Affairs.

3. Third offense: the student is expelled from Sierra Nevada College. The instructor notifies the advisor and the Vice President of Academic Affairs.

### Grading Policy:

400	Essays (analysis essay, argumentative essay, film/lit essay, memory/imagination research essay)
100	Participation
100	Assigned homework (you will be asked to write responses in class on the daily readings)
100	Portfolio
200	Research paper
100	Writing prompt on “For Esmé, with Love and Squalor”
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1000	Total points

930-1000 = A	900-929 = A-	870-899 = B+	830-869 = B	800-829 = B-	770-799 = C+
730-769 = C	700-729 = C-	670-699 = D+	630-669 = D	600-629 = D-	0-599 = F

### Mandatory Special Accommodations (ADA) Statement

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu), on the 3rd floor of Prim Library #303, within the first week of the semester.

### The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Students should check their college email accounts daily during the school year.

Students have the right to forward their SNC email to another email account (for example, @gmail, @yahoo). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC email forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

### The Mission Statement:

**Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.**

### **The Core Themes:**

**Liberal Arts**

**Professional Preparedness**

**Entrepreneurial Thinking**

**Sustainability**

### Literacy Statement

Using the library's resources effectively (not just the internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

### Class Schedule

All reading and homework assignments must be done prior to assigned date.

9S= *Nine Stories*; FZ= *Franny and Zooey*; RH= *Raise High the Roof Beam, Carpenters*

LBH= *Little, Brown Compact Handbook*

Date	Topic	Homework Due
T 1/19	Introduction In-class close reading Memory and Imagination	<a href="http://www.doctorhugo.org/synaesthesia/nabokov.html">http://www.doctorhugo.org/synaesthesia/nabokov.html</a> From <i>Speak, Memory</i> Watch part of "Salinger"
R 1/21	A Perfect Day for Bananafish	9S: "A Perfect Day for Bananafish" <a href="http://www.newyorker.com/archive/1948/01/31/1948_01_31_021_TNY_CARDS_000212620">http://www.newyorker.com/archive/1948/01/31/1948_01_31_021_TNY_CARDS_000212620</a> Watch part of "Salinger"
T 1/26	Grammar review Exercises in class	LBH: Ch. 36 Fragments; Ch. 10c Structure and Content Handout on Memory and Imagination from <i>Proust &amp; Signs</i>
R 1/28	Analytic essay assigned MLA format	LBH: Ch. 58 MLA Watch part of "Salinger"
T 2/2	Peer workshop analytic essay	*Analytic paper draft due
R 2/4	Close reading in class on involuntary memory	* <b>Analytic essay due</b> Print: <a href="http://www.haverford.edu/psych/ddavis/p109g/proust.html">http://www.haverford.edu/psych/ddavis/p109g/proust.html</a>
T 2/9	Franny How to write an argumentative essay (assigned)	FZ: Read "Franny" (pp. 1-28)
R 2/11	Franny <i>!Writing prompt!</i>	FZ: Read "Franny" (pp. 28-58)
T 2/16	Argumentative essay peer review	*Argumentative essay draft due
R 2/18	Franny	FZ: Read "Franny" (pp. 58-end) * <b>Argumentative essay due</b>
T 2/23	Imagination and forgetting	Read: Handout on Nietzsche and Active Forgetting
R 2/25	Memory/Imagination essay assigned In class: synthesizing sources Library Day *Find 5 sources on imagination and memory, and paraphrase and synthesize 3 quotes from your sources, and cite them using MLA (in <b>research log</b> )	*LBH: Ch. 52 Working with Sources  [Research to be done for shorter research essay, which will be built into your final research paper]
T 3/1	The Poetics of Reverie	Handout from <i>The Poetics of Reverie</i> , by Gaston Bachelard
R 3/3	Peer review of Memory and Imagination essay	*Memory/Imagination essay draft due *Oral report on final research paper due
T 3/8	Writing an outline	* <b>Memory/Imagination essay due</b> LBD: Ch. 54a Focusing and Organizing
R 3/10	Zooey	FZ: the first 1/3 of "Zooey"

	Semicolons and commas	LBD: Ch. 40 Semicolons
T 3/15	Spring Break	Spring Break (Read “Zooney”)
R 3/17	Spring Break	Spring Break (Finish “Zooney”)
T 3/22	Discuss “Zooney”	Discuss “Zooney”
R 3/24	“Raise High the Roof Beam, Carpenters” Outlines	RH: Read 1/3 of “Raise High the Roof Beam, Carpenters” LBD: Outlining a Research Paper
T 3/29	“Raise High the Roof Beam, Carpenters” Start “The Royal Tenenbaums”	RH: Read 2/3 of “Raise High the Roof Beam, Carpenters”
R 3/31	Continue “The Royal Tenenbaums”	RH: Finish “Raise High the Roof Beam, Carpenters”
T 4/5	Assign Film Lit essay	Discuss “Raise High the Roof Beam, Carpenters”
R 4/7	Research log grading Finish “The Royal Tenenbaums”	*Bring your research logs in (with MLA formatted sources, outline, and synthesized quotes) Discuss “The Royal Tenenbaums”
T 4/12	Peer review of Film/Lit essay	*Film/Lit essay draft due
R 4/14	“For Esmé, with Love and Squalor”	<b>*Film/Lit essay due</b> 9S: “For Esmé, with Love and Squalor”
T 4/19	Writing an abstract <i>!Writing prompt on Esmé!</i>	LBH: Abstracts <b>* <i>Writing prompt on Esmé!</i></b>
R 4/21	Peer review of research paper Revisions	*First draft of research paper due LBH: Ch. 5a “Revising the Whole Essay”
T 4/26	A polished portfolio	<b>*Research paper due</b>
R 4/28	Portfolio workshop	Bring all portfolio materials to class
T 5/3	Portfolio presentations	<b>* Portfolio due</b>
R 5/5	Reading Day	No Class
TBD	SALINGER FINAL CLASS	<b>Presenting new literary passages and analysis</b>