



MARYMOUNT

UNIVERSITY

School of Arts and Sciences
2016-17

COURSE SYLLABUS

Course Number EN-225-A	Course Title Literary Superheroes		
Fall Semester XX 2016	Spring Semester	Summer Semester	Credit Hours 3
Name of Instructor Dr. Kate Koppy			
Meeting Day, Time, and Room Number MTh 1:15 – 2:30 PM, 4040 rm. 403			
Final Exam Day, Time, and Room Number 12/14/16 12:00 – 2:30 PM, 4040 rm 403			
Office Hours, Location, Phone 12:30 – 2:30 PM T & F, Butler G118, 703-284-1576			
E-mail and Web Site kkoppy@marymount.edu			
Course Description A study of the “hero” and the “superhero” models in European and American literature. Emphasis is placed on the various heroic codes both as literature and as embodiments of popular visions, ideals, and desires of different eras. Prerequisite: EN 102 or permission of instructor. <i>LT-1 WI</i>			

UNIVERSITY STATEMENTS

ACADEMIC INTEGRITY

By accepting this syllabus, you pledge to uphold the principles of Academic Integrity expressed by the Marymount University Community. You agree to observe these principles yourself and to defend them against abuse by others. Items submitted for this course may be submitted to TurnItIn.com for analysis.

STUDENT COPYRIGHT INFORMATION

For the benefit of current and future students, work in this course may be used for educational critique, demonstrations, samples, presentations, and verification. Outside of these uses, work shall not be sold, copied, broadcast, or distributed for profit without student consent.

ACCOMMODATIONS AND ACCESSIBILITY CONCERNS

Please address any special challenges or needs with the instructor at the beginning of the semester. Students seeking accommodations for a disability must complete the required steps for obtaining a Faculty Contact Sheet from the Office of Student Access Services (SAS). Students are then responsible for meeting with their

instructors at the beginning of the semester to review and sign the Faculty Contact Sheet and develop a specific plan for providing the accommodations listed. **Accommodations cannot be granted to students who fail to follow this process.** Appointments with the SAS director can be scheduled through the Starfish "Success Network" tab in Canvas. For more information, check the SAS website, e-mail access@marymount.edu, or call **703-284-1538** to reach the SAS director or an academic support coordinator.

EMERGENCY NOTIFICATION POLICY

When students are absent due to a crisis situation or unexpected, serious illness and unable to contact their individual instructors directly, the Division of Student Affairs can send out an Emergency Notification. To initiate an Emergency Notification, students should contact the **Division of Student Affairs 703-284-1615** or studentaffairs@marymount.edu. Emergency Notifications are **NOT** appropriate for non-emergency situations (e.g. car problems, planned absences, minor illnesses, or a past absence); are **NOT** a request or mandate to excuse an absence, which is at the sole discretion of the instructor; and are **NOT** a requirement for student absences. If a student contacts instructors about an emergency situation directly, it is not necessary to involve the Division of Student Affairs as arrangements are made to resolve the absence.

For non-emergency absences, students should inform their instructors directly.

ACCESS TO STUDENT WORK

Copies of your work in this course, including copies of any submitted papers and your portfolios, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously.

UNIVERSITY POLICY ON WEATHER AND EMERGENCY CLOSINGS

Weather and Emergency closings are announced on Marymount's web site: www.marymount.edu, through **MUAlerts**, area radio stations, and TV stations. You may also call the **Weather and Emergency Hotline at (703) 526-6888** for current status. Unless otherwise advised by local media or by official bulletins listed above, students are expected to report for class as near normal time as possible on days when weather conditions are adverse. Decisions as to inclement closing or delayed opening are not generally made before 6:00 AM and by 3:00 PM for evening classes of the working day. Emergency closing could occur at any time making **MUAlerts** the most timely announcement mechanism. **Students are expected to attend class if the University is not officially closed.** If the University is closed, course content and assignments will still be covered as directed by the course instructor. Please look for communication from the course instructor (e.g., Canvas) for information on course work during periods in which the University is closed.

1. BROAD PURPOSE OF COURSE

A study of the "hero" and the "superhero" models in European and American literature. Emphasis is placed on the various heroic codes both as literature and as embodiments of popular visions, ideals, and desires of different eras. Prerequisite: EN 102 or permission of instructor. *LT-1 WI*

2. COURSE OBJECTIVES:

Core General Learning Outcomes: Skills

- Students will practice analytical discourse, critical reasoning, and problem-solving through close textual analysis and interpretation of literature.
- Students will apply knowledge and experience in literary analysis to new texts.

Core General Learning Outcomes: Attitudes

- Students will examine the aesthetic principles that inform literary production and apply them to the study and analysis of literary texts.

Writing Intensive Outcomes - Upon completion of this course students will be expected to:

- Produce written work appropriate to the discipline through a process that involves drafting and revision based on feedback.

- Produce focused and coherent texts that address a specific audience, move effectively between generalizations and details, make honest use of sources, and engage complex ideas without distortion.
- Produce texts that show careful attention to fluent sentence structure, grammatical correctness, and proper documentation.
- Identify a suitable subject for scholarly inquiry in the discipline, analyze appropriate primary and secondary source materials, and support a focused thesis or argument in a clear and coherent product.

Introductory Literature Core Outcomes - Upon completion of this course students will be expected to:

- Recognize literature as an expression of the human condition by identifying themes, movements, and texts that constitute literary and cultural traditions
- Demonstrate skills in close reading and interpretation by applying the conventions and vocabulary of literary analysis
- Examine the historical, cultural, and aesthetic contexts that inform literary discourse.

Objectives Specific To And Highlighted By This Course - Upon completion of this course students will be expected to:

- Demonstrate comprehension of thematic similarities and differences among works in various genres and from varying cultures
- Investigate the relationship between fictional representations of heroes and the historical and social contexts that surround their construction and consumption
- Identify and analyze ethical, moral, and spiritual values characteristic of heroes from a variety of periods and media forms
- Produce essay discussions demonstrating skills in close reading and interpretation using the vocabulary of literary analysis

3. TEACHING METHOD

Discussion, workshop, lecture.

This class is highly interactive; students are expected to come to class having read the literature and prepared to discuss it. Because this course is a Writing Intensive course which requires 16 pages of revised writing, editing workshop/peer review sessions are a significant component of the course. Students must participate actively in editing workshops by bringing completed drafts to class and by sharing thoughtful, critical insights on drafts written by their peers.

A good discussion class depends on a respectful community attitude. At some points, we may discuss sensitive subjects including race, violence, sexuality, and rape. You should feel free to share your own thoughts about the books we are reading and films we are watching. At the same time, please respect the opinions of your classmates and remember that no two readers are alike; every person will have a different response to a text.

4. GRADING POLICY

Dialogue Journal	125 points (25 x 5 points)
Response Essays	300 points (3 x 100 points)
Synthesis Essay	150 points
Midterm and Final Exams	150 points (2 x 75 points)
Book Presentation	50 points
Quizzes & Activities	225 points

A+ = 97-100*	B+ = 87-89.999	C+ = 77-79.999	D+ = 67-69.999	F = 0-59.999
A = 94-96.999	B = 84-86.999	C = 74-76.999	D = 64-66.999	
A- = 90-93.999	B- = 80-83.999	C- = 70-73.999	D- = 60-63.999	

*Marymount does not allow A+ as a final grade.

Friday, September 30, 2016, is the last day to withdraw from a class without academic record.

Friday, November 4, 2016, is the last day to withdraw from a class with a grade of W.

Dialogue Journals:

For each day that you have a reading assignment due, you will create a dialogue journal entry. Choose a passage from the text that stood out to you as you read, copy that text at the top of your entry, and then write 200-300 words in response. Dialogue Journal entries should be completed and submitted one hour before class begins.

Each completed dialogue journal entry is worth 5 points, and you should plan to complete 25 of them over the course of the semester for a total of 125 points.

Response Essays (3):

You will write one response essay for each of the three main texts that we read as a class. Individual topics for these essays will grow out of your dialogue journal entries and our class discussions. Outside research is not required for the response essays, but you must properly cite the words and ideas you copy from out texts and our supplemental readings.

Each response essay should be 4-6 pages long in MLA format. A page of academic text is 12pt Times New Roman or Arial font, double spaced, with one-inch margins all around.

Synthesis Essay:

150

Quizzes:

Throughout the semester, quizzes will be given at in the first 5-10 mintues of class. These quizzes can not be made up if missed, even if the absence is excused, but the lowest quiz score will be dropped. These quizzes prepare the class for the day's discussion topics and allow you to practice the the sorts of questions that will appear on the exams.

Book Presentation:

Each of you will choose one book in consultation with the professor. Read the book and prepare a 5 minute presentation and a one page front and back flier about the text. You may envision this flier as a blog post, as a book review, as an advertisement. Your audience is your classmates, and they want to know what the text is about, why it is important, what you liked about it, and whether you think they should read it. A sample flier will be available on Canvas.

5. CLASS SCHEDULE

Week 1	M 8/29	Introduction, Syllabus, What is a (super)hero?
	Th 9/1	Reading DUE: <i>Kingdom Come</i> "Chapter One: Strange Visitor" pp 10-57 Reading DUE: Lo Cicero "Introduction" on Canvas
Week 2	M 9/5	LABOR DAY - NO CLASS
	Th 9/8	Reading DUE: <i>Kingdom Come</i> "Chapter Two: Truth and Justice" and "Chapter Three: Up in the Sky" pp. 58-157 Writing Workshop: from journals to response paper

Week 3	M 9/12	Reading DUE: <i>Kingdom Come</i> "Chapter Four: Never-Ending Battle," "Epilogue: One Year Later...," and "The New Bards" pp. 6-9, 206-217, and 158-205
	Th 9/15	Class cancelled for Essay 1 draft conferences. Bring a paper copy of your draft to your conference.
Week 4	M 9/19	Writing DUE: Response Essay 1, revised Reading DUE: <i>American Gods</i> Chapters 1-3 pp 6-64
	Tr 9/21	Reading DUE: <i>American Gods</i> Chapters 4-5 pp. 65-116
Week 5	M 9/26	Reading DUE: <i>American Gods</i> Chapters 6-7 pp. 117-170
	Th 9/29	Reading DUE: <i>American Gods</i> Chapters 8-9 pp. 171-230
Week 6	M 10/3	Reading DUE: <i>American Gods</i> Chapters 10-11 pp. 231-298
	Th 10/6	Reading DUE: <i>American Gods</i> Chapters 12-13 pp. 299-371
Week 7	M 10/10	FALL BREAK - NO CLASS
	Th 10/13	Midterm Exam
Week 8	M 10/17	Reading DUE: <i>American Gods</i> Chapters 14-16 pp. 375-431
	Th 10/20	Reading DUE: <i>American Gods</i> Chapters 17-18 pp. 432-482
Week 9	M 10/24	Reading DUE: <i>American Gods</i> Chapter 19, postscript pp. 485-522
	Th 10/27	Writing DUE Response Essay 2 draft for peer review
Week 10	M 10/31	Reading DUE: About Iran's 1979 revolution (on Canvas)
	Th 11/3	Writing Due: Response Essay 2, revised Reading DUE: <i>Persepolis</i> pp. 1-71
Week 11	M 11/7	Reading DUE: <i>Persepolis</i> pp. 72-153
	Th 11/10	Reading DUE: <i>Persepolis</i> pp. 155-206
Week 12	M 11/14	Reading DUE: <i>Persepolis</i> pp. 207-266
	Th 11/17	Reading DUE: <i>Persepolis</i> pp. 266-341
Week 13	M 11/21	Writing DUE: Response Essay 3 for peer review Writing DUE: Proposal for Synthesis Essay
	Th 11/24	THANKSGIVING BREAK - NO CLASS
Week 14	M 11/28	Cohen, "Monster Culture: Seven Theses"
	Th 12/1	Writing DUE: Response Essay 3, revised
Week 15	M 12/5	Writing DUE: Essay 4 for peer review
	Th 12/8	Book Presentations
Week 16	M 12/12	Book Presentations Writing DUE: Essay 4, revised
Finals Week		12/14/16 12:00 – 2:30 PM, 4040 rm 403

6. REQUIRED TEXTS

Ward, Mark and Alex Ross. *Kingdom Come*. Burbank, CA: DC Comics, 2008.

Gaiman, Neil. *American Gods: Author's Preferred Text*. New York: William Morrow, 2013.

Satrapi, Marjane. *The Complete Persepolis*. New York: Pantheon, 2004.