Fall 2013
FYS 1000:46 CRN 44900
MWF 11:00-11:50, UNH 1405

FYS Course Description
The goal of the First Year Seminar is to engage students in intellectual rigor, critical thinking, and effective writing skills while laying the foundation for a life-long commitment to learning. Instruction comes from the collaborative teamwork of full-time faculty, writing instructors, and LMU librarians, who work together to help students build written, oral and information literacy skills. Thus, the course consists of three components: a particular subject area presented by a faculty member, thorough instruction in writing presented by a writing instructor, and a set of information literacy modules designed and developed by LMU librarians.

Learning Outcomes:
Students will
- Understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.
- Engage critically and reflectively in scholarly discourse
- Learn to read critically and carefully.
- Exercise critical thinking in oral discussion and writing.
- Be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources).
- Acquire research skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.

I. Course Content
In mid-twentieth century England, three writers met in a small pub they called the “Bird and Baby” and created alternative universes that both transcended and transformed the world in which they lived. In this course, we will study the work of C.S. Lewis, J.R.R. Tolkein, and Charles Williams, who called themselves the Inklings. We will consider their works of fiction and the impact they had on future writers, as well as the theological and philosophical dimensions of their work. We will explore the historical context of their work, and ask why they wrote as they did at the time that they did.

Content Learning Outcomes
Students will
- Know the history and context of the Inklings’ writings
- Analyze the course texts and read them in light of various contexts
- Look at texts comparatively, and gain a better understanding of literary movements in general
- Engage in depth with the concepts of allegory, myth, and mythopoesis
- Consider the role of fantasy literature in the canon and in recent literary history
- Gain perspective on the distinction between literary and popular writing
**Required Texts**
Lewis, *The Lion the Witch and the Wardrobe*
Lewis, *The Last Battle*
Lewis, *Out of the Silent Planet*
Lewis, *Perelandra*
Lewis, *The Hideous Strength*
Tolkein, *The Lord of the Rings Trilogy*
Williams, *Descent Into Hell*
Williams, *All Hallows Eve*

**II. Writing Emphasis:**
The Writing Instructor, Ms. Elizabeth Barr, works closely with students in this course, through direct classroom instruction, writing workshops, and one on one conferences. She will work with students on most written assignments for the class. Writing, reading, speaking and critical thinking are all inextricably woven together; therefore, writing will be a constant presence in this course. Any polished assignment for the class will have gone through no less than two revisions, and students will receive instruction on all aspects of the writing process.

**Writing Emphasis Learning Outcomes**
Students will
- Develop and use flexible, practical strategies of invention, drafting, development, revision and polishing.
- Identify and understand the development and use of academic conventions and practices specific to literary analysis.
- Integrate the conventions and practices of literary critical discourse in their own writing.
- Compose a persuasive, critical argument making use of primary and secondary sources.
- Formulate significant questions and understand how to access the data and sources that will help to answer the question.

**Prerequisites:** There will be a diagnostic writing test at the very beginning of the semester. As a result of this test, some students may be referred for additional ARC support.

**III. Information Literacy**
Information literacy skills include the ability to select information that provides relevant evidence for a topic; to find and use scholarly and discipline-specific professional information (and understand how it differs from popular information); to evaluate resources for reliability, validity, accuracy, authority, and bias; and to document research in an appropriate, consistent, and ethical way. Special emphasis will be placed on selecting information relevant to writing about literature.

**Information Literacy Learning Outcomes**
- Select information that provides relevant evidence for a topic.
- Find and use scholarly and discipline-specific professional information.
- Differentiate between source types, recognizing how their use and importance vary with each discipline.
- Evaluate resources for reliability, validity, accuracy, authority, and bias.
COURSE REQUIREMENTS:

1. **Critical Reading Assignments:**
   Critical reading Assignments are 1-2 page (and not more) analyses of the reading in response to a question posed to the class. These responses are each worth 20 points.

2. **Information Literacy Modules**
   During the course of the term students are required to work through four web-based modules on Information Literacy developed by LMU librarians. Following each module you will take an online quiz on the material covered. The four quizzes may be taken only one time each. The modules are as follows; please see course schedule for completion dates.
   - Starting Your Assignment
   - Types of Information
   - Finding and Evaluating Information
   - Using Information Ethically
   The modules may be found through MYLMU Connect. Just follow these three steps:
   a. Log in to MYLMU Connect and click on the course title to enter the course site.
   b. Click on the “Information Literacy” link in the menu on the left-hand side of the page.
   c. Click the link for the Information Literacy tutorial you have been assigned. The tutorial will open in a new window.

3. **Midterm Paper**
   A 5-7 paper, with accompanying notes, drafts and workshop responses, addressing a significant topic developed out of our conversations and readings.

4. **Attendance, Participation and Contribution to Class Discussion and Workshops**
   The pedagogy of this course requires attendance and in-class participation. There are no distinctions between excused and unexcused absences. You cannot participate if you are not here, and it is not possible to make up the classes that you miss. You are allowed 4 absences. Each absence thereafter will lower your participation grade; I may also, at my discretion, lower your overall grade by .33 for each absence over 4. Tardiness is also unacceptable. Three late arrivals will be counted as an absence.

   It is crucial that you come to class having read the material and prepared to enter into discussion. I also expect you to contribute several ideas to every class discussion. While there are no right or wrong answers in a discussion, there is a difference between informed and uninformed commentary: informed comments suggest you have read the material and are listening to other’s comments and using them to increase your understanding, while uninformed comments suggest the opposite. I will keep track of the quantity and quality of your comments as the semester progresses. Additionally, there will be several workshops throughout the term that require your participation and preparation. The criteria I use for grading participation and workshops are as follows:
   A=Regular attendance (no more than four absences) and frequent participation in class discussions and other activities.
   B=Regular attendance (no more than four absences) and consistent participation in class discussions and activities.
   C=Regular attendance (no more than four absences) and occasional participation in class discussions.
   D=Irregular attendance (5-6 absences) and rare participation in class discussions and other activities.
   F=Extremely irregular class attendance (more than six absences) and rare or no participation in class discussions and activities.
5. **Oral Presentations**

Throughout the term, students will sign up in groups to present brief guided introductions and discussion questions for the texts we are reading as a class. Additionally, at the end of the term, students will be allotted time to present their final projects to the class. These project presentations may be accompanied by handouts and visual aids as the student deems fit.

6. **Final Paper**

Each student will write a 10-12 page final paper addressing a significant question related to the work of The Inklings. Paper proposals will be due one month before the end of class and will be graded; this grade will be incorporated into the final paper grade.

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Critical Reading Responses</td>
<td>15%</td>
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<tr>
<td>Information Literacy</td>
<td>10%</td>
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<tr>
<td>Midterm Paper</td>
<td>20%</td>
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<tr>
<td>Oral Presentations</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
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<tr>
<td>Participation &amp; Attendance</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Letter grades and a possible percentage equivalent are as follows:

- A 93.0%-100%
- A- 89.5%-92.9%
- B+ 88.0%-89.4%
- B 83.0%-87.9%
- B- 79.5%-82.9%
- C+ 78.0%-79.4%
- C 73.0%-77.9%
- C- 69.5%-72.9%
- D 60% - 69.4%
- F 0 - 59.9%

**COURSE POLICIES:**

**Academic Honesty:**

Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process.”

**Communication:**

You are encouraged to visit or call during office hours and communicate by email. However, I will only reply to LMU email addresses. Do not submit any papers by email, and do not expect an immediate reply to your emails.

**Paper Format:**

All drafts, with the exception of draft responses, must be typed. All drafts must be double-spaced with one-inch margins on all sides. All documents must include your name, date, course name, and title in the upper right corner. All documentation will be in MLA format.
Late Work:
Work is due on the day assigned. With a few exceptions, late work will be accepted, with a 1/3 grade deduction for each day it is late.

Special Accommodations:
Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.

Expectations for Classroom Behavior:
As an LMU Lion, by the Lion’s Code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students. Disruption of class time and/or disrespect to an instructor or other students will not be tolerated in this class.

Electronic Devices:
Please turn off and put out of sight all electronic devices during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process. Please speak to me personally and obtain permission before using laptops and other devices during class.

Email Communication:
At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address.

Emergency Preparedness:
To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain.

Schedule of Readings and Assignments

The workload expectations for this course follow LMU’s credit-hour policy. In a three-credit course, students are expected to spend at least 2.5 hours per week in class and at least 6 hours per week studying outside of class. The dates and activities below are subject to change, but I will do all I can to keep us on schedule. You are responsible for noting any changes in the syllabus.

Week One:
M 08/26  Course Content Introduction
W 08/28  Writing Content Introduction; Diagnostic Writing Assignment
F 08/30: Information Literacy Introduction
   Reading: The Lion, The Witch and the Wardrobe Chapters 1-8; T.S. Eliot, The Waste Land (available through Connect)

Week Two:
M 09/02  Labor Day, University Holiday
W 09/04  Reading: The Lion, The Witch & The Wardrobe Chapters 9-17
F 09/06  Reading: The Last Battle, Chapters 1-8
   Assignment: Information Literacy Module #1 due by 5:00 p.m.
Week Three:
M 09/09  Reading: *The Last Battle*, Chapters 9-17
Assignment: CRA #1
W 09/11  Workshop #1: Invention
F 09/13  Reading: *Fellowship of the Ring*, Prologue; Bk.I Chapters 1-7
Assignment: Information Literacy Module #2 due by 5:00 p.m.

Week Four:
M 09/16  Reading: *Fellowship of the Ring*, Bk I Chapters 8-12; Bk II Chapters 1-2
W 09/18  Reading: *Fellowship of the Ring*, Bk II Chapters 3-10
Assignment: CRA #2
F 09/20  Workshop #2: Development
Assignment: Information Literacy Module #3 due by 5:00 p.m.

Week Five:
M 09/23  Reading: *Two Towers*, Bk 3, Chapter 1-6
W 09/25  Reading: *The Two Towers*, Bk 3, Chapters 7-11; Bk. 4 Chapters 1-2
Assignment: Information Literacy #4
F 09/27  Reading: *The Two Towers* Bk. 4, Chapters 3-10
Presentation #1

Week Six:
M 09/30  Reading: *Return of the King*, Bk. 5, Chapters 1-7.
Assignment: Draft 1 of Midterm Paper
W 10/02  Workshop #3: Drafts
F 10/04  Reading: *Return of the King*, Bk. 5, Chapters 8-10; Bk. 6 1-4
Presentation #2

Week Seven:
M 10/07  Reading: *Return of the King* Bk. 6 Chapters 5-9
Assignment: Draft 2 of Midterm Paper
W 10/09  Workshop #4: Drafts
F 10/11  No Class, Autumn Day

Week Eight:
M 10/14  Reading: *Out of the Silent Planet*,
W 10/16  Reading: *Out of the Silent Planet*
F 10/18  Reading: *Out of the Silent Planet*
Assignment: Final Drafts of Midterm Paper Due

Week Nine:
M 10/21  Reading: *Perelandra*
W 10/23  Reading: *Perelandra*
F 10/25  Reading: *Perelandra*
Presentation #3
Week Ten:
M 10/28  Reading:  *That Hideous Strength*
    Assignment:  CRA #5
W 10/30  Workshop #5:  Research
F 11/01  Reading:  *That Hideous Strength*

Week Eleven:
M 11/04  Reading:  *That Hideous Strength*
    Presentation #4
W 11/06  Reading:  *Descent Into Hell*, Chapters 1-4
    Assignment:  Final Paper Proposal
F 11/08  Reading:  *Descent Into Hell*, Chapters 5-8

Week Twelve:
M 11/11  Reading:  *Descent Into Hell*, Chapters 9-12
W 11/13  Reading:  *All Hallow’s Eve*, Chapters 1-3
F 11/15  Reading:  *All Hallow’s Eve* Chapters 4-7

Week Thirteen:
M 11/18  Reading:  *All Hallows Eve*, Chapters 8-10
W 11/20  Final Paper Presentations
F 11/22  Final Paper Presentations

Week Fourteen:
M 11/25  Final Paper Presentations
W 11/27  University Holiday:  Thanksgiving
F 11/29  University Holiday:  Thanksgiving

Week Fifteen:
M 12/02  Final Paper Presentations
    Assignment:  Drafts of Final Papers
W 12/04  *Final Paper Workshop*
F 12/06  Class Wrap-up

Your final papers are due in my office, UNH 3868 by 12:00 p.m. on Wednesday 12/11/13.