Syllabus
FFYS 1000.58, First-Year Seminar
Books about Beasts: Animal Narratives, Human Readers
Loyola Marymount University, Fall 2013
MW 3:00-4:15 pm, UH 4766

Primary Instructor: Dr. Molly Youngkin     E-mail: Molly.Youngkin@lmu.edu
Office: University Hall 3852     Phone: 310-568-6226
Office Hours: Mondays 2:00-2:45pm and 4:30-7:00 pm and Wednesdays 2:00-2:45pm

Writing Instructor: Prof. Hannah Dow     E-mail: Hannah.Dow@lmu.edu
Office: University Hall 3225     Phone: 310-338-3719
Office Hours: Prof. Dow will not be holding regular office hours, but she will sometimes help
Dr. Youngkin during office hours, especially when we are working on the formal papers.

Course Description and Objectives:

This course, which falls under the broad category of Ethics and Justice, will focus on literary
representations of animals, or animal narratives, to show how humans understand their own
place in the world and responsibilities to the world. The central questions of the course will be:
How are animals represented by humans? According to these representations, what is the
relationship between humans and animals? Do animals have rights? What obligations do we
have to them? Are they our allies or our competitors? What is the nature of animal
consciousness and emotion? Are all animals equal?

We will contextualize these central questions by discussing contemporary debates about the
animal/human relationship, including the use of animals in scientific research, the role of zoos
and wildlife parks in animal preservation, the role of pets in our lives, the ethics of
vegetarianism, and other topics of interest to students enrolled in the class. By reading animal
narratives in conjunction with discussion of contemporary debates about related topics, we will
better understand the complicated relationship between humans and animals and the ethical
issues involved in this relationship.

As part of the First-Year Experience and the Core Curriculum, this course is designed to:

• Strengthen students’ understanding and appreciation of the intellectual challenging
  experience of college education through in-depth study of animal narratives and the
  ethical issues that arise from reading these narratives.

• Strengthen students’ ability to read critically, especially the “close reading” of specific
  literary, critical, and theoretical texts about the relationship between animals and
  humans.

• Strengthen students’ ability to write well, especially the creation of logical arguments
  about animal narratives and contemporary debates about animal issues.
• Strengthen students’ ability to articulate verbally their ideas about literary representation, especially within a growing awareness of the relationship between animal narratives and the ethical contexts laid out in the course description.

• Strengthen students’ ability to gather and evaluate research materials related to the course content, particularly through the development of library research skills.

Required Course Materials:


Please purchase the editions I have specified here, so our class discussion will be most productive. It’s very difficult to have a good discussion if everyone has a different edition, with different page numbers.

We also will be using Purdue University’s Online Writing Lab (OWL) website, owl.english.purdue.edu, as our writing handbook. This resource is free, but be prepared to access it regularly and occasionally print out exercises from the site.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Writing Exercises</td>
<td>20%</td>
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<tr>
<td>Essay #1</td>
<td>20%</td>
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<tr>
<td>Essay #2</td>
<td>20%</td>
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<tr>
<td>Oral Competency Assignment</td>
<td>15%</td>
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<tr>
<td>Information Literacy Tutorial</td>
<td>10%</td>
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<tr>
<td>Participation</td>
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Course Requirements:

*Participation:* You are expected to have completed each reading assignment before the class for which it is assigned. You should bring your texts and writing materials to every class, and you should come prepared with notes on and questions about the readings for the day. Participation in class discussions is required and constitutes 15% of your final grade, so regular attendance is very important.
If you miss a class, you are responsible for finding someone else in the class to catch you up; in other words, I will not repeat material discussed in class, but I will discuss the material if it is evident that you’ve made an effort to get notes from another student first. I do not distinguish between excused and unexcused absences, except in very unusual circumstances, so you should save your absences for dire emergencies (death in family, severe illness, work commitments). Coming to class late or leaving early counts as a partial absence. If you miss more than four classes, there will be a significant reduction in your participation grade.

Around mid-term, I will give you a progress report about your participation, which will look like this:

____________________________________________________________________________

Mid-term Progress Report--Participation Grade

Student ________________________________

To this point, your participation earns the grade of _____.

If your participation continues at the same level for the rest of the semester, you will earn the grade of _____.

Criteria for grading participation:

A= Regular attendance (no more than 4 absences) and frequent participation in class discussions and other activities.

B= Regular attendance (no more than 4 absences) and consistent participation in class discussions and other activities.

C= Regular attendance (no more than 4 absences) and occasional participation in class discussions and other activities.

D= Irregular attendance (more than 4 absences) and rare participation in class discussions and other activities.

F= Extremely irregular attendance (more than 4 absences) and rare or no participation in class discussions and other activities.

____________________________________________________________________________

Writing Exercises: You will complete four writing exercises, which will be based on specific questions about the texts we’re discussing in the course. The writing exercises are designed to help you process the material we’ll be discussing in class, as well as generate ideas for the two formal papers you’ll be writing. Each exercise should be at least 600 words. You can type your responses or handwrite them. Expect to share what you’ve written in class. The exercises are due at the beginning of class, and I will not accept late exercises. Together, the writing exercises are worth 20% of your final grade.
**Formal Papers:** This semester, you will write two formal papers (5-6 pages each). The first paper will focus on literary representations of animals. The second paper will focus on one of the key ethical issues we take up as a class. Both papers will require some outside research, and each paper is worth 20% of your final grade. Rough drafts of both papers will be workshopped in class, so you will be expected to bring extra copies of your drafts for this purpose. You must have a complete draft in order to participate in the workshop and get credit for the final draft.

**Oral Competency Assignment:** In anticipation of the oral emphasis in the Rhetorical Arts course you’ll be taking in the spring, in this class you will be responsible for participating in a small-group debate about the key ethical issues we’ll be discussing this semester. You will be asked to prepare arguments for different perspectives on these issues, turn in a draft of your main points (see syllabus for due date), and articulate these arguments verbally during the debate. Your preparation for and participation in the debate will constitute 15% of your final grade.

**Information Literacy Tutorial:** You will be responsible for completing a four-part information literacy tutorial designed by the LMU librarians. These tutorials, which you will access through MyLMU Connect, will familiarize you with choosing a research topic, different types of sources, how to locate these sources, and how to use these sources. Each tutorial will take approximately one hour to complete. After you have completed each part of the tutorial, which includes “checkpoint” questions that will count toward your grade, you will be tested over the material via a quiz. The combination of the checkpoint questions and the four quiz scores will constitute 10% of your final grade.

To access the tutorials and quizzes:

1. Log into PROWL, and then log into MyLMU Connect.
2. Click on “FFYS-1000-58 FYS: Books about Beasts 201330” to enter the course site.
3. Click on the “Information Literacy” link in the menu on the left-hand side of the page.
4. Click the link for the tutorial you are assigned. The tutorial will open in a new window. Be sure to treat the checkpoint questions as you would a quiz, since they will count toward your grade.
5. When you’ve completed the tutorial, click on the “Information Literacy” link in the menu on the left-hand side of the page again.
6. Click on the link for the quiz you are assigned. Be sure you have saved all your answers before submitting the quiz, since all answers must be saved to count and you can only take the quiz once.

**Grading Scale and Criteria:**

The grading scale is based on the grading system approved by LMU. I will assign numerical grades for all major assignments, and I will use the final grade sheet attached to this syllabus to figure final grades. The numerical/letter grade correlation is as follows: 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 60-69=D, and 0-59=F. See attached handouts for details about the grading criteria for the major assignments in the course.

**Late Assignments:**
I do not accept late writing exercises, and you must complete the information literacy tutorials on time in order to get credit for them. You also must participate in the small-group debate on the day it is scheduled to get credit for it. For the formal papers, you must have a complete rough draft in order to get credit for the final draft. If the final draft is late, expect a grade deduction: 10 points per 24 hours. For example, a paper that earns 90 points and is a day late will drop to an 80. No papers will be accepted via email, and no double submissions (same project submitted for another class) allowed.

**Electronic Equipment and Visitors in the Classroom:**

No cell phones, pagers, CD players, tape recorders, or other electronic equipment in the classroom. If you want to bring a laptop to class, record class discussion, or bring a guest to class, you must get my approval first.

**Plagiarism:**

Plagiarism is the act of presenting someone else’s ideas or words as your own. It is a serious academic offence and may result in a failing grade for the assignment, a failing grade for the course, and/or university disciplinary action. For more details about the university’s policy on this issue and other forms of academic dishonesty, see the Undergraduate Bulletin. The information literacy tutorial will address plagiarism issues, but if you are at all unsure about how to integrate others’ ideas or words into your work without plagiarizing, come talk to me. I’ll be glad to help you avoid plagiarism!

**Drop policy:**

If you do not want a “W” on your record and want a full tuition refund, you must drop the course before the end of the first week of classes. From week 2-10, you may drop, but you will receive a “W” and will not receive a full tuition refund.

**Resources for Students:**

Tutoring Center: The Tutoring Center is located in the Academic Resource Center, on the second floor of Daum Hall. Experienced tutors are available to help students who wish to improve their writing. For an appointment, call 338-2847.

Advising: For questions about the undergraduate curriculum, see your adviser (indicated in PROWL). If you are major in the Bellarmine College of Liberal Arts, we also have Student Ambassadors, who can help with certain aspects of advising.

Disability Support Services: Persons with disabilities are welcome in this classroom. If you have a disability and need specific accommodations, please register with DSS and then come talk to me. DSS is located in the Academic Resource Center, Room 224 in Daum Hall. The phone number is 338-4535.

**Class Schedule**

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 listed 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 1

M, 8/26: Introduction to the course

W, 8/28: What is the Animal?

Fudge, pp. 7-23

Week 2

M, 9/2: No class—Labor Day

W, 9/4: Why Read Animal Narratives?

Kafka, "Metamorphosis," pp. 11-52
McHugh, pp. 1-9 and last two paragraphs of the intro on pp. 22-23

Week 3

M, 9/9: Anthropomorphizing Animals in Our Childhood

White, Charlotte's Web, pp. 1-113

W, 9/11: Anthropomorphizing Animals in Our Childhood cont.

White, Charlotte's Web, pp. 114-192
Fudge, pp. 67-92
McHugh, pp. 181-193

In class: Discussion and film clips from Babe. Also, receive question for Writing Exercise #1.

Week 4

M, 9/16: Writing Exercise #1 due

W, 9/18: Recognizing and Using Animals

Fudge, pp. 25-46
Wilde, “The Rose and the Nightingale” and “The Happy Prince,” pp. 56-62 and 31-40
Week 5


Ouida, “Dog of Flanders,” pp. 1-68

In class: Discussion and film clips from Dog of Flanders


McHugh, pp. 27-40
Short reading on animal-assisted therapy selected by Dr. Murphy

In class: Dr. Nora Murphy, Associate Professor of Psychology at LMU, will come talk to us about her experience doing animal-assisted therapy with her dog, Myles. Also, receive question for Writing Exercise #2.

Week 6

M, 9/30: Writing Exercise #2 due

W, 10/2: Literacy Information Tutorial 1 (Starting Your Assignment) and Tutorial 2 (Types of Information) due. Both quizzes will close at 2:30pm, so you must complete the tutorials and take the quizzes before then.

In class: Discussion of issues raised in these tutorials

Week 7

M, 10/7: Animal Taxonomies, Power Hierarchies, and Morality

Fudge, pp. 92-111
McHugh, pp. 163-180

In class: Discussion of readings. Also, look at the Aberdeen Bestiary online and discuss PETA’s Holocaust on Your Plate campaign


Spiegelman, Maus

In class: Receive question for Writing Exercise #3

Week 8
M, 10/14: Writing Exercise #3 due

W, 10/16: Literacy Information Tutorial 3 (Finding and Evaluating Information) and 4 (Using Information Ethically) due. Both quizzes will close at 2:30pm, so you must complete the tutorials and take the quizzes before then.

In class: Discussion of issues raised in these tutorials and demonstration of MLA database (not covered in the tutorials). Also, discuss Essays #1 and #2 in class.

Week 9

M, 10/21: Animal Intelligence and Role Reversal
Fudge, pp. 113-58

In class: Discussion and film clips from Gorillas in the Mist and Grizzly Man

W, 10/23: Animal Intelligence and Role Reversal cont.
Barlow, Sharp Teeth, pp. 1-50

For this class, we will be visiting the SPCALA animal shelter in Hawthorne (close to LMU, about 10 miles away). I have arranged for LMU vans to transport us to the shelter. At the shelter, we will take a tour with Allison Ryan, Senior Animal Companion, and then discuss animal control issues that are relevant to the reading of Sharp Teeth. We will be leaving campus at 2:00pm and returning by 5:30pm. Closer to the event, I will give you information about where to meet, getting permission to be excused from other classes, etc.

Week 10

M, 10/28: Animal Intelligence and Role Reversal cont.
Barlow, Sharp Teeth, pp. 51-185

W, 10/30: Animal Intelligence and Role Reversal cont.
Barlow, Sharp Teeth, pp. 186-308

In class: Receive question for Writing Exercise #4.

Week 11

M, 11/4: Writing Exercise #4 due

W, 11/6: Conclusion: Animals as Animals
Week 12

M, 11/11: No class—open office hours to discuss questions about rough drafts

W, 11/13: Rough Draft of Essay #1 due
Discuss criteria for peer response

Week 13

M, 11/18: Peer Response to Essay #1

W, 11/20: No class—open office hours to discuss questions about rough drafts

Week 14

M, 11/25: Rough draft of Essay #2 due
Discussion of debate topics

W, 11/27: Peer response to Essay #2

Week 15

M, 12/2: Prepare for debate in class
One-page draft of key points due (bring 4 copies)

W, 12/4: In-class Debate

Final drafts of Essay #1 and Essay #2 due in Dr. Youngkin’s mailbox by Wednesday, December 11 at 2:00pm. There is no final exam for this course.
Molly Youngkin
Grading Criteria — Formal Papers
FFYS 1000

Below are the grading criteria for the formal papers. When I refer to the paper’s thesis, I am referring to the main statement of your argument, which I expect to see early in the essay. When I refer to the argument, I mean the way in which the thesis is developed in the rest of the essay, through clear statements about where the argument is going at key points in the essay. Finally, when I refer to supporting evidence, I mean the specific examples from the text you are using to flesh out your argument. If you have not written this type of paper before, feel free to come talk to me about how to go about it.

A= All material required for the assignment is present. The paper’s thesis goes way beyond the obvious, and the argument presents a precise, informed, incisive, and satisfying critical investigation of the topic. The implications of the thesis are fully developed through the use of supporting evidence. The ideas within the essay are well organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

B= All material required for the assignment is present. The paper’s thesis goes beyond the obvious, and the argument presents a clear and accurate investigation of the topic. There is some strong supporting evidence for the thesis, but the ideas may not be fleshed out as fully as they might be, or some readings may not be as precise as they could be. The ideas within the essay are well organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

C= All material required for the assignment is present. The essay has a thesis and details to support that thesis. The argument is adequate, but does not fully explore the implications of the topic or does not present a critical viewpoint that goes very far beyond the obvious. The supporting evidence for the argument may be adequate but not as fully developed as it could be and less convincing than it could be. The ideas within the essay are appropriately organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

D= Material required for the assignment may be missing. The essay has a weak thesis, and details to support the thesis are not developed adequately. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

F= Material required for the assignment may be missing. The essay has a very weak thesis or no thesis, and details to support the thesis are not developed adequately or are missing. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.
Molly Youngkin  
Grade Calculation Sheet  
FFYS 1000

Student ________________________________

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<thead>
<tr>
<th></th>
<th>Numerical Value</th>
<th>Percentage Weight</th>
<th>Total Weight</th>
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<tbody>
<tr>
<td>Writing Exercises</td>
<td>_______</td>
<td><strong>.20</strong>__</td>
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<tr>
<td>Essay #1</td>
<td>_______</td>
<td><strong>.20</strong>__</td>
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<td>Essay #2</td>
<td>_______</td>
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<tr>
<td>Oral Literacy Assignment</td>
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<td>Information Literary Assignment</td>
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<td>Participation</td>
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Numerical Total _______

Final Grade Scale

<table>
<thead>
<tr>
<th>Final Grade Scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
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<td>84-86</td>
<td>B</td>
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<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
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</tbody>
</table>
Directions

1) Fill in the appropriate numerical value for each assignment; 2) Multiply that value by the percentage weight in the second column; 3) Add the amounts in the “total” column; 4) Use the “final grade scale” to calculate your final letter grade.