FYS 008:  
*The Invention of Wings and Contexts*

Lisa West, lisa.west@drake.edu, (515) 271-3708, Howard Hall 303
Office Hours in Howard 303:
- Monday 12:30-3 PM;
- Tuesday 2-3 PM;
- Wednesday 12:30-1 PM;
- Thurs 2-3 PM;
- AND by appointment (email or see me during class to make an appt)
Extra office hours will be posted on Blackboard. I will have extra hours regularly before major assignments are due and also when I have more time.

Fall 2017
Class meets Tues/Thurs 12:30-1:45 PM in FAC (Fine Arts Center) 204

We are blessed to have a small section of FYS. That means we can be flexible, do more independent work, have more class outings, and tailor the class to individual interests more fully. It also means I can comment more thoroughly on multiple stages of the writing process, so you will get more (and more frequent) feedback.

A First-Year Seminar provides the opportunity to take a class with students you live with; it provides the opportunity for faculty and staff to introduce students to Drake resources, policies and curricular goals; it provides the first steps toward at least three AOIs (discussed below); and it provides the opportunity for students to explore a topic without the framework of a specific discipline.

The three AOIs most commonly associated with the FYS program are critical thinking, written communication, and information literacy. During this class, we will spend some time experimenting with rubrics and expectations related to these AOIs. We will work closely with a librarian and do more than most classes with information literacy and research. I am including wording from the Drake website about these areas of learning.

**CRITICAL THINKING**

_The Drake Curriculum makes an intentional effort to help students acquire the skills for rational analysis and argumentation. Critical Thinking should be purposeful, rigorous, self-reflective, and based on a careful consideration of evidence. Students learn to:*
- Clearly define a question or problem.
- Gather information that is relevant to that problem.
- Rigorously identify assumptions and preconceptions, including their own, that influence analysis of that problem.

We will discuss what these terms suggest and we will also look at the Critical Thinking Rubric approved by Drake.
WRITTEN COMMUNICATION
Drake Written Communication AOI:
Drake students will learn to read with discrimination and understanding and to write persuasively.

Drake students will learn to shape their writing according to subject, purpose, medium, context and intended audience.

This area of inquiry may be satisfied by a single course, provided that writing is a significant component of the course, significant attention is directed towards the teaching of writing, and a significant portion of the student's grade focuses on the quality of writing, independent of the subject matter.

We will spend some time reflecting on the Written Communication AOI rubric and I will integrate elements of that rubric in the assignments. But we are not limiting ourselves to that rubric or that definition of writing. Visiting the Writing Workshop AT LEAST ONCE is REQUIRED.

INFORMATION LITERACY
Drake students will learn to acquire, analyze, interpret, and integrate information, employing appropriate technology to assist with these processes, and to understand the social and ethical implications of information use and misuse. Drake students will use appropriate sources, including library and internet resources, to process and evaluate information. Students will gain an understanding of the social and ethical issues encountered in a networked world, an ability to assess the quality of information, and learn appropriate ways to reference information sources. Students will be able to:
• Navigate and integrate scholarly resources into their research and reflection.
• Articulate the social and ethical implications of information use and misuse.
• Evaluate information resources and identify quality resources relevant to the problem or issue investigated.
• Select and employ the appropriate method and data for disciplinary research, problem-based learning, experiential-based research, and/or reflective/integrative coursework.

Articulate the basic implications of information use and misuse related to issues of academic honesty and plagiarism and pursue their educational goals with a high level of academic integrity.

We will have a library visit and a library liaison. There will be substantial research and consideration of a research disposition or attitude.

This particular FYS will focus on reading Sue Monk Kidd’s 2015 novel The Invention of Wings, which explores antebellum slavery and women’s rights issues through the juxtaposition of two voices, that of Handful, a slave, and Sarah, one of the Grimke sisters. After we read the novel and do a series of short writing exercises, we will work on individual research projects that related to contextual information for this novel. I am anticipating that such projects might cover work on early abolitionist and feminist
writing, the Denmark Vesey revolt and trial, or the Grimke sisters’ writing and legacy. We will end by reading Hannah Crafts’ *The Bondwoman’s Narrative*, a fascinating 19th century novel/autobiography that was discovered within the past decade and which has been the center of significant critical controversy. This novel adds additional concerns about authenticity, voice, slavery, and the relationship between history and fiction.

**ASSESSMENT**

**Assignment**
First paper on *The Invention of Wings* 10%
Second paper on *The Invention of Wings* 20%
Research Portfolio 20%
Third paper integrating Research 10%
Fourth/final paper integrating *The Bondwoman’s Narrative* 20%
Short Writing/homework/group work 20%

Most important considerations for grade: do all work on time, attend class, visit office hours, ask for feedback on writing and respond to feedback.

**Papers:**
The papers will build on each other, and revising material from an earlier assignment is accepted. Conferences with me are REQUIRED before each paper; these can be individual or with a peer.

**Research Portfolio:**
I will ask students to share short writing about their research, which will include reflection, analytical summaries and other types of writing. The portfolios will be made available to the whole class. The portfolio grade is worth more than the paper incorporating research to show how much more weight I will place on investigation, critical thinking, curiosity and an open-minded treatment of research material.

**Short writing assignments**
There will be frequent short writing both as homework and in class. Sometimes I will have Blackboard prompts for everyone and sometimes I will ask a few students to write a single page to start us with discussion. Sometimes I will ask students to write their reflections on a class or to respond to peer work. There will be frequent close reading exercises to practice attending to text details. Expect some writing every week – and likely every class. The writing is intended to work on “critical thinking” and “written communication” skills. Short writing will receive numerical grades reflecting effort and engagement. Late work will get no credit.
CLASS POLICIES

Class Expectations: Come to class on time. Do the reading ahead of time and have at least one passage flagged for discussion. If you miss class, contact a peer so you can be caught up for the next class and receive any handouts you missed. Be respectful of others. Take turns leading group discussions. WRITTEN WORK is due at the start of class or it will be considered late. Bring the reading to class – this means printing out E-Reserves or having notes.

Electronics and Technology:
Laptops are optional for class. I will put a note on Blackboard if there is a day when I want everyone to have them.

DO use laptops as needed for group work and for uploading responses (if needed) during class.
DO regularly review peer contributions to Blackboard.
DO read all announcements on Blackboard, all emails about Blackboard, all additions to Blackboard.

DO NOT use laptops during full class discussion unless we have discussed it that class period.
DO NOT do work for another class or engage in personal electronic use during the class period.

If you have an electronic version of text, use the technology responsibly. I will take it away otherwise.

If the clock is working in the classroom, we will use that for time. Otherwise, I will use my phone to check time. All short papers and assignments are due at the start of class. If you are absent and want credit, email me the work BEFORE class starts. Otherwise material will be considered late.

Respect: Listen to peers. Try to respond to peer ideas. Disagree politely (if you disagree). Nothing derogatory in terms of race, gender, sexuality, religion. Even a comment that seems funny about the 1800s can deeply hurt a classmate who is identifying with that position. Avoid interrupting or dominating conversation. Let other students be different from who you are.

Attendance: I firmly believe that if you are not in class, you will miss something. And, if you are not in class, you cannot contribute. But if you are sick, you should stay at home. So, here is my compromise. I do not differentiate between excused and unexcused absences. Everyone has 2 absences with no penalty. After that, additional absences will count negatively. If you miss 3 or 4 classes, you can submit a 500 word written response to me by email within 24 hours of your absence to avoid a grade penalty. If you do not do the extra work, your grade will drop a grade step for every absence over 3 absences (i.e. from A- to B+). If you miss 5 classes, your final grade drops a full grade. If you
miss 6 or more classes, you will fail the class. If you miss class, I encourage setting up an office visit to review missed information. I do NOT support your emailing me to ask what you missed; YOU need to take the initiative to make up work and it is not fair to ask me to provide you with material I did not give the rest of the class.

IF you end up with a major health issue or other family issue, please see me ASAP about any variations to this attendance policy. We will work out a system in which you do additional writing to demonstrate you were prepared for class. I have had students have ACL repair surgery, contract mono or face other situations that require adjustments to this policy.

IF class is canceled due to instructor illness, travel or snow day, there will be a Blackboard assignment to complete. That assignment will count toward the short writing component with other Blackboard posts.

How I will Reach You:

By e-mail using your Drake e-mail address for individual notices. By using Drake e-mail or Blackboard announcements for notices that pertain to the entire class.

How You Can Reach Me:

lisa.west@drake.edu – please provide 24 + hours for response, since my daily life is likely on a different time schedule from yours!

REQUIRED TEXTS

The Invention of Wings by Sue Monk Kidd
The Bondwoman’s Narrative by Hannah Crafts, 2014 edition with new notes by Gregg Hecimovich

You MUST have this particular edition because it has changes from the earlier one. I will show you the correct one on the first day of class. The Bookstore has the correct one. IF you are ordering your books, be aware that the ISBN number is the same for old and new edition. Ordering a used book online will likely get you the wrong one – so order a new one.

They Say I Say by Gerald Graff and Cathy Birkenstein

Blackboard posts and other peer work are considered course texts
DRAKE RESOURCES AND POLICIES

WRITING WORKSHOP:
The Writing Workshop, located on the lower level of Cowles Library in Room 47, serves undergraduate, graduate, and law students who are writing papers and need assistance with individual assignments. The emphasis of the one-on-one tutoring session is not to fix but to devise actions that the individual can take to improve and to start dealing with writing problems or questions individually. This is a free service to all Drake University students.

The Writing Workshop can help you with: evaluating your habits of reading and writing; learning new strategies appropriate for a particular writing or reading task; making sense of assignments and assigned reading material; coming up with ideas; revising sentence style; resolving problems with word choice, grammar, etc.; revising organization, argument, viewpoint or perspective; overcoming writer’s block.

Sign up to meet with a tutor: Drake University Writing Workshop
For questions, call 271-4712 or email jody.swilky@drake.edu.

ACADEMIC DISHONESTY

Academic Dishonesty: This course will follow the principles of academic dishonesty expressed in the online statement under academics for the college of Arts and Sciences. (I am also attaching the main policy to the syllabus.) The first instance of academic dishonesty will result in an F for the assignment (with no possibility of revision) and the second will result in failing the course and a notice to the Dean’s office. In addition, if I find downloading of material from a website or another form of direct copying, failure of the course and notice to the Dean’s office will occur immediately – no second chances. I want to remind everyone that “intention” is not a core aspect of academic honesty. In other words, explaining that you did not know you were plagiarizing or that you were not dishonest on purpose does not excuse you from a violation of the policy.

From Drake website – Arts and Sciences Academic Dishonesty Policy
Academic dishonesty is an all-encompassing term involving any activity that seeks to gain credit for work one has not done, or to deliberately damage or destroy the work of others. It includes plagiarism (the misrepresentation, either by intent or negligence, of another’s ideas, phrases, discourse, or works as one’s own), cheating (the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirement, including examinations), fabrication (intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise), and facilitating academic dishonesty (intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty). Examples of such cases include, but are not limited to:
• copying from the Internet or worldwide web and representing it as one’s own thoughts or work;
• copying from another student’s paper, laboratory report, or other report, or computer files or listing and representing it as one’s own thoughts or work;
• using, during a test or laboratory experiment, material and/or devices not authorized by the instructor in charge;
• without the instructor’s permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirements;
• incorporating into written assignments materials written by others without giving them credit, or otherwise improperly using information written by others (including that which might be stored on computer disks or other technological devices), or submitting commercially prepared papers as one’s own;
• submission of multiple copies of the same or similar papers without prior approval of the several instructors involved;
• claiming as one’s own work that which was done by tutors or others with no mention of credit to or the assistance of those persons;
• deliberately damaging or destroying another’s laboratory experiments, computer work or studio work;
• knowingly obtaining access to, using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release;
• substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation;
• intentional and unauthorized falsification or invention of any information or citation in an academic exercise;
• forgery, alterations, or misuse of University documents;
• falsifying information submitted or failure to reveal relevant information in any University application form or offering any false information in any University disciplinary proceeding. Each instructor reserves the right to further clarify and define his/her expectations of academic integrity orally or in written form, such as through the course syllabus.

The College of Arts and Sciences has more information about its Academic Dishonesty Policy, including statements about penalties and appeals. I suggest everyone read the entire policy at least once per semester during your time at Drake.

**DISABILITY**

Disability: I will make any changes needed to accommodate learning disabilities or any other kinds of disabilities. Please contact me ASAP to make necessary arrangements.

The following information is taken from the Drake website:

Here at Drake we are excited about our diverse student population. We realize that diversity is bigger than race and gender; it also includes differences such as disabilities. Because of this we have a full time Student Disability Services Coordinator to help coordinate accommodations for our students with disabilities.
Drake Statement on Sensitive Classroom Materials

Your instructor will make appropriate accommodations for documented disabilities. If you have been diagnosed with post-traumatic stress disorder and know that specific subjects elicit an uncontrollable emotional response, and you want advance warning about classroom material, please contact Michelle Laughlin, Student Disability Services coordinator, who will work with you to make your instructor aware of your request. Your instructor will then work with you to determine what the appropriate accommodation might be.

If you have not been diagnosed but find a certain topic so distressing that you are unable to perform academically, we encourage you to consult Ms. Laughlin; her office can refer you to the appropriate resource.

Advance warning is not always possible. Literature represents the full spectrum of human experience and no subject matter is off-limits in a literature, writing or film course. English faculty strive to create a classroom environment in which potentially volatile material can be viewed, read, discussed and written about in a thoughtful and mature manner and in which the perspectives of all participants are listened to and respected. Students may expect to experience a certain amount of productive discomfort when confronting uncomfortable topics. Classrooms are not necessarily "safe spaces," but they can be spaces in which we support each other in confronting life's most difficult issues.

Counseling and Mental Health

The following information is taken from the Drake website:

The University Counseling Center (UCC) offers to all currently enrolled Drake students a variety of counseling services. Depending on the student's need, individual, couple, family, or group counseling may be provided. The UCC is available for workshops, training, psychological testing, and for referral information. In addition, we offer
consultation services to students, staff, and faculty who might have questions about student mental health issues or topics.

Drake University Counseling Center  
3116 Carpenter Avenue  
Des Moines, Iowa 50311  
(515) 271-3864  

Hours:  
Monday through Friday from 8:00am to 5:00pm

**Gender violence and sexual misconduct:**

*Drake University takes acts of gender violence and sexual misconduct seriously and is committed to providing a safe and healthy environment. Below is information related to Drake’s resources in this area.*

*The Coordinator for Sexual Violence Response and Healthy Relationship Promotion’s primary role is to act as a resource for students who have been subjected to interpersonal [gender] violence including sexual assault/harassment, dating/domestic violence, gender-based discrimination, and stalking and will advocate on behalf of the student victim’s requests if services are voluntarily initiated. The coordinator can explain how to initiate a complaint within the university and through criminal/civil processes, assist with referrals to a confidential crisis advocate and/or counselor and appropriate medical or legal professionals. The coordinator must report “known” student campus assaults to the Dean of Students and/or Title IX Coordinator, but the complainant still has rights to participate or withdraw from the university process. Other services include providing crisis intervention (safety plan, crisis counseling, rights information), and assistance in academic and housing accommodations as needed. To contact the coordinator, Alysa Mozak, call 515-271-4141 or email alysa.mozak@drake.edu. The Violence Intervention Partner (V.I.P.) program through this office provides peer-based 24/7 confidential advocacy services. To access a V.I.P. advocate call or text 515-512-2972. For more information about these services visit www.drake.edu/sexual-assault/*
DRAFT SCHEDULE

Make sure you pay attention to Blackboard Announcements Page, where I upload weekly assignments for reading and writing. This draft schedule WILL change, and I find it easier to keep updated scheduling information on Blackboard rather than keep redistributing new syllabi or asking students to keep track of changes on their own. AND FYS classes always seem to require tinkering here and there – extra peer review time, maybe the addition of certain handouts or changes in writing assignments. I like having my FYS courses develop in part due to student interest – so speak up on what interests you.

The syllabus and other information that will not change will be under course information. Paper assignments will be under course content.

WEEK ONE
August 29 – in class writing. BRING INVENTION OF WINGS TO CLASS and read at least the first two entries before class starts.
August 31 – WRITING ASSIGNMENT ON BLACKBOARD. Read through at least page 50.

WEEK TWO
September 5 – WRITING ON BLACKBOARD. Read (to around 100 – exact pages TBD)
September 7 – WRITING ON BLACKBOARD. Keep reading

WEEK THREE
September 12 – WRITING. Keep reading
September 14 – WRITING. Keep reading
Conferences this week for first paper.

WEEK FOUR
September 19 – FIRST PAPER DUE. Look at AOI rubrics in class.
September 21 – Read “Representation” essay or other theoretical essay
Library Visit in Week 4 or 5

WEEK FIVE
September 26 – work on second papers or research
September 28 – work on second papers or research
Conferences this week during scheduled class time

WEEK SIX
October 3 – work on revisions toward paper #2
October 5 – Paper # 2 due. NO CLASS
WEEK SEVEN
October 10 – research – we will decide if we meet in library or not
October 12 – research sharing in class

WEEK EIGHT
October 17 – fall break – no class
October 19 – finalize research

WEEK NINE
October 24 – research portfolios due
October 26 – work on paper #3
Conferences this week or next week

WEEK TEN
November October 31 – WRITING toward paper #3
November 2 – Paper #3 due

WEEK ELEVEN
November 7 – The Bondwoman’s Narrative – start reading
November 9 – keep reading The Bondwoman’s Narrative

WEEK TWELVE
November 14 – keep reading TBN
November 16 – keep reading TBN

WEEK THIRTEEN
November 21 – no class – but Blackboard assignment due
November 23 – Thanksgiving – no class

WEEK FOURTEEN
November 28 – WRITING to share
November 30 – WRITING to share
Conferences this week

WEEK FIFTEEN
December 5 – Final papers due
December 7 – wrap up