

## IN 351 One Book/One Chicago Faculty-Designed Independent Study

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Quarter: Fall & Spring

Location: By appointment. Meetings with the instructor may be face-to-face, by email, and/or phone

Credit Hours: 4

Prerequisite: Research Seminar

### Course Description

Every fall & spring the city of Chicago announces its One Book-One Chicago reading selection. In this FDIS, you'll be able to join in the fun of exploration of the book and its many topics, which may be approached from a variety of disciplinary stances (literary, historical, sociological, religious, political, medical, scientific, etc.). You'll be able to explore thematic issues raised by the selected book and you will attend at least two Chicago events associated with the book—readings, panel discussions, library round tables, lectures, and the like. You'll have the opportunity to sharpen your research skills by reading critical articles related to the particular lenses you apply to the thematic issues in the book.

### Faculty Bio

I have been a member of SNL's resident faculty since 1990 and currently work with the University Provost's office to create adult programs across DePaul. I maintain an office at SNL, however, and work closely with the School on its various programs. I have a Ph.D. in English and have published many articles about literature and medicine, African American literature, and incarcerated women's writing. I was also an adult when I received my undergraduate degree.

### Competencies

E-1: Can read and interpret a work of literature from at least two different disciplinary points of view

- You'll read the One Book/One Chicago selection and write an analysis of one of the thematic issues from a literary and one other disciplinary point of view

E-2: Can use and assess community activities and institutions as sites for learning

- You'll attend at least 2 community events related to OB/OC

### Learning Outcomes:

- Facility with the vocabulary of literary analysis
- Articulation of the value of community institutions as sites for learning

- Ability to examine an issue from at least two disciplinary points of view and to consider the value of each approach
- Increased writing facility

#### **Criteria for Assessment:**

- Can discuss and write about literature using appropriate analytic vocabulary
- Can attend and write a review about a community event
- Can assess the value of community institutions as sites for learning
- Can examine and analyze a literary thematic issue from at least one other disciplinary point of view
- Can assess the value of each approach
- Can demonstrate improvement in writing from the beginning to the end of the quarter

#### **Evidence You'll Submit**

- Two community event reviews and assessments (according to specific rubric)
- One 10-page analytical paper

#### **The Process**

First, send me an email to let me know you have registered for the course. I'll get right back to you and we'll talk about your interests and concerns. We will discuss the choices you have for community events and I'll ask you to send me your decision fairly soon. Next, I'll ask that you do your initial reading of the book, think about it, and send me an email with 2-3 topic ideas for your analytical paper. Together you and I will work out the topic for your paper. Next, we'll meet (by phone or in person) to go over your ideas and narrow them down into one workable, fun, and challenging topic. We'll decide on deadlines for all three course projects and I'll be available for consultation as you work on them.

Keep in mind that all written work must conform to DePaul's statement on plagiarism:

*The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

**Grading:** Your work will earn a letter grade, or if you request it before the 2<sup>nd</sup> week of the quarter, a Pass/Fail grade

#### **Written Work will be Evaluated As Follows:**

**A** designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

*B* designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

*C* designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

*D* designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Unfinished work or work requiring revision **may** be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.

In order for you to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance (e.g., medical and/or significant personal issues). You will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. I strongly advise you to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

### ADDITIONAL INFORMATION

#### **DePaul University Academic Integrity Policy**

*DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details*

#### **DePaul University Incomplete Policy**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case

of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

### **For Students Who Need Accommodations Based on the Impact of a Disability**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

### **Chronic Illness Initiative**

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

### **Writing Help**

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

#### **Quick Links & Locations:**

- To schedule an appointment at the Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>
- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>
- To request Feedback by Email: <http://condor.depaul.edu/~writing/html/sched/email.html>
- Loop Campus Office: 1620 Lewis Center, 312.362.6726
- Lincoln Park Office: 250 McGaw, 773.325.4272
- For more information, visit: <http://www.depaul.edu/writing/>

## Community Event Guidelines

Please answer each of these questions as you write your community event learning assessment. You may write your answers question by question, or write a narrative, but you must address each of these questions with a full paragraph. Each community event learning assessment should end up being about 4-5 pages long (double-spaced, 10-12 point font).

At the top of the page, please put the following information:

- Your name
- The name of the event
- The date, time and place of the event
- The location of the event
- Names of presenters (if there were presenters)

Please respond to the following:

1. Describe the event: what happened and by whom?
2. What was your role in this event? (You don't have to be a presenter or organizer to have a role—perhaps asking a question(s), listening to the person next to you asking a question and learning from that, participating in a small group activity, listening to music, viewing a film, listening to a lecture, etc.)
3. What issues that arise in the book got addressed at this event? Be specific in your response
4. How did this event provide more than one perspective on the book or the issues the book raises? If it did not do this, write about how it might have done so.
5. What did you learn at this event?
6. What did you learn about your particular topic of interest?
7. In what ways did this event influence your understanding or experience of the book?
8. How would you have arranged this event differently? Why?

## Guidelines for the Analytical Paper

### PART ONE: PREPARATION & LITERARY ANALYSIS

Breaking this assignment down into basic components of preparation should help you put the paper together. I'd like to see typed notes that answer these questions. You can hand them in with the paper, or send them to me ahead of time for feedback and if you have questions. Please refer back to the book if you aren't sure how to answer a question.

#### *Character*

- Who is/are the main character(s)? (If there are more than 2 main characters, choose a representative sample of two.)
- What are the concerns of this character?
- Describe the character's attributes, values, and behaviors.
- Do you admire this character? Why or why not?

#### *Plot*

- What happens in this book?
- What is the central conflict for the main character(s)?
- How does the character(s) resolve the conflict?

#### *Narration*

- Who tells the story?
- Do you believe the narrator? Why or why not?

#### *Setting*

- Where is the book set?
- When? Is it current? What is the era of the book? How do you know?

#### *Style*

- What is the style of the telling? Give an example or two.

### PART TWO: RESEARCH

At this time, you will check out what the "experts" have to say about this novel. You'll need to read 3 articles from the DePaul Library data base of literary criticism that address the book (and that seem

interesting to you). Read the articles and jot down notes that seem pertinent to your work in part one. You will be required to quote from at least one or two of these sources in your final paper.

### PART THREE: ANOTHER DISCIPLINARY PERSPECTIVE & CHOICE OF TOPIC

Now that you have gotten a good handle on the literary aspects of the novel, this part requires that you approach the novel from the viewing lens of another discipline. This is where your topic question comes in. What would you like to explore in the novel besides its literary aspects? **Choose one** of these approaches to the novel and answer the questions provided.

1. What would an **historical analysis** bring to your understanding of the novel? What is happening in history at the time the novel was written? Does this shed light on any of the issues? If the novel is set in another time than now, what was going on historically during that year or years? Does the novel address any of these historical moments? Does the novel raise any questions about the time period's history?
2. What would a **scientific analysis** bring to your understanding of the novel? Are there any issues that raise questions that could be answered by any of the sciences? Which branch of science would provide an interesting lens through which to think about this novel? Do any of the sciences shed light on what happens in the novel?
3. What about a **sociological perspective**? What is going on in the community? In the family? Are there institutions that figure in the story? How? Does the plot or character(s) raise questions about social justice? Discrimination? What makes the community or family or institution function (or not function, as the case may be)?
4. How does **technology** figure in the novel, if at all? What does understanding technology or technological change add to our reading of this novel?
5. Is there anything that **politics** brings to the novel? What political issues does the novel raise and what would understanding those issues and perhaps even political methods and structures tell us about the novel's plot or characters?

This is just a sampling of the possibilities! I will want to discuss these with you before you begin your investigation. For this section, please read at least 3 articles relevant to your disciplinary lens, at least 2 of which you will incorporate into your paper. Remember that these articles do not have to pertain to the novel, but to some issue or question you can answer from this point of view.

### PART FOUR: WRAPPING IT ALL UP

Now for the fun. This is where you will tie together your research and thinking and write a paper that addresses your topic. This should be relatively painless in that you've done the research, asked the questions, and taken notes.

Logistics: The paper should be about 10 pages (double spaced, 10-12 point font), not including your Works Cited section. Put your name on the upper right hand corner of the paper, along with the date. You'll send the paper to me electronically ([astanfor@depaul.edu](mailto:astanfor@depaul.edu)) as a Word attachment. It will be due by the 11th week of the quarter.

Be sure to check out the SNL writing website if you have any questions or concerns about writing your paper: <http://snl.depaul.edu/writing/index.html>

Thanks for your work.