

Discernment and Discourse 1313: The Holocaust Short Story

Course Syllabus

May Term 2017
DISC 1313.034, 1313.035
M-F: May 18 – June 2
Class location: Dallas Hall

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Office Hours: by appointment

NOTE: All matters associated with this course are subject to change at the instructor's discretion.

Course Description:

How can a few pages of a short story shed light upon something as horrific as the Holocaust? In this course, we will examine the role in which the Holocaust short story genre plays in illuminating our understanding of the atrocities that took place across Europe during the Holocaust.

Students must earn a C- or better in order to proceed in the sequence of DISC course.

Prerequisite: DISC 1311 or 550 on the SAT Critical Reasoning or 24 on the ACT English section and/or DISC 1312.

Student Learning Objectives:

Students will learn to critically engage with written and visual texts of various genres.
Students will learn to craft coherent and effective thesis-driven arguments.
Students will learn to research, prepare, and write university-level papers.

Required Textbook:

Raphael, Linda S, and Marc L. Raphael. *When Night Fell: An Anthology of Holocaust Short Stories*. New Brunswick, N.J: Rutgers University Press, 1999. Print.

Maimon, Elaine P, Janice Peritz, and Kathleen B. Yancey. *A Writer's Resource: A Handbook for Writing and Research*, 2016.

CRITERIA, 2016-2017

Summer 2017 Assignments and Academic Calendar:

May 18 Thursday	Introduction to the Holocaust and Holocaust Literature <i>When Night Fell</i> : "The Teacher" (short story)
May 19 Friday	Introduction to Holocaust Short Stories Ida Fink's "The Key Game" found here: http://www.pij.org/details.php?id=508 and <i>When Night Fell</i> : "Kitty"
May 22 Monday	<i>When Night Fell</i> : "Artists in the Ghetto" and "Bread"
May 23 Tuesday	<i>When Night Fell</i> : "The Last Journey" In-Class Workshop – Essay #1
May 24 Wednesday	<i>When Night Fell</i> : "The Boxing Match" Essay #1 Due

May 25 Thursday	Ida Fink's "Aryan Papers" (handout)
May 26 Friday	<i>When Night Fell</i> : "The Road of No Return,"
May 29 Monday	<i>When Night Fell</i> : "The Lemon" and "Stephen and Anne" In-Class Workshop – Essay #2
May 30 Tuesday	Tadeusz Borowski's "This Way for the Gas, Ladies and Gentlemen" (handout) Essay #2 Due
May 31 Wednesday	In-Class Workshop/Research Day – Essay #3
June 1 Thursday	In-Class Workshop/Peer Revision/Conferences – Essay #3
June 2 Friday	Essay #3 Due Course Wrap-up

Grading

Essay #1	20%
Essay #2	20%
Essay #3	25%
Participation / Reading Quizzes / In-Class Writings	30%
Peer Reviews	5%
Total	100%

Essay #1	20%	200
Essay #2	20%	200
Essay #3	25%	250
Participation / Reading Quizzes	30%	300
Peer Reviews	5%	50
Total	100%	1000 pts

Assignment Descriptions

(Note: You must submit all major assignments to Turnitin.com via Canvas by the due date.)

Assignment Descriptions:

All major paper assignments must adhere to proper MLA format and must be submitted to Turnitin.com via Blackboard by the due date.

Essay #1:

Length: Three to Four pages (not including Works Cited page)

Source limit: One source minimum

Topic: Throughout your academic career and beyond, you will be asked to offer in-depth analysis of texts, events, phenomena, etc. In this paper, you will be asked to offer your own interpretation of a work and support that interpretation using evidence from the source itself, along with analysis from outside sources. Building an argument in this way will be not only be used in later assignments for this class, but will be a hallmark of your academic experience at SMU, as it will equip you with transferable cognitive skills. Therefore, choosing from any of the short story texts we have read thus far, you are to write a four-page analytical paper that traces or examines a theme, motif, or idea that is rooted in the text(s).

Remember:

- This essay must adhere to proper MLA format
- A clearly stated thesis statement, which will be the “main claim/argument” of your paper, must appear at the end of your introductory paragraph
- Each paragraph must begin with a topic claim (topic sentence) that directly relates, supports, addresses, or builds upon your thesis statement
- Every topic claim must be supported and rooted in textual evidence (quotes from the text(s))

Essay #2:

Length: Four pages (not including Works Cited page)

Source limit: Two sources minimum

Topic: Throughout your academic career and beyond, you will be asked to offer in-depth analysis of texts, events, phenomena, etc. In this paper, you will be asked to offer your own interpretation of a work and support that interpretation using evidence from the source itself, along with analysis from outside sources. Building an argument in this way will be not only be used in later assignments for this class, but will be a hallmark of your academic experience at SMU, as it will equip you with transferable cognitive skills. Therefore, choosing from any of the short story texts we have read thus far, you are to write a four-page analytical paper that traces or examines a theme, motif, or idea that is rooted in the text(s).

Remember:

- This essay must adhere to proper MLA format
- Be careful not to slip into summary (assume that your reader has read the text(s)).
- You should address and introduce your reader to the genre (short story).
- A clearly stated thesis statement, which will be the “main claim/argument” of your paper, must appear at the end of your introductory paragraph.
- Each paragraph must begin with a topic claim (topic sentence) that directly relates, supports, addresses, or builds upon your thesis statement.
- Every topic claim must be supported and rooted in textual evidence (quotes from the text(s)).
- Pay attention to transition sentences within paragraphs and between paragraphs (see the *They Say I Say* handout for list of transitional words).

- When quoting supporting sources, remember to include a “quotation sandwich”
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Essay #3: Academic Essay

Length: Six – Seven pages (not including Works Cited) in MLA format,

Source Requirements: Your argument will need to be properly sourced to be persuasive. This means you should be looking to use credible sources to support any disputable points you make. Including scholarly articles would certainly accomplish this; however, scholarly sources should make sense within the context of the paper, but not everything you include has to be scholarly (though it should be credible). It would be very difficult for me to imagine that you could do this in less than 5 sources. The best papers will support each of its claims with sources that enhance the credibility and clarity of the essay.

Topic: Choosing from any of the topics discussed, and/or choosing from an approved topic by the instructor, you are to write a six to seven page analytical research paper that traces or examines a theme, motif, or idea that is rooted in the text(s), or that addresses a topic that stems from the readings or course discussions.

Remember:

- This essay must adhere to proper MLA format
 - Be careful not to slip into summary (assume that your reader has read the text(s)).
 - You should address and introduce your reader to the genre, if writing about a text.
 - A clearly stated thesis statement, which will be the “main claim/argument” of your paper, must appear at the end of your introductory paragraph. Your thesis should “take a stance” and address the “why?” and “how?” of your topic.
 - Each paragraph must begin with a topic claim (topic sentence) that directly relates, supports, addresses, or builds upon your thesis statement.
 - Every topic claim must be supported and rooted in textual evidence (quotes from the text(s) and sources).
 - Pay attention to transition sentences within paragraphs and between paragraphs (see the *They Say I Say* handout for list of transitional words).
 - When quoting supporting sources, remember to include a “quotation sandwich”
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Attendance

Since this is a May Term, attendance is paramount. Because each class period consists of a mixture of class discussion or group work, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities (e.g., texting on your phone), or interfere with your classmates' ability to learn, you will be counted absent for that day. Be on time: class starts promptly. Leaving early will count as an absence.

Each student is allowed one unexcused absences, no questions asked. Save them for when you really need them. Your final grade will suffer a 10% (100 points) grade reduction for *each*

unexcused absence you accumulate beyond three. **You are responsible for your attendance. You must make sure you sign the roll sheet and/or notify me if you arrive late and after I have taken roll.**

Continually arriving late to class will affect your participation grade in the course. Two tardies will result in one unexcused absence for the course; I will consider you absent if you arrive more than 15 minutes late to class, and I will consider you tardy if you arrive after the sign-in sheet has circulated.

Class Participation

Your success in this course is a function of your level of engagement. I am interested in the quality not quantity of your remarks. Please use your analysis of the readings, and prior research and/or study when responding orally in class, and be prepared to back up any points you make.

Participation in this course does not include doing work unrelated to this course during class or sleeping in class. Remember that, unless specified by the Instructor, using any computers or other personal electronic devices for personal messaging, research, or entertainment is prohibited.

Late Work

Each paper must be turned in to turnitin.com (via Canvas) at the beginning of class. For each day your paper is late, your paper will be deducted a letter grade. Your paper will be considered late if it is turned in one minute after the start of class. If your paper is not turned in to turnitin.com, you will fail the assignment.

***NOTE:** Late homework assignments, or missed reading quizzes will not be accepted or made up.

All major assignments (Essays #1, #2, and #3) must be completed in order to pass this class.

Personal Communication Devices

Remember to turn all cell phones, laptops, and other personal communication or electronic devices off before the start of class. Unless specified by the Instructor, do not use these devices during class.

University Policies:

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an

officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Regarding the “Campus Carry” Law: “In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy.”