COLLEGE OF CHARLESTON
DEPARTMENT OF TEACHER EDUCATION
FYSE 138.03 - REVOLUTIONARY POETS SOCIETY

3 Credit Hours - Spring 2018
Class: M W 2:00 to 3:15
CRN: 23696

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Office hours:
I am available Monday & Wednesday from 8:00 to 11:00 AM in my office (SOEHHP, Room 234); by appointment. Other times available by appointment. I am also available via Google Hangout (obyrnei@cofc.edu).

Course Description:
The purpose of this course is to study a wide range of examples of storytelling, folklore, myth, in order to capture the dynamic of storytelling, its "dialogue" with the culture in which it exists, and its diversity across cultures. The course will investigate the storyteller as a performer and author in the role of persuader, creative writer and, in everyday life, as the conveyor of information more personally, subjectively and effectively.

The course is designed to develop the critical listening, reading, viewing and research skills required when encountering and creating storytelling as performed texts. The course will suggest a way of approaching literary and performance-based stories in a process that will strengthen and deepen skills of observation, deep listening and awareness of cultural norms outside our individual cultural experiences, practices and knowledge. The principal sources of study are contemporary storytellers and spoken word artists in the US, Mediterranean Europe, Africa and Spanish-speaking countries in the Americas in a variety of storytelling categories: performance poetry, storytelling with music, dramatic monologues, rap and hip-hop, biographical representations and vocal choreography with multiple storytellers. Through critical reading and active listening to the texts, we will study meaning as it is generated through the use of language with attention to word choice, rhythm, rhyme & tempo the use of gesture integrated or juxtaposed with text the use of the whole body in space.

Course Objectives:
Acquaints with the nature of oral composition, the habits of thought that orality fosters, and the particular mode of awareness the oral dimension of literature demands of an audience (and awakens in a reader). At the conclusion, students will have an understanding of the formulaic nature of such purely oral forms as the ballad and the epic and an awareness of the manner in which orality patterns thought differently from writing, and they should be able to detect oral features and patterns in works of literature from cultures not primarily oral but containing a high “oral residue.”

Required Text:
All readings and course materials will be submitted online and in the course website.

TENTATIVE SCHEDULE (subject to revision as needed)

DATE	TOPIC	Assignments (due by Sunday at midnight unless noted below)
Week 1 1/8 & 1/10	Course Overview: Introductions Reflections on individual experience	I wanna hear a poem Totally like whatever, you know?
Week 2 1/17 No class on 1/15 for MLK observance		Louder than a bomb To this day project Adam Gottlieb, Maxwell Street
Week 3 1/22 & 1/24		Blink LeBron James Scratch & Dent Dreams
Week 4 1/29 & 1/31		Letter to the Playground Bully Knock Knock You Submit One :)
Week 5 2/5 & 2/7		Please resist me Touchscreen White boy privilege - lyrics
Week 6 2/12 & 2/14		Cry Havoc What teachers make Times I've been mistaken for a girl
Week 7 2/19 & 2/21		Rigged Game Shooter Adam Gottlieb, Poet Breathe Now

Week 8 2/26 & 2/28		Counting graves Sarah Kay performs B
Week 9 3/5 & 3/7		Kioni "Popcorn" Marshall
Week 10 3/12 & 3/14		The the impotence of proofreading
Week 11 3/19 & 3/21 SPRING BREAK		
Week 12 3/26 & 3/28		Direct orders
Week 13 4/2 & 4/4		
Week 14 4/9 & 4/11		WalkMyWorld #10
Week 15 4/16 & 4/18		
Last day of classes is 4/23	**Reading Day is 4/24**	**Finals from 4/25 to 5/2**

Course Requirements & Expectations:

This course is designed to engage participants in literacy-based instruction. As future practitioners, your responsibility will be to support all learners in your classes and help them become increasingly more independent as readers, writers and thinkers. Becoming reflective about learning is the hallmark of an effective educator. The following will capture your thinking as you learn, provide opportunities for independent exploration of topics of interest, and support your learning through collaborative learning opportunities.

You will please submit the following on the appropriate due dates:

Daily Participation **(20 points)**

Prepared and engaged discussion makes the class a success. I value students who contribute by posing questions, or venturing observations. You may also seek and contribute materials for listening sessions. This includes attendance and participation at your FYE seminary with your peer facilitator. Additional in-class writing and group-work or any other minor, daily assignments may also fall under this category.

Close Listening Blogs (30 points)
Regular, online blogging enables us to extend the discussion from class as part of a semi-public discussion online. Many of your blog entries for class will take the form of "close listening" statements. At least once each week, you will post a semi-formal reflection on class readings and discussions to your account on our classroom blog at Medium. You will also be responsible for keeping up with posts from your group members and contribute to the online discussion by contributing comments to at least two classmates posts per week. Comments should be substantial, not just two word "I agree" submissions. (You will save all of your posts and comments to other students in one Google Doc and assemble it as a portfolio for my assessment at the middle and the end of the semester.)

#WalkMyWorld Writing Assignments (20 points)
Throughout the semester, you will have a series of ten, non-traditional writing assignments that are meant to be a way think, reflect, and write about yourself. You'll receive these prompts in class, and will complete & share them on your Medium website as well. You will also be responsible for keeping up with posts from your group members and contribute to the online discussion by contributing comments to at least two classmates posts per week. Comments should be substantial, not just two word "I agree" submissions. (You will save all of your posts and comments to other students in one Google Doc and assemble it as a portfolio for my assessment at the middle and the end of the semester.)

Final Project (30 points)
The final project for this class will be a proposal and presentation of an original work of your own at a public performance. You will propose an idea for your original work in class to the course instructor and obtain approval. You will then write, get feedback, and revise your work in class with the assistance of your peers. You will rehearse and present the original work in class twice before the end of the semester, and the final presentation.

GENERAL INFORMATION

Attendance Policy:
Class attendance is expected. Students are responsible for all content and assignments for each class. Two absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). ***Upon a fifth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.***

Students who qualify for SNAP must present their official letter from the SNAP office to the professor within the first two weeks of the course if they wish special accommodations.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Students who miss more than 2 classes (one week) will receive a one point deduction for each additional missed class session. Multiple tardies will also result in loss of Attendance, Preparedness, & Professionalism points (after 2 tardies, a point is deducted for each following tardy). If you know that you will miss a class or be late for class, please notify me via email or text as soon as possible.

Grading:
Late submissions of assignments are unacceptable under normal circumstances. Assignments submitted late are automatically reduced by 10% of the total earned points for the assignments.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. A packet about writing and proofreading tips has been provided on WEBCT to assist you. The Writing Lab (Education Center, Room 216) also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

College of Charleston Honor Code and Academic Integrity:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The

student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Student Accommodations:
In compliance with the Americans with Disabilities Act (ADA) all qualified students enrolled in this course are entitled to "reasonable accommodations." Please notify the instructor during the first week of class of any accommodations needed for the course.

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

Grading Scale:

A = 93-100
B+= 88-92
B = 83-87
C+= 78-82
C= 74-77
F= <74

The point distribution for letter grades is pursuant to the UNH Education Department grading scale. According to the UNH Graduate Grading Scale, an A grade represents superior work, a B grade represents above average work, and a B- represents average work. Students who fall below this grade are required to repeat the course, as per University Graduate School Policy.

Professional Behavior/Dispositions: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

Honor Code: All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of "XF" for the course.

Note On Texts and Technology: In designing this course, I look to the way that different texts and technology can be made into tools for your active use. I will ask you to use various digital communication tools this semester as part of our performances with literary texts. Students in past semesters have found this profitable; such activities and assignments help you to learn to use the tools themselves, and they also stimulate you to thinking and working differently than you otherwise might in an English classroom. Unavoidably, students will have different levels of prior experience and access to technology. I do expect all students to participate. If the technological component of the course presents you with difficulties, please speak with me, as I should be able to point you to IUP facilities or recommend free, helpful training to you.

How do I blog? I will lead the class through the process of registering at Medium for a free blog. (Instructions will also be available on the class webpage.) This semester, much of your written work will involve posting reading responses to a blog accessed by your classmates. Your posts should be clearly titled, signed, and posted promptly as assigned. Individual posts will not be graded, but I will read and comment to your group, and then assess your posts for grades twice—when you assemble them for the portfolio.

Is Blogging Safe? You will be instructed not to advertise your blog, since doing so often results in comment spam. But you should note that writing posted to your blog can be found and read by others outside of our class. You publish to the blog, making your writing public. There are pedagogical reasons for choosing this technology for our course which I am glad to talk with you about. As always on the web, you should be cautious about disclosing personal information; you may choose to remove your blog after the semester closes.

What counts as good participation? Comments sharing insights, posing questions, and responding to classmates. Your readiness to participate in class (attentive listening, informed and thoughtful contribution to class and group discussions, raising of questions) is assumed. Informed and attentive participation is the key. Verbal contributions to class may be combined with electronic contributions to the web discussion.

How Much Do You Love Cell Phones? Please silence cell phones and beepers during class time. Do not text-message, play games, or do work for another class during our time together.