IEM1201P: Heroes
Fall Semester, 2013

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Meeting Locations and Time:
Section 1  AC-SR6  10AM-12PM  Mon/Thu
Section 2  AC-SR6  12PM-2PM  Mon/Thu
Section 3  TC-SR5  10AM-12PM  Tue/Fri
Section 4  TC-SR5  12PM-2PM  Tue/Fri

Module Description
This module will explore the development and transformation of heroic figures across time and cultures, how people have reacted to these figures, and how these figures have been adapted. Students will engage with multiple versions of the “hero,” both male and female, from a variety of media (literature, film, television, graphic novel) and scholarly literature on the subject as a means to develop critical writing skills. Some questions we will ask include: What defines a heroic character? What do a society’s heroes reflect about its own values? What are the dangers of uncritical acceptance of heroes?

Ideas and Exposition Modules General Description
All I&E modules help students to produce expository writing that readers will recognize as increasing their understanding of a given topic. These modules develop five sets of core strategies that underlie successful scholarly writing in the arts, humanities, social sciences, life sciences, physical sciences, and mathematics:

- Analyzing how authors problematize what other authors say and how they argue their responses to these problems,
- Entering the conversations between these authors by problematizing their arguments and arguing why one’s problem and response are reasonable with available evidence,
- Organizing and wording ideas to help readers understand a line of reasoning,
- Documenting sources so readers can check one’s use of other scholars’ ideas, and
- Revising the content, wording, and organization of a paper, as well as surface features such as spelling, punctuation, etc.

Required Texts for Purchase: Available at the NUS Coop Bookstore

Frank Miller, Dark Knight Returns.

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1 Please note: Electronic versions or other editions are acceptable if the student is willing to correct for any pagination changes.
Recommended Texts: These are texts we will be using throughout the semester and while they will be available through IVLE/RBR, students might want to consider purchasing them.

Joseph Campbell, *The Hero With A Thousand Faces*

Other readings from the schedule will be available either through IVLE or be put on reserve in the Central Library. There are 48 students spread across 4 sections of the module. As such, keep in mind that the readings may be in demand as the due date for each assignment approaches and plan accordingly. Not having enough time to get the reserves is not an excuse for failing to prepare the readings.

**Assignments and Assessments**

**Grade Determination:**
- Participation: 10%
- Presentation: 10%
- Paper 1: 15%
- Paper 2: 25%
- Paper 3: 40%

**Participation (10%):** Students are expected to be actively and usefully engaged in class discussions and activities. Your participation grade will be determined by the following: 1) your active engagement in class conversations; 2) your reviews of peer writing; 3) your consistent and timely attendance in class; 4) other, non-major writing assignments

As this is a seminar style class, attendance is mandatory and will be taken at the beginning of each meeting. Each student will be allowed to accumulate 2 unexcused absences throughout the semester. Any additional absences will reduce your overall participation grade by 25 points, i.e. 75 points becomes 50, 60 becomes 45 and so on. Any student who arrives 15 minutes or later after the start of class will be considered absent for that meeting.

Students will not be penalized for authorized absences, which include: illness (supported by a medical certificate), personal or family emergencies, NUS examinations, lab sessions, and varsity level representation. Always inform your instructor as soon as possible about any potential absences or conflicts.

**Presentations (10%):** Each student will be required to do two group presentation assignments and a presentation on their final project. The group presentations will require the group of three students to present the material for the class to their peers and work to help foster discussion. Groups and dates will be assigned. The other presentation will be on your last paper, done during the final week of the course. You will have 15 minutes to divide as you see fit between a
formal presentation and a question and answer session. A power point presentation is required for the final presentation.

**Paper Assignments**
Please note that the word limits for each paper assignments will be strictly enforced. Work must be submitted by the stipulated date and time on the schedule. Late work will be penalized by 10 points per calendar day late.

**Paper 1: Summary Reflection (600 words)**

The first major writing assignment will be due at the end of Unit 1. In this, the student will be asked to 1) summarize an assigned reading and 2) critically reflect on ideas in the text that strike them as new or interesting, or confusing and contradictory. The summary should provide the following information:

- Identify the main topic of the reading
- Show how the reading uses its main claims/points to reach its conclusion(s)
- Identify the intended readers and the role the reading’s author hopes readers will play if they accept the conclusion

The reflection should highlight the student’s understanding of the strengths and weaknesses of the article. This could take into consideration forceful and striking writing, questions that arise from, or contradictions and gaps inherent in the reading. The reflection thus needs to consider how points made in an article would inspire them to further study. This is a critical reflection, not a personal one, so it is important for the student to focus on the material presented in the article.

**Article**

**Paper 2: Comparative (Lens) (800 Words)**

In this assignment, the student will consider two texts in terms of each other. Specifically, the students will be asked to interpret a primary text in light of a particular scholarly article, in other words the scholarly article will be a “lens” through which the student looks at the primary text. For this paper the student needs to explain how these texts relate to each other, how they reinforce or call into question ideas or assertions in the other, and how they suggest new ways of viewing the topic.

**Paper 3: Expository (1500 words)**
In the final paper, the student will construct a question that will elicit a complex and thoughtful answer based on a heroic narrative of her/his own choice.

- The question must be original and debatable; an obvious answer does not merit an argument.
- The question must be focused enough that it is answerable within the word limit.
- The student needs to take into account what other scholars have said about the issue.
- If the student were asked “So what?”, could she/he justify your choice of a research question?

Academic Honesty and Plagiarism: The following is taken from the Code of Student Content (http://www.nus.edu.sg/registrar/adminpolicy/acceptance.html#NUSHonourCode):

“...It is important to note that all students share the responsibility for upholding the academic standards and reputation of the University. Academic honesty is a necessary condition in the pursuit and acquisition of knowledge, and the University expects each student to uphold academic honesty. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources. There are many forms of academic dishonesty and plagiarism is one of them. Plagiarism is generally defined as ‘the practice of taking someone else’s work or ideas and passing them off as one’s own’ (The New Oxford Dictionary of English). The University does not condone plagiarism.

Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In addition, the following guidelines will provide some assistance.

- When using the ideas, phrases, paragraphs and data of others in work presented for assessment, such materials should be appropriately credited and acknowledged, so that it is clear that the materials being presented is that of another person and not the student’s own.
- The amount of detail required when referencing and acknowledging a source will vary according to the type of work and norms of the discipline. For instance,
  - Supervised examinations will require less detail in referencing and acknowledgement.
  - Papers written other than under examination conditions will require a full citation of all the sources utilised. While a particular style of citation is not prescribed, the citation should provide enough information for the reader to locate the sources cited.
- Research materials (including texts, graphics and data) obtained from the internet or other electronic resources should be treated in the same way as research materials obtained from traditional sources.

Any student found to have committed or aided and abetted the offence of plagiarism may be subject to disciplinary action. In addition, the student may receive no grade for the relevant academic assignment, project, or thesis; and he/she may fail or be denied a grade for the relevant subject or module. Such a student caught plagiarizing would have to take that module for grade and not be allowed to exercise the S/U option for that module.
A student may not knowingly intend to plagiarise, but that should not be used as an excuse for plagiarism. Students should seek clarification from their instructors or supervisors if they are unsure whether or not they are plagiarising the work of another person. All students are also encouraged to:

- consult the resources compiled by the Centre for Development of Teaching and Learning (CDTL) on how to avoid plagiarism;
- use the service provided by the Centre for Instructional Technology (CIT) to help detect and prevent web-based plagiarism; and
- access the Academic Culture module online.”

**Plagiarism is a serious offense, especially in a writing intensive module like IEM1201.** Please be sure to appropriately reference any and all sources that you use in the preparation of written assignments. Pay close attention to class discussions of quotation, citation, and paraphrase, and understand that you are responsible for knowing what counts as plagiarism. Any serious instance of plagiarism will be reported to the appropriate administrative and academic department for review, and could have very severe consequences for your academic career.

**Student use of Technology in the Classroom:** Students are expected to use technology responsibly and appropriately in a classroom environment. Cell phones, pagers and other devices that might ring or otherwise introduce a distraction must be muted or turned off (Note – this does not include vibrate). Laptops and tablet computers may be used (although they are not required) for the following: 1) taking notes during lectures; 2) during peer review sessions to make corrections and changes to the document under review; 3) in other situations directly authorized by your instructor. Computers should not be used during class or small group discussion (hence, you will need copies of the readings to refer to). Inappropriate use of technology (texting, chatting, emailing, internet surfing) will not only result in restrictions upon technology use but also adversely affect your participation grade.

**Supplemental Online Resources for the Module**

**Writing Resources**

The Writing and Communication Hub is an excellent resource for those looking to get an additional set of eyes on their paper drafts prior to submission. You can sign up for writing consultations here: [http://www.nus.edu.sg/celc/writinghub/booking.htm](http://www.nus.edu.sg/celc/writinghub/booking.htm)

The Purdue Online Writing Lab is an excellent resource for general writing issues as well as more specific subjects, such as formatting and style: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)