



COURSE SYLLABUS

COURSE TITLE:

Introduction to Literature

TERM & YEAR:

Fall 2013

COURSE & SECTION NUMBER:

ENG 153.02

TIME & PLACE:

T/R 12:30-1:45pm 220 Taylor Hall

NUMBER OF CREDIT HOURS:

3-0-3

INSTRUCTOR:

Dr. Alison Witte

OFFICE LOCATION/HOURS:

205 Taylor Hall

M/W 10:00-11:00am

12:00-3:00pm

T/R 2:00-3:00pm

By Appointment

OFFICE PHONE:

260-665-4774

EMAIL:

wittea@trine.edu

COURSE DESCRIPTION:

Introduces the student to literature of some complexity and sophistication, developing a critical vocabulary and skills in reading on an advanced level. Analysis of genre: short fiction, poetry, and drama.

PREREQUISITES:

None

REQUIRED TEXTS:

Barnet, Sylvan, Burto, William, and Cain, William E. *An Introduction to Literature* 16th ed New York: Pearson/Longman: 2011.

REFERENCES:**OTHER MATERIALS:**

Internet Access for Moodle

LEARNING OUTCOMES:

Upon completion of the course, the student should be able to:

1. engage--independently--poems, plays, and short stories with intelligence and sensitivity;
2. reflect a positive sense of our three-thousand year literary heritage;
3. demonstrate a critical vocabulary that promotes an understanding of literature; and
4. discern the connections between literary art and the lives we live, with some emphasis on the accruing benefits of a continual practice of reading quality literature.

COURSE REQUIREMENTS:Reading & Discussion

You will be assigned reading throughout the semester. You are responsible for completing the reading and coming to class prepared to discuss the readings with your classmates. Being prepared means coming with questions you want answers to, concerns you had about the reading, ways the reading connects to other reading we've done, and reasons you love or hate the reading, its characters, the topics it addresses or its approach to the topic.

Discussion Facilitation

You will also be responsible for working with a small group to lead a portion of discussion during the semester. Your group will be responsible for helping your classmates engage with the assigned text(s) for the week. You can lead a discussion with discussion questions, do a small group activity, begin with some type of writing or take any creative approach you think will encourage discussion and active engagement with the text.

Forum Participation

We will all participate in a Moodle forum throughout the semester. You will need to respond to the readings as directed by the instructor by Thursday at the beginning of class **AND** comment on 2 classmates' responses by asking them questions about their responses, encouraging them to see something differently, or pointing them to passages or other sources that might be interesting to them or support or contradict their point of view.

Responses must be completed by the following Tuesday before class begins.

Projects

Literary Period Presentation

This is a group presentation project in which you will work in small groups of 3-4 to introduce a particular literary period to the group. Your presentation should include: (1) key themes and topics of the period, (2) key historical events and philosophies that influence the period, and (3) key works and authors of the period. Your presentation should prepare the class to understand the historical and literary context of the readings in the upcoming unit.

Literary Studies Reference Guide

This is a class project for which each of you will do one part. You will choose a literary term from the class-designed list and write a brief 1-2 paragraph explanation of the term and provide examples from literary sources. We will, as a class, combine these entries into a reference guide for students of literature, determining as a group how to organize the entries and writing brief introductions to each of the sections we create.

Connections Essay

This will be a 5-7 page paper that demonstrates some connection between at least 4 of the works we have read this semester. Your goal is to make an argument about a specific element or the in the texts we have read to that point in the semester. You will have a list of questions, begun by me and developed by the class, to prompt your thinking for this essay.

Researched Essay

This 8-10 page paper will be the final project of the semester. You will need to select a theme to pursue and develop an argumentative, researched essay that articulates your theme and supports your claims with works (including those we've read this semester) and outside research and criticism. You may take your approach from a type of literary criticism we've studied or from a theme you identify. Potential themes might include issues of gender, class, or race, particular historical attitudes or ideas, or examinations of relationships, cultures, etc.

ATTENDANCE/PARTICIPATION:

Attendance in this class is expected. You need to arrive on time and prepared for class—having done your reading and any additional homework—to be considered in attendance. When you come to class unprepared you inhibit my ability to teach, as I prepare for each class assuming you have done your reading and work, and you waste not only my and your classmate's time, but your own.

Timeliness is also a part of attendance. I will take attendance at the beginning of class, before any other activity. If you are not present when I take attendance, you will be marked absent for that day. If you arrive late, you must speak to me after class and ask me to mark you present; I will not do this automatically. If you fail to speak to me; you will be considered absent.

If you must miss class for any reason, you **MUST** contact me ASAP concerning your absence if you expect to stay on track to complete the course. You may miss up to 3 classes, but choosing to miss class may mean missed in-class work that will negatively impact your final grade. For each class you miss beyond the 3, you will have 2 points deducted from your final grade.

You are also responsible for completing any reading or work that is assigned on the calendar for the days you miss and for the day you will return to class. Again, failing to come to class prepared wastes both my time and yours.

GRADING/EVALUATION:

The grading for this course will be point-based with each activity earning points based on the activity's breadth and difficulty. You will have the option of revising any written project, except the final paper because it will serve as the

final exam for this class. Any revised project can improve by one letter grade.

PROJECTS & ACTIVITIES	POINTS AVAILABLE
Class Discussion Facilitation	20
Literary Period Presentation	20
Discussion Forum (10x4pts) (2 points for your post +1 for response to classmate + 1 for response to your classmate)	40
Literary Studies Reference Entry & Work on Collaborative Reference Guide (20 points for your individual entry and 10 points for the collaborative editing work)	30
Connections Essay	40
Researched Essay	50
TOTAL	200

You must complete
 ✓Literary Studies Reference Entry
 ✓Connections Essay
 ✓Researched Essay
 to pass the course.

Final Grades

Final grades will be determined by the sum of the points you earn over the course of the semester.

TOTAL POINTS EARNED	LETTER GRADE
180-200	A
160-179	B
140-159	C
120-139	D
0-119	F

OTHER POLICIES:

ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

REVISION POLICY

You have the option of revising your Connections Essay if you are unhappy with the grade you earn on the first attempt. To revise your essay, you must follow these steps:

- Contact me within 1 week of receiving your grade to set up an appointment to discuss how *YOU* plan to revise your work based on the feedback you received
- Complete the revision within 3 weeks of receiving your initial grade
- Submit the revised essay to me with a brief, but polished and thoughtful memo describing the changes you made to the original essay and how those changes improve your essay

If you follow these steps, I will re-grade your essay, allowing you to earn up to 1 full letter grade above what you had previously earned.

Note: Just because you revise does not mean you will automatically get the full letter grade improvement or any increase in your grade at all. You must do thoughtful work that clearly enhances your original essay to receive additional credit. If you are concerned about the level of work necessary, PLEASE, PLEASE, PLEASE contact me during your revision process so that you make the best use of your time and resources.

EMAIL

The Department of Language and Humanities has established a policy on e-mail, which will be handed out or related to you outside of the syllabus. You are expected to send professional e-mail to professors.

I check my email regularly during business hours (7am-8pm). I will respond to your email as quickly and thoroughly as possible during these times. However, keep in mind that I teach other classes during the day besides yours, so I may not respond to you immediately. After 8pm, I'm on my own time. I may check my email, but I may not. So if you have questions or concerns after that time, feel free to email me knowing you may not hear from me until the following day. So plan your email communications accordingly.

OFFICE HOURS

I will make every attempt to be available to meet with you during my office hours on campus. I will also hold virtual office hours when I will be available by email, Skype or Google Plus.

If you make an appointment to meet with me, please be respectful of my time and that of your classmates by arriving on time and prepared for your appointment. If you must cancel, please let me know ASAP so that I don't wait for you and that I can give that time to someone else.

ELECTRONIC DEVICES

Here's the deal...you are in control of your own learning, so you are in control of your devices (computers, tablets, phones, etc.)—that means you choose whether or not to bring them to class and whether or not to turn them off. You can decide whether they will distract, hinder, or help you.

But you are also a member of this class and need to be respectful of your classmates, so if you bring your devices to class, please keep them on vibrate or silent. If you must take a call, please leave the room, quickly and quietly.

ALL OTHER POLICIES ARE CONSISTENT WITH UNIVERSITY POLICIES.

TENTATIVE COURSE CALENDAR/SCHEDULE:

WEEK 1	Studying Literature	
8/22	IN CLASS: Course Introduction Getting to know each other	For Next Class: ✓ Set up Moodle profile using provided instructions ✓ Read: <i>All</i> pages 1-20; pages 541-550, and pages 837-844
8/24	IN CLASS: Discuss Readings Sign-Up for Discussion Facilitation Sign-Up for Literary Period Presentation	For Next Class: ✓ Read: <i>All</i> Aesop pages 129; <i>Bible</i> page 197; and Sophocles pages 953-969 (line 655)

WEEK 2 Early Literature		
8/27	IN CLASS: Discuss Readings Introduce Moodle Forum	FOR NEXT CLASS: ✓ Read: <i>A/L</i> Sophocles pages 953-988 ✓ Forum: Post 1
8/29	IN CLASS: Literary Period Presentation: Medieval Discuss Readings	For Next Class: ✓ Read: Malory "Morte Darthur" from Moodle
WEEK 3 Medieval Period		
9/3	IN CLASS: Discuss Readings Talk about Forum Interactions	FOR NEXT CLASS: ✓ Read: Chaucer "The Miller's Tale" and "The Wife of Bath's Tale" from Moodle ✓ Forum: Post 2
9/5	IN CLASS: Literary Period Presentation: Renaissance Discuss Readings	FOR NEXT CLASS: ✓ Read: <i>AIM</i> Herrick pages 605-606; Donne pages 792-794; and Herbert pages 685-686
WEEK 4 Renaissance Period		
9/10	IN CLASS: Discussion Facilitation: Discuss Readings	FOR NEXT CLASS: Read: <i>A/L</i> Shakespeare pages 574-576, 631; Marvell pages 652-653; and Milton 678 Forum: Post 3
9/12	IN CLASS: Discuss Readings Introduce Shakespearean Drama	FOR NEXT CLASS: ✓ Read: <i>A/L</i> Shakespeare page 1115-1135
WEEK 5		
9/17	IN CLASS: Discuss Readings Introduce Individual Component of Literary Studies Reference Guide Begin to Build a List of Topics for the Literary Studies Reference Guide	FOR NEXT CLASS: ✓ Read: <i>A/L</i> Shakespeare pages 1135-1159 ✓ Forum: Post 4
9/19	IN CLASS: Discuss Readings Sign-Up for Literary Studies Entry Topic	FOR NEXT CLASS: ✓ Read: <i>A/L</i> Shakespeare pages 1159-1170
WEEK 6		
9/24	IN CLASS: Discussion Facilitation: Discuss Readings Introduce Connections Essay	FOR NEXT CLASS: ✓ Read: <i>A/L</i> "Critical Approaches" pages 1422-1423; Bacon "Essays" from Moodle ✓ Forum: Post 5
9/26	IN CLASS: Discuss Readings Literary Period Presentation: Enlightenment	FOR NEXT CLASS: ✓ Read: <i>A/L</i> Blake pages 784-786; Byron page 790; "Archetypal Criticism" pages 1429-1430 and Pope "Rape of the Lock" from Moodle

WEEK 7 Enlightenment Period		
10/1	IN CLASS: Discuss Readings	FOR NEXT CLASS: ✓ Read: <i>All</i> "Historical Scholarship" pages 1430-1433; Paine "Common Sense" from Moodle ✓ Forum: Post 6
10/3	IN CLASS: Discuss Readings Literary Period Presentation: Romantic Period	FOR NEXT CLASS: ✓ Read: <i>All</i> Byron page 790; Keats page 559-560, E. Browning pages 551 and Whitman pages 585 and 687
WEEK 8 Romantic Period		
10/8	IN CLASS: Discussion Facilitation: Discuss Readings	FOR NEXT CLASS: ✓ Read: <i>All</i> Hawthorne pages 154-163; Wordsworth pages 830-831; "Formalist Criticism" pages 1423-1425 ✓ Forum: Post 7 ✓ Connections Essay: Final Version Due
10/10	DUE: Final Version of Connections Essay IN CLASS: Discuss Readings	FOR NEXT CLASS: ✓ Read: <i>All</i> Poe pages 510-514; "Psychological Criticism" pages 1433-1434"; "Gender Criticism" pages 1434-1441
WEEK 9		
10/15	NO CLASS—FALL BREAK	
10/17	IN CLASS: Introduce Researched Essay Discuss Doing Literary Research Literary Period Presentation: Realism	FOR NEXT CLASS: ✓ Read: <i>All</i> Ibsen pages 1280-1301 ✓ Literary Studies: Entry for Literary Studies Reference Guide
WEEK 10 Realism		
10/22	DUE: Entry for Literary Studies Reference Guide Posted in Wiki IN CLASS: Discussion Facilitation: Literary Research, continued (ILL) Discuss Collaborative Literary Studies Reference Guide & Assign Editing Groups	FOR NEXT CLASS: ✓ Read: Ibsen pages 1301-1332 ✓ Forum: Post 8
10/24	IN CLASS: Discuss potential final formats for the Collaborative Literary Studies Reference Guide (Word Document, Google Doc, PDF, Web Platform, etc.) Literary Period Presentation: Transcendentalism	FOR NEXT CLASS: ✓ Read: <i>All</i> de Maupassant pages 454-460; and Twain from Moodle ✓ Literary Studies: Read all entries and bring in a list of possible themes for organization

WEEK 11 Transcendentalism (Naturalism)		
10/29	<p>DUE: Read all annotations and bring in a list of possible themes for organization</p> <p>IN CLASS: Work in Editing Groups to Finalize a List of Topics for your section Discuss Readings</p>	<p>FOR NEXT CLASS ✓ Read: Dickinson pages 564-565;736-747; Emerson from Moodle; and Thoreau from Moodle ✓ Forum: Post 9 ✓ Researched Essay: Email and Confirm Topic for Researched Essay with Instructor</p>
10/31	<p>DUE: Email and Confirm Topic for Researched Essay with Instructor</p> <p>IN CLASS: Discuss Readings Literary Period Presentation: Victorian Period</p>	<p>FOR NEXT CLASS ✓ Read: Wilde "The Importance of Being Ernest" from Moodle and <i>AIL</i> "Appendix B" pages 1452-1467</p>
WEEK 12 Victorian Period (Naturalism, Exestentialism)		
11/5	<p>IN CLASS: Discussion Facilitation Citing with <i>MLA</i></p>	<p>FOR NEXT CLASS ✓ Read: <i>AIL</i> Gilman pages 164-175; Bronte pages 577-578; Carroll from Moodle ✓ Literary Studies: Written report from group detailing which annotations fit their section and in what order they would plan to put them</p>
11/7	<p>DUE: Written report from group detailing which annotations fit their section and in what order they would plan to put them</p> <p>IN CLASS: Negotiate final sections for Literary Studies Reference Guide Discuss Readings Literary Period Presentation: Modernism</p>	<p>FOR NEXT CLASS: ✓ Read: <i>AIL</i> Thomas pages 586-587; Brooks pages 594-596; Thomas page 681, Housman pages 808-810</p>
WEEK 13 Modernism (Beats, Bloomsbury Group)		
11/12	<p>IN CLASS: Discuss Readings Groups meet to work on collection and section introductions & to request edits from authors</p>	<p>FOR NEXT CLASS ✓ Read: <i>AIL</i> Joyce pages 137-141; Porter pages 198-204 and Oates pages 481-493 ✓ Forum: Post 10</p>
11/14	<p>IN CLASS: Discuss Readings Researched Essay Check-In</p>	<p>FOR NEXT CLASS ✓ Read: <i>AIL</i> Ellison pages 176-186; Steinbeck pages 211-219 ✓ Literary Studies: Edited Entries to Editing Groups & Completed Section Introductions and Section Order</p>

WEEK 14		
11/19	<p>DUE: Edited Entries to Editing Groups & Completed Section Introductions and Section Order</p> <p>IN CLASS: Discuss final polishing work on Annotation Anthology, including title Meet with Anthology Section groups if necessary</p>	<p>FOR NEXT CLASS</p> <p>✓ Read: O'Connor pages 306-317 and Baldwin pages 368-388</p> <p>✓ Literary Studies: Read all introductions and look over section orders; come prepared to discuss final changes</p>
11/21	<p>DUE: Notes to discuss final changes to Literary Studies Reference Guide</p> <p>IN CLASS: Discuss Readings Literary Presentation: Post Modernism</p>	<p>FOR NEXT CLASS:</p> <p>✓ Read: <i>All</i> Bambara pages 59-64; Silko pages 518-522 and Tan pages 522-530</p>
WEEK 15 Post Modernism		
11/26	<p>IN CLASS: Discuss Readings</p>	<p>FOR NEXT CLASS:</p>
11/28	<p>NO CLASS—THANKSGIVING BREAK</p>	<p>FOR NEXT CLASS:</p> <p>✓ Read: <i>All</i> O'Brien pages 493-505</p> <p>✓ Literary Studies: Complete Assigned Components of the Literary Studies Reference Guide</p>
WEEK 16		
12/3	<p>DUE: Complete Assigned Components of the Literary Studies Reference Guide</p> <p>IN CLASS: Assemble Final Literary Studies Reference Guide Discuss Readings</p>	<p>FOR NEXT CLASS:</p> <p>✓ Read: <i>All</i> Updike pages 599-600 and 826-827, Espada 655-657, Komunyakaa 812-813</p>
12/5	<p>IN CLASS: Discuss Readings Evaluate Group Members for Work on Literary Studies Reference Guide Course Wrap-Up</p>	<p>FOR NEXT CLASS:</p> <p>✓ Researched Essay: Complete Final Version of Researched Essay</p>
WEEK 17		
<p>FINAL EXAM</p> <p>Wednesday 11:00-1:00</p>	<p>DUE: Researched Essay</p> <p>IN CLASS: Display/Distribute Final Literary Studies Reference Guide</p>	

ADDITIONAL INFORMATION:

WRITING CENTER:

The Trine Writing Center supports student writing by working on specific essays in any stage of completion and by improving the writing skills of students. Students work with peer consultants during any stage of writing, whether it is coming up with ideas, organizing those thoughts, or putting the final touches on an essay. Any Trine student may stop by and utilize these services in the basement of Taylor (L17) during posted hours of operation.