

Course Title: INTRODUCTION TO LITERATURE

Course Prefix: ENGL

Course No.: 2153

Section No.: P01

Department of | Languages & Communication

College of | Arts & Sciences

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Office Hours: | W 9am-4pm; TR 12:30-1:50pm
Virtual Office Hours: | n/a

Course Location: | JJPY 363
Class Meeting Days & Times: | TR 9:30-10:50am

Catalog Description: | Introductory study of the form, structure, and content of literary genres; interpretation and analytical thinking and intensive writing about literature.

Prerequisites: | ENGL 1123 with a "C" or better

Required Text: | *Legacies: Fiction, Poetry, Drama, Nonfiction*. 3rd Edition. Eds. Jan Zlotnik Schmidt and Carley Rees Bogard. Boston: Wadsworth Cengage Learning, 2006.
Song of Solomon (novel) by Toni Morrison (approx. \$5)

Access to Learning Resources: | PVAMU Library:
phone: (936) 261-1500;
web: <http://www.pvamu.edu/pages/3585.asp>
University Bookstore:
phone: (936) 261-1990;
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:
The goals of this course are to introduce students to major works, themes, characteristics, and concerns in the Western literary tradition; to foster the skills needed to identify and analyze form, structure, and style of multiple literary genres; to help students write critically about literary works; and to situate works within their cultural and socio-historical contexts.

Course Learning Outcomes/Objectives
At the end of this course, the student will...

		Core Curriculum Objective
1	Identify the primary characteristics of four major literary genres: fiction, poetry, drama, and film	Critical Thinking
2	Compare and contrast literary works with a complex position and comprehensive supporting details.	Critical Thinking
3	Write extended essays with clear organization and clean grammar.	Communication
4	Demonstrate understanding of historical and cultural elements that influence specific literary works.	Social Responsibility
5	Cite research correctly according to MLA format, both in the text and in the bibliography.	Personal Responsibility

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Presentation** – oral presentation demonstrating the student's engagement with historical and cultural contexts (*social responsibility*), accompanied by written, cited outline (*communication, personal responsibility*)
- Quizzes** – short written assignments demonstrating the student's engagement with details in assigned readings (*communication*)
- Source Evaluations** – formal essays demonstrating the student's *critical thinking* (student's position, evidence) about a scholarly source, using excellent *communication* (organization, style), and correct MLA citation (*personal responsibility*)
- Exams** – written in-class analyses demonstrating the student's *critical thinking* (position, evidence) about each of the course's major literary genres and their contexts (*social responsibility*)
- Research Essay** – formal paper demonstrating the student's *critical thinking, communication, and personal responsibility*)
- Insight & Engagement** – active participation in class discussions

GRADING MATRIX

Instrument	Value
Oral Presentation (informal lecture to the class on significant historical and cultural context for the day's reading)	15%
Quick Quizzes	10%
Secondary Source Evaluations (~700 words analyzing a scholarly source, focusing on rhetorical strategies, primary arguments, and evidence)	20%
In-class essay exams: analyzing fiction, analyzing drama, analyzing poetry, and analyzing film (5% each)	20%
Research Essay	15%
Midterm on literary terms	5%
Final Exam on literary terms and theory	10%
Insight & engagement	5%
Total:	100%

GRADE DETERMINATION:

A = 90 to 100%	900 to 1000 points	D = 60 to 69%	600 to 699 points
B = 80 to 89%	800 to 899 points	F = 0 to 59%	0 to 599 points
C = 70 to 79%	700 to 799 points		

Course Procedures

Written Work for this course consists of several in-class essays (for each assigned reading), there will be an oral presentation (individual/group), You will be required to write on each literary genre (drama, fiction, poetry, etc.) and be familiar with the terminology and techniques of each.

Oral Presentations are informal lectures about a specified author/and literary period. You will be responsible for introducing detailed information to the class, which should include significant biographical, literary, critical, historical, and cultural information about your subject. You should be prepared to respond to class inquiries. Consider responses aimed at a closer discussion of the information and interpretations you provided (i.e. the historical/cultural context, and any related issues). Basically, you should be prepared to lead the class discussion for that specified time period. Plan on presenting/ lecturing for approximately 20 minutes and responding to any class inquiries for 5-10 minutes. Directly after your presentation, provide me with a 1-2 pp. outline/summary of your presentation, which should include: a complete Work Cited page (in latest MLA format) including all secondary sources consulted/used for your presentation.

Secondary Source Evaluations are like critical reviews or annotated bibliographies with long summaries about the article you've found in your library research. The assignment requires that you conduct scholarly research and then critically analyze and evaluate a secondary source related to one of the primary texts we are reading.). As you formulate and compose your written evaluation, consider the author's rhetorical strategies, primary arguments,

and ideas. Consider the strengths and weaknesses of the essay. How might this secondary source be useful (or not) for your research? The length of each critique will depend on the length of the article you are evaluating, but should be a minimum of 700 words (approx. 2.5 pp.) and follow the latest MLA format. Attach a legible, printed copy of the original article to each of your critiques.

Submission of Assignments: Writing executed outside of class will be distributed and submitted through eCourses unless otherwise directed. In-Class essay exams will be executed during the class.

Online Requirement: Students are required to log-on to the e-Courses website regularly to get materials and extra information posted from the professor. It is strongly advised that you check periodically to keep abreast of discussions.

Exam and Quiz Policy: The midterm and final exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (see Student Handbook).

COURSE READING AND DISCUSSION SCHEDULE

WEEK	DISCUSSION ♦ ACTIVITY ♦ READINGS
<u>Week 1</u> (Jan 15 – 17)	Introduction & Syllabus (read next week's required passages over the next 5 days) <i>Part One: Acts of Interpretation</i> , 1-20 (3-sections) <i>Read 1) Critical Thinking and Critical Analysis of Literature, 2</i> <i>Read 2) The Reading Process, 10</i> <i>Read 3) The Writing Process: Writing the Essay about Literature</i>
<u>Week 2</u> (T Jan 22 – R Jan 24)	T Quick Quiz on reading; Discuss assigned readings R Continue discussion <i>Read: Ch. 9 about Reading and Writing about the Genres Fiction, 1378-1385</i> be able to define terminology: <i>point of view, setting, plot, conflict, character, language tone, symbolism, theme, etc.</i>
<u>Week 3</u> (T Jan 29 – R Jan 31)	T- Discuss terms in Ch. 9 R - Continue discussing Ch. 9
<u>Week 4</u> (T Feb 5 – R Feb 7)	Tue: Written Exam on Ch. 9 and <i>Checklist for Reading Short Fiction, 1384</i> <i>Read: James Baldwin's "Sonny's Blues," 430; Chinua Achebe's "Girls at War," 1212;</i> R - Quick Quiz on short stories; Continue discussing fiction and its elements <i>Read: Octavia Butler's "Bloodchild," 1181; Sherman Alexie's "This is What it Means to Say Phoenix, Arizona," 450</i>
<u>Week 5</u> (T Feb 12 – R Feb 14) ♥	R – Quick Quiz on readings; discussion T - Continue discussing fiction and its elements <i>Read: Ch. 11 on Drama, 1412-1426</i>
<u>Week 6</u> (T Feb 21 – 23)	T - Discuss Ch. 11 and <i>A Raisin in the Sun</i> R – Continue discussion

Week 7 (T Feb 19 – R Feb 21) T- **Read** Chapter 11 – focus on elements of drama (*character, soliloquy, monologue, setting, plot, action, irony, symbolism, theme, dialogue, etc.*)
R - *Class Discussion on readings; Discussion of forms of Drama from Ch.11: Realism, Symbolist Drama, Performance Drama, Theater of the Absurd, etc.*

Week 8 (T Feb 26 – R Feb 28) **Tue: Written Exam** on forms of Drama
R – Continue drama;

Week 9 (T Mar 4 – R Mar 7*) T – Review for midterm exam
R - **MIDTERM EXAM *Thursday**

Week 10 (T Mar 12 – R Mar 14) Over the holiday, read Shakespeare’s *Hamlet*, 178



SPRING BREAK

Week 11 (T Mar 19 – R Mar 21) T - Discuss *Hamlet*
R - Discuss *Hamlet*

Week 12 (T Mar 26 – R Mar 28) Watch film adaptation of *Hamlet*?

Week 13 (T Apr 2 - R Apr 4) **T - Written Exam on Drama**
R - *Contemporary Drama and Film – Instructor provided plays; Selected plays by Lynn Nottage (TBA); Selected plays by Katori Hall (TBA); selected films.*

Week 14 (Apr 9 – 11) **Read: Critical Approaches to Literature, 1510**
T - *Class Discussion*

Week 15 (T Apr 16 – R Apr 18) R- *Continue discussion*
Discuss and review research progress

Week 16 (T Apr 23 - R Apr 25) **R - Submit Detailed Outline**
Wrap up discussion and any presentations

Week 17 (T Apr 30 - R May 2) Review guidelines and goals for final writing assignment
***Final Written Assignment: Due**
Conclude any remaining presentations/projects

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

FORMS OF ACADEMIC DISHONESTY:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Use of invented information or falsified research.
4. Plagiarism: Unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. In ENGL 1123, a paper with plagiarized material will automatically receive a failing grade ranging from 0% to 59% depending on the severity of the case as determined by the instructor.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class. In this class, you are allowed three unexcused absences. Your fourth unexcused absence, and each one beyond that, will result in a 3-point deduction from your final grade. Excused absences require documentation from an appropriate university official. If you miss class due to a legitimate emergency, you may take documentation to the third floor of Evans Hall and apply for an excused absence from the Office of Student Affairs.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Grading Rubric Used for Critical Reviews

Critical Summary Grading Evaluation	Total Points Possible: 100	Total Points Earned:	Comments
	Pts. Possible	Pts. Earned	
<p>Ideas/Content: First paragraph identifies the author and source. Following paragraphs summarize and paraphrase the author's main points along with a few specific, relevant direct quotes from the article. No primary points are omitted in the</p>	35		
<p>MLA formatting. Header correct; running header with last name and pg. # formatted, any citation follows MLA formatting. Intra-textual citation formatted according to MLA. If necessary, Work Cited page is formatted correctly w hanging indent and authors listed in alpha order.</p>	15		
<p>Sentences & Word Choice: Language rich, effective, natural, precise, and vivid. Words used to convey ideas appropriate to audience and purpose. Vocabulary is varied, specific and accurate. Appropriate for upper-level college writing.</p>	40		
<p>Mechanics -- The paper reflects correctness of expression. The paper has been carefully edited for spelling errors, grammar, and punctuation.</p>	10		

WRITING: GENERALLY, I WILL EVALUATE YOUR WRITING ON THE FOLLOWING:

GENERAL GRADING CRITERIA

CONTENT & CRITICAL ANALYSIS: 45 POINTS _____POINTS

- Does the introduction reveal a narrowed topic and clearly state an arguable thesis or purpose?
- Does the writer provide ample relevant examples, reasons, and analysis of sources to support the thesis?
- Did the writer go beyond a superficial reading of the text?
- Did writer support his/her assertions with textual evidence?
- If appropriate, does the writer provide alternative interpretations and refute them?
- Does the paper avoid summarizing and focus instead on analysis?
- Does the author avoid needless repetition and use a vivid, scholarly vocabulary?
- Does the author avoid logical fallacies such as hasty generalizations and/or oversimplified responses, etc.?
- Does writer uses an academic tone instead of language that is too [inf] informal (1st person point of view / conversational)

ORGANIZATION: 25 POINTS _____POINTS

- Does the writer create an innovative title for his/her essay?
- Does the writer's paper flow in a logical manner and clearly develops the thesis?
- Are paragraphs fully developed with a clear purpose (valid support, topic & concluding sentences) and smooth transitions?
- Does the paper have an introduction, body, and conclusion?
- Are sentences effective and complete avoiding [w] wordiness, [r] redundant or [un] unnecessary phrases, word omissions [wo], and [aw] awkward phrasing or [wc] word choice(s)?

MECHANICS & GRAMMAR: 15 POINTS _____POINTS

- Does the author follow the guidelines for assignment?
- Does the writer structure sentences correctly with regard to standard English?
- Does the writer vary sentence structure?
- No / very few problems with [pn] punctuation, [f] fragment, [cs] comma splice, [ro] run-on [pr] pronoun use [t] verb tense use [sv] subject-verb agreement, [sp] spelling problems

Writing Process & Essay Format: 15 points _____points

- Is the paper the minimum length 3-4 typed pages, 1" margins, and double-spaced using a standard 12 point font?
- Manuscript is correct, including first page headers & subsequent page numbers with last name upper right hand corner?
- Are parenthetical citations included appropriately and correctly according to MLA?
- Is documentation of short and block quotes punctuated correctly?
- Is each quote introduced smoothly and is its significance clearly explained?
- Are ellipses and quotation marks handled appropriately?
- Is the works cited page arranged correctly?
- Did the student include all assigned steps in the writing process (i.e. submittal of ideas, thesis creation, outline, early draft(s), peer critiques, copies of secondary sources, etc.)?

Essay due on: _____ Essay received late on: _____