

ENG 3060: Intro to Literary Study
Fall 2024
T/TH 2:00–3:20 p.m.
210 Allyn Hall



Professor: Dr. Hope Jennings
Office Hours: T/TH 10:30-12:30 pm
Office: 451 Millett Hall
E-mail: hope.jennings@wright.edu

COURSE DESCRIPTION

This course introduces English majors and minors to the academic study of literature. Students without a concentration in English are welcome to take the class, but they should be aware that the course content is primarily geared toward the discipline of literary studies and criticism. In ENG 3060, you will develop and sharpen your ability to read, analyze, and write about poetry, fiction, and drama in informed and engaging ways. In addition, you will learn literary terminology and be made aware of various critical approaches used in the analysis of literary texts; you will become familiar with MLA documentation and will be introduced to the basics of literary research and how to engage secondary sources in your critical writing. ENG 3060 should be taken early in your major, with ENG 2100 as a co-requisite, since it is designed to help you develop the analytical, writing, and research skills that are expected of students enrolled in upper-level literature courses. Successful completion of ENG 3060 with a grade of C or higher is required for all 4000-level literature courses. **Grade Information for ILA Majors:** Students planning to apply for admission to WSU's Graduate Licensure Teacher Preparation Program (GLTPP) must earn a grade of "C" or better in this course or re-take the class until a grade of at least a C has been earned. This is a requirement for admission into the graduate licensure program.

COURSE OBJECTIVES

Students enrolled in this course will learn to:

1. understand and close-read multiple genres of literary texts;
2. understand and apply literary terminology in the analysis of literary texts;
3. be conversant with various interpretive approaches used in the analysis of literary texts, including important contemporary critical contexts and theories;
4. the appropriate techniques and resources for literary writing and research, including the use of secondary sources and MLA style.

COURSE OUTCOMES

As indicators of successful achievement of the course objectives, students can:

1. demonstrate, through oral and written responses, their ability to understand and close-read poetry, short fiction, and drama;
2. demonstrate, through oral and written responses, their understanding of and ability to apply literary critical vocabulary and concepts (such as theme, tone, form, metaphor, symbol, point of view, plot) in the interpretations of literary texts;
3. demonstrate, through oral and written responses, their engagement with various interpretive approaches and important literary-critical trends (such as formalist, gender, historicist, materialist, post-colonial approaches) used in the analysis of literary texts;
4. produce papers that appropriately incorporate and respond to secondary as well as primary sources and are properly formatted and correctly cited according to MLA style.

WRITING ACROSS THE CURRICULUM OUTCOMES

This is an **Integrated Writing** course for English majors. Writing assignments will be evaluated for content, form, style, and overall writing proficiency. Students will be required to complete all writing assignments and are expected to produce writing that:

- Demonstrates their understanding of course content,
- Is appropriate for the audience and purpose of a particular writing task,
- Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and
- Shows competency in standard edited American English.

COURSE REQUIREMENTS

Required Texts (Kindle/eBook editions are acceptable)

- Brown, Jericho. *The Tradition*. Copper Canyon Press, 2019. **ISBN-13:** 9781556594861
- Hudes, Quiara Alegria. *Water by the Spoonful*. TCG, 2017. **ISBN-13:** 9781559365574
- LaValle, Victor. *Lone Women*. One World, 2023. **ISBN:** 9780525512080
- Mandel, Emily St. John. *Station Eleven*. Vintage, 2015. **ISBN:** 9780804172448
- Skaja, Emily. *Brute*. Graywolf Press, 2019. **ISBN:** 9781555978358
- VanderMeer, Jeff. *Annihilation*. Farrar, Straus and Giroux, 2014. **ISBN:** 9780374104092

Required Event: Thornton Wilder's *Our Town*, Festival Playhouse, Creative Arts Center

Students will need to attend the performance of this play, which runs the last weekend of September and first weekend of October. Details of specific dates and tickets will be discussed in class to ensure all students are able to attend.

EVALUATION: Grades are based on the following points (1,000 total)

Participation	150
Reading Journal	250
Close Reading Essay	200
Research Essay	250
Final Exam	150

Grading Scale:	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Participation (15%): Students are expected to attend class fully prepared to contribute to discussion, which includes completing all reading assigned for that day, responding to questions, and engaging respectfully with peers. If you meet all these expectations then you will receive full credit (FC/fully present); if you are clearly unprepared or unwilling to participate, arrive late or leave early, you will receive partial credit (PC/non-participatory); if you are absent or engage in any disruptive behaviors (see general conduct rules below), you will receive no credit (NC/absent). Simply showing up to class does not mean you are fully present, and absences are factored into your final participation grade, which is based on the average of points that you have earned for the semester. You can keep track of your participation points in Pilot by clicking on the Attendance tab and selecting "Participation."

Attendance Policy: *Missing more than 6 classes, including partially missed classes, will lead to at least a full letter grade deduction (100 points) from your overall final grade for the course. I am flexible with the need for excused absences due to illness, personal or family emergency, or occasional scheduling conflicts, as long as you communicate with me before class (if possible) and/or do not repeatedly ask for excused absences.*

Reading Journal (25%): You will create one journal entry for each of the assigned books for a total of six entries; journals should be submitted to the Pilot dropbox by 12 pm on Thursday in Weeks 3, 5, 7, 10, 12 and 15. I will check the timestamp to confirm you submitted on time; late submissions will receive point deductions. Each journal entry should be at least one typed, single-spaced page in 12-point Times New Roman with 1" margins; you may use bullet points but sparingly and should provide at least two to three full paragraphs of prose writing. Journal entries will be given a point value based on the rubric; your final grade for the reading journal will be the average of total points earned; you can keep track of your points through the corresponding attendance register in Pilot. **NB:** You may revise and include material from any of your journal entries for your essays.

Close Reading Essay (20%): For this essay you will analyze **1-2 poems from *Brute* and/or *The Tradition***; if you choose two poems, then your essay should provide a comparative analysis. Your essay should contain an effective title, an arguable thesis, and a clearly organized structure with appropriate evidence from the text. Your analysis should focus on **THREE** literary devices that we have discussed in class. The essay must be a **minimum of 1,200 words** (approx. 3-4 pages) and formatted according to the most recent MLA style guidelines, using Times New Roman 12-point font, double-spacing, and 1" margins; the word count should be indicated at the end of the paper (e.g. "WC: 1,535"). You should not use secondary sources for this paper, so you do not need a Works Cited, but you should correctly quote and cite your primary text(s) using MLA style. **Due on Sunday, October 13, submitted to the Pilot dropbox by 11:59 pm.**

Research Essay (25%): For this final essay you should focus your analysis on **ONE** of the novels: *Lone Women*, *Annihilation*, or *Station Eleven*. You are expected to provide an arguable thesis supported by textual analysis and historical and/or theoretical research, utilizing at least 3-5 secondary sources from peer-reviewed, scholarly journals or books. Your analysis of the text should clearly engage with a significant literary-critical trend or interpretative framework (such as gender, African American, or ethnic studies, a post-colonial or ecocritical approach) and include consideration of any relevant socio-historical, cultural, or political contexts. I also expect you to take a clear organizational writing approach. The essay must be a **minimum of 1,500 words** (approx. 5-6 pages) and demonstrate correct use of MLA style guidelines. **Due on Sunday, December 8, submitted to the Pilot dropbox by 11:59 pm.**

Final Exam (15%): This will be a comprehensive exam with multiple-choice, identification, and short-answer questions that assess your knowledge of literary terms, devices, genres, and critical approaches. A general study guide will be provided. The exam must be taken in person on the scheduled day and time during Exam Week: Thursday, December 12, from 2:45-4:45 pm. If you need testing accommodations, please be sure to apply for these through the Office of Disability Services as soon as possible.

SUBMISSION GUIDELINES FOR WRITING ASSIGNMENTS

All essays must be formatted according to the most recent MLA style guidelines, using Times New Roman 12-point font, 1" margins with clearly indented paragraphs and no extra spacing between paragraphs. The word count should be indicated at the end of the paper (e.g. "WC: 1,500"), excluding the Works Cited page. You must submit electronic copies of all written work to the Pilot dropbox in a Word attachment (.doc, .docx, or .rtf); if you do not submit a copy to the dropbox, submit your paper in a format that cannot be opened, or submit your paper late, it will not be graded. The Pilot dropbox will remain open and I will use the timestamp to confirm whether you submitted by the deadline. If you experience trouble with Pilot when trying to submit, then you should immediately send me the essay in an email attachment so that I know you completed the assignment on time—you will still need to submit a copy to Pilot and you will not receive a grade until you do so. The paper submitted must match the one originally sent by email.

GENERAL EVALUATION CRITERIA FOR ACADEMIC WRITING

- A = Demonstrates advanced critical thinking skills and outstanding knowledge of the readings and course content. Ideas are original and depth of analysis is excellent. Writing is clear, concise, free of basic errors, easy to follow **and** shows excellent command of language and disciplinary style.
 - B = Demonstrates critical thinking and familiarity with readings and course content; provides relevant examples. Writing is coherent, concise, easy to follow, and **nearly** free of basic errors.
 - C = Demonstrates basic understanding of the readings and other course content and can provide a good summary of material but only provides superficial analysis and support for issues raised. Writing is coherent and easy to follow but wordy, repetitious and/or marred by numerous errors.
 - D = Demonstrates minimal understanding of readings and course content; ideas are vague or not supported by any analysis and shows overall lack of effort. Writing lacks general coherence and shows little to no command of the English language.
 - F = Demonstrates serious lack of understanding of readings and other course content; serious lack of analysis and/or effort. Writing is incoherent and impossible to follow
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COURSE POLICIES

Classroom Ethos (late arrivals, leaving the classroom, using electronic devices, and so on): I simply encourage you to be courteous to everyone in our classroom community. You'll get more out of the course if you give it your full attention, and everyone in the room deserves the opportunity to focus on learning the course material. Please show respect during in-class discussions, be willing to learn from peers as well as me, and do not engage in disruptive or distracting behaviors, including use of phones.

Equity: In this class, we will maintain a positive learning environment based on open communication, mutual respect, and non-discrimination. In this course, we may read about and freely discuss topics that might contradict our own moral and political values; this does not mean, however, that we are endorsing the viewpoints they may express. If you have concerns about topics or class discussions, please share them first with your professor.

Accessibility: Please contact Wright State's Office of Disability Services in order to arrange any accommodations you may need to succeed in this course: <https://www.wright.edu/diversity-and-inclusion/disability-services>.

Academic Integrity: Wright State's Academic Integrity Policy can be viewed here: <https://policy.wright.edu/policy/3710-academic-integrity-standards-and-process-misconduct>.

Assignments that violate this policy will receive a grade of 0 and be referred to Wright State's Office of Community Standards and Student Conduct.

Generative AI Policy: You **may not** use AI to complete any **written** assignments in this course. The written assignments are designed to develop the student's 'own' voice and perspective through reflective writing. The use of AI of any kind in these types of assignments would undermine that work, its purpose, and ultimately any benefit that it could provide towards your learning experience. Therefore, the use of any generative AI to help with your written assignments will be considered the same as getting help from another person, that is, plagiarism, and will be graded accordingly.

CAMPUS RESOURCES

Your tuition and financial aid dollars ensure that you have access to a range of resources that are free or available at reduced costs:

- **COVID-19 Updates:** Access Wright State's main page for coronavirus updates and resources, including information on how to get tested and vaccinated at <https://www.wright.edu/coronavirus>.
- **Medical Care:** If you need medical care, schedule an appointment with Wright State's Student Health Services at <https://www.wright.edu/student-health-services>.
- **Mental Health:** Access information about Wright State's counseling and crisis services at <http://www.wright.edu/student-affairs/health-and-wellness/counseling-and-wellness>.
- **Tutoring:** Information about how to secure tutoring for classes in any subject at Wright State can be found at <http://www.wright.edu/student-success/academic-support>. For this class, the University Writing Center is a great resource: <https://www.wright.edu/student-success/academic-support/university-writing-center>.
- **University Libraries:** The libraries' online catalog, databases, and interlibrary loan service is essential for conducting research. Web page: <https://www.libraries.wright.edu/>
- **Technical Services & Computing Help:** For help with technology, get in touch with CaTS at <https://www.wright.edu/information-technology>. If you need to find a computer to do your work, a list of available labs is here: <https://www.wright.edu/information-technology/computer-labs>. Finally, CaTS also offers laptops you can check out for free: <https://www.wright.edu/information-technology/laptops2golaptop-check-out-service>.
- **Food Insecurity:** The Raider Food Pantry is located at 055 Student Union and is open Wednesday-Friday from 9am-4pm. To schedule an appointment to shop, visit <https://www.wright.edu/student-affairs/student-resources/raider-food-pantry>.
- **Legal Services:** Attorneys are available five days a week to discuss legal issues with you for free, and they may be able to represent you in court; visit <https://www.wright.edu/student-legal-services/services> for more information.
- **Advising:** Need to change your major, schedule classes, or make sure you're on track to graduate on time? Visit the Student Success Center's Advising portal at <http://www.wright.edu/student-success/academic-advising>.

Class Calendar

WEEK	DATE	Assigned Reading & Due Dates (Schedule subject to changes)
ONE	8/27	Lecture: Intro to Literary Study & Elements of Poetry
	8/29	Lecture: Intro to Literary Criticism and Theory
Unit One: Poetry—Speaker/Tone, Imagery/Language, Symbol/Sound, Structure/Form		
TWO	9/3	Skaja, <i>Brute</i> , Part I, pp. 5-19
	9/5	Skaja, <i>Brute</i> , Part II, pp. 23-38
THREE	9/10	Skaja, <i>Brute</i> , Part III, pp. 41-56
Journal 1	9/12	Skaja, <i>Brute</i> , Part IV, pp. 59-74
FOUR	9/17	Brown, <i>The Tradition</i> , Part I, pp. 1-24
	9/19	Brown, <i>The Tradition</i> , Part II, pp. 27-46
FIVE	9/24	Brown, <i>The Tradition</i> , Part III, pp. 49-72
Journal 2	9/26	Lecture: Elements of Drama Workshop: Close Reading Essay
Unit Two: Drama—Dialogue, Plot, Conflict, Staging		
SIX	10/1	Hudes, <i>Water by the Spoonful</i> , Sc. 1-6
	10/3	Hudes, <i>Water by the Spoonful</i> , Sc. 7-15
SEVEN	10/8	Discussion of <i>Our Town</i> Performance
Journal 3	10/10	Workshop: Close Reading Essay
	10/13	Close Reading Essay Due, Sunday 11:59 pm
Unit Three: Fiction—Character, Narration, Point of View, Theme, Genre, Setting		
EIGHT	10/15	Lecture: Critical Approaches
	10/17	LaValle, <i>Lone Women</i> , Part 1, Ch. 1-14 (pp. 3-55)
NINE	10/22	LaValle, <i>Lone Women</i> , Part 1, Ch. 15-30 (pp. 56-118)
	10/24	LaValle, <i>Lone Women</i> , Part 2, Ch. 31-47 (pp. 120-198)
TEN	10/29	LaValle, <i>Lone Women</i> , Part 3, Ch. 48-68 (pp. 201-275)
Journal 4	10/31	Workshop: Research Essay
ELEVEN	11/5	Vandermeer, <i>Annihilation</i> , Ch. 1 (pp. 3-35)
	11/7	Vandermeer, <i>Annihilation</i> , Ch. 2 (pp. 37-87)
TWELVE	11/12	Vandermeer, <i>Annihilation</i> , Ch. 3-4 (pp. 89-153)
Journal 5	11/14	Vandermeer, <i>Annihilation</i> , Ch. 5 (pp. 153-195)
THIRTEEN	11/19	Mandel, <i>Station Eleven</i> , Parts 1-2 (pp. 3-67)
	11/21	Mandel, <i>Station Eleven</i> , Part 3-4 (pp. 71-164)
FOURTEEN	11/26	Mandel, <i>Station Eleven</i> , Parts 5-6 (pp. 167-228)
	11/28	NO CLASS: Thanksgiving Holiday
FIFTEEN	12/3	Mandel, <i>Station Eleven</i> , Parts 7-9 (pp. 231-333)
Journal 6	12/5	Workshop: Research Essay and Exam Review
	12/8	Research Essay Due, Sunday 11:59 pm
SIXTEEN	12/12	Final Exam, 2:45-4:45 pm