

ENG 3060: Introduction to Literary Study
Spring 2019
TR 2:00 – 3:20 p.m.
126 Allyn Hall



Professor: Dr. Jennings
Office Hours: TR 12:30-1:30 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. In ENG 3060, you will develop and sharpen your ability to read, analyze, and write about poetry, short 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 successfully completing this course should:

1. be able to understand and close-read multiple genres of literary texts;
2. be able to 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. learn 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 will:

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

- Mays, Kelly J. *The Norton Introduction to Literature: Shorter 12th Edition*. W.W. Norton & Company, 2016. **ISBN:** 978-0-393-62357-4 (print) or 978-0-393-28975-6 (Ebook)
- Egan, Jennifer. *A Visit from the Goon Squad*. Anchor, 2011. **ISBN:** 9780307477477

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

Reading Responses	300
Close Reading Essay	250
Research Essay	300
Participation	150

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

Reading Responses (30%)

Students will produce three close reading responses to assigned texts (700 words, approx. 2-3 pages). For each response you will need to focus your analysis on a key literary concept or device (i.e tone, imagery, form, character, setting, etc.). Responses are 100 points each, and you may revise any response for an improved grade **or** as part of your longer essays (not both). Responses are due at the start of class on their due date in hard copy and electronic copy in Pilot. (Assesses Objectives 1 & 2)

Close Reading Essay (25%)

In this mid-term essay, students will interpret 1-2 poems of their choice. You should demonstrate close-reading skills through analysis of at least THREE formal poetic elements or devices. Essays must be a minimum of 1,500 words (approx. 5-6 pages) and formatted according to MLA style guidelines. For this essay, you *may not* use secondary sources. (Assesses Objectives 1, 2 & 4)

Research Essay (30%)

For this final essay students will analyze one of the assigned short stories, or, the assigned novel or play. The essay must develop an arguable thesis supported by textual evidence and at least 3-5 secondary sources from peer-reviewed, scholarly journals. Your analysis of the text should clearly engage with a significant literary-critical trend or interpretative framework (such as a formalist, gender, historicist, materialist, or post-colonial approach) and include consideration of any relevant socio-historical, cultural, or political contexts. The essay must be a minimum of 1,800 words (approx. 6-7 pages) and demonstrate correct use of MLA style guidelines. (Assesses Objectives 1, 2, 3 & 4)

Participation (15%)

Students are expected to attend class fully prepared to contribute to discussion, which includes completing all reading assigned for that day, bringing the assigned reading with you to class, and being able to respond to questions and engage respectfully with peers. If you meet all of these expectations then you will receive full credit (FC/fully present); if you arrive late or leave early, leave class multiple times and/or for extended periods, or are clearly unprepared or unwilling to participate, 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've earned. You can keep track of your participation through the Attendance register in Pilot; however, this does not provide the average, and you may ask me for this at any time in the semester after Week 8.

ATTENDANCE POLICY

Since attending higher education is voluntary, then it is your choice whether you show up for class and participate. If you choose to use the time of the class meeting to do something else, that is your decision. However, students who regularly attend class typically earn higher grades than those who do not and will obviously do better on the participation grade, which can often make a crucial difference in the final letter grade. You are responsible for reading the material discussed in class during your absence, and you should refer to the syllabus, class calendar, and/or a classmate for information about what was covered on that day. Do not expect me to do this work for you. The only excused absences are those that are due to emergency, severe illness, family death, or legal/military obligations, and in all instances, and you must be able to provide documentation. **NB:** *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.*

SUBMISSION GUIDELINES FOR WRITING ASSIGNMENTS

All response papers and 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: 2,500"), 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 of your submission 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
-

Academic Honesty

All work submitted by you must be your own. All outside sources must be properly acknowledged and documented. Consult the 8th edition of the *MLA Handbook* for citation and documentation guidelines. **Academic dishonesty will not be tolerated. Penalties for academic dishonesty can be severe, usually resulting in a failing grade for the course.** Serious cases of plagiarism will also be reported to the university's Office of Student Judicial Affairs. Plagiarism includes, but is not limited to, incorporating even one sentence or original phrasing from someone else's writing—whether from a scholarly book, a comment on a blog, or an opinion posted by a reviewer on amazon.com—without citing your source *and* placing quotation marks around directly quoted text, or failing to provide a citation for ideas you have *paraphrased*. In addition, be aware that even if you do parenthetically cite an author, if you quote him or her verbatim without placing quotation marks around the quoted text, it is also considered plagiarism. Academic dishonesty also includes copying or attempting to copy an answer from another student's quiz or exam. Credit will not be given for papers or assignments you have previously submitted for another course or for one you are taking concurrently with this course. Submitting such work is considered to be academically dishonest unless your instructor explicitly agrees beforehand to accept work you have submitted for another course.

If you have *any* questions about academic honesty, please consult me or another instructor. When it comes to concerns about plagiarism, it is best to be overly cautious. Penalties for academic dishonesty and student procedure in academic dishonesty prosecution are clarified in the [Wright State University Student Handbook](#). For further information about plagiarism, refer to: <http://www.wright.edu/academics/writingctr/resources/plagiarism.html>.

INSTRUCTOR POLICY: If any portion of submitted work is plagiarized, you will receive a "0" on that assignment; if you commit a second offense, regardless of circumstances, you will receive an F for the entire course and may be subject to disciplinary action.

GENERAL CONDUCT & COURSE POLICIES

NB: *Failure to follow these guidelines may lead to dismissal from the class.*

- You are expected to compose yourself as if in a professional environment. This includes attending class regularly and on time, being prepared for each class session, and contributing to course requirements as if you were in a workplace. Unprofessional behavior will imperil your ability to get a good grade, but also your ability to receive a letter of recommendation from me should the need arise. I request that you address me as Dr. Jennings and not by first name. For some of the contexts and reasons behind this general preference and standard of professional etiquette, I recommend reading this [New York Times essay](#).
- Electronic devices such as laptops and tablets may only be used for taking notes and/or referring to assigned readings. Cell phones must be on silent and recording of class discussions are not permitted.
- Respect toward peers and the instructor includes active listening and refraining from bigotry and intolerance toward others. Although your individual opinions about the texts and issues explored in this class are encouraged, you must be able to present your interpretations or stance through an informed lens, using critical thinking and/or verifiable evidence beyond personal beliefs or anecdotal experiences (such as reference to textual examples, reliable secondary sources, or socio-cultural, historical, and political contexts).
- You are expected to follow the class calendar and assignment guidelines. If you are confused about any of these it is your responsibility to ask for clarification, and NOT the night before something is due. I do not accept late submissions and any missing assignment will receive a zero. All submission deadlines are posted in the class calendar below as well as in Pilot.
- Extensions are granted ONLY in cases of extreme illness or emergency, which must be documented and, if possible, communicated to me *before* the due date. Regardless of circumstances, I reserve the right to deny any requests for extensions and will only grant incompletes to students who have consistently attended class and are missing no more than 1-2 assignments (excluding exams). I do not offer individual extra credit opportunities; extra credit assignments are rarely provided and only as an option available to the entire class.
- Raider Mail is the best way to communicate with me. You can expect to receive a reply within a 24-hour period on weekdays; I normally do not respond to e-mail on weekends. Check the newsfeed on the course homepage in Pilot for any class updates or info. If I make changes to the syllabus or class calendar, I explain these in class and post them in Pilot.

USEFUL CAMPUS & ONLINE RESOURCES

University Writing Center: The Writing Center (031 Library) provides individualized writing consultation at no cost to students. If you meet with a writing tutor, be sure to bring a copy of your assignment with you. For more information, call 775-4186. Or visit the Writing Center's Web page: <http://www.wright.edu/uc/success/services/writing-center.html>

University Libraries: The University Libraries are the scholarly information center for the University. In support of the University's mission of educational excellence, the Libraries collect, organize, preserve, and facilitate access to scholarly resources in all formats; support teaching, learning, and research in an intellectually open environment; and provide instruction in the use of traditional and new information resources and technologies. The libraries' online catalog, databases, and interlibrary loan service is essential for conducting research. Web page: <https://www.libraries.wright.edu/>

OWL at Purdue: The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material and provides these as a free service to assist with many writing projects. Resources include teaching and tutoring, guidelines on general and subject-specific writing tips, and how to conduct, use, and cite research. Web page: <https://owl.english.purdue.edu/owl/> and MLA Style guidelines: <https://owl.english.purdue.edu/owl/resource/747/01/>

New Media Incubator (Inc): The Inc is an innovative and welcoming space where students get hands-on training with professional production equipment and processes. The editing suites are equipped with industry standard technologies where students learn to create long and short form marketing spots, documentaries, podcasts, news segments, cultural programs, and other projects. Web page: <https://liberal-arts.wright.edu/about/new-media-incubator>

CATS: Faculty are not experts in trouble shooting Pilot or computer programs of any type. The quickest way to resolve technical issues is by using the resources at the HELP Desk: 937-775-4827 or 1-888-775-4827.

Counseling and Wellness Services: If you are suffering from depression or have any other mental health concerns, please be aware that counseling services are available on campus. Counseling and Wellness offers a wide range of services to the Wright State University community, including the following: group, individual, couples, and family counseling, crisis intervention, and outreach. They offer specialized services on a variety of mental health, multicultural, diversity, and wellness issues. Location: the bottom level of the Student Union off the Atrium and below the Admissions Office in suite 053. Hours: 8:30 a.m. to 5:00 p.m., Monday through Friday. Call 775-3407 or stop by to set an appointment. Web page: <http://www.wright-counseling.com/>

Disability Services: If you require course accommodations due to a disability, please inform me so we can make arrangements early in the quarter. For more information about support services offered by Disability Services (E186 Student Union), call 775-5680; TTY: 775-5844. Or visit their Web page: http://www.wright.edu/students/dis_services/

Class Calendar

NB: Schedule subject to changes; all assignments due at start of class; page numbers for readings refer to the Norton textbook.

WEEK	DATE	Class Topics and Reading (<i>all page numbers from the Norton textbook</i>)	Assignment Due
ONE	1/15	Introduction to Literary Study (PP); Elements of POETRY (PP)	
	1/17	Introduction to Literary Criticism (PP); Critical Approaches: Formalism, New Criticism, Structuralism, Deconstruction, Reader Response (PP)	
TWO	1/22	Speaker, Tone & Theme: Atwood, "Death of a Young Son ..." (740); Pound, "The River Merchant's Wife" (1130); Larkin, "This Be the Verse" (817)	
	1/24	Situation: Donne, "The Flea" & Marvell, "To His Coy Mistress" (764)	
THREE	1/29	Setting: Lee, "Persimmons" (771); Komunyakaa, "Facing It" (1122)	
	1/31	Language, Imagery & Figures of Speech: Collins, "Lies" (823); Olds, "Sex Without Love" (827); Dickinson, "Because I could not stop for death" (839); B. Collins, "Taking off Emily Dickinson's Clothes" (992)	
FOUR	2/5	Symbol & Sound: Parker, "One Perfect Rose" (852); Blake, "The Sick Rose" (853); Chasin, "The Word Plum" (867)	
	2/7	Structure & Form: Heaney, "Punishment" (900); Shakespeare, "My mistress' eyes..." (933); C. Rossetti, "In an Artist's Studio" (936); Millay, "I, being born a woman..." (937); McKay, "The Harlem Dancer" (1047)	
FIVE	2/12	Workshop: Writing about Poetry and Fiction (Handouts)	
	2/14	Workshop: Thesis Statements & Organization	Response #1
SIX	2/19	Reading FICTION (12-16, 29-31); Critical Approaches: Feminist, African American, Ethnic, and Postcolonial Literary Criticism (PP)	
	2/21	Plot (85): Munro, "Boys and Girls" (152)	
SEVEN	2/26	Character (174): Russell, "St. Lucy's Home for Girls Raised by Wolves" (267)	
	2/28	Point of View (218): Atwood, "Lusus Naturae" (262)	Close Reading
EIGHT		Spring Break	
NINE	3/12	Narration (174): Morrison, "Recitatif" (238)	
	3/14	Setting & Language (284): Erdrich, "Love Medicine" (612)	
TEN	3/19	Theme (383): Lahiri, "Interpreter of Maladies" (446)	
	3/21	Workshop: Literary Research Essays (Handout)	Response #2:
ELEVEN	3/26	Genre & Form: Egan, <i>A Visit from the Goon Squad</i> , Part "A," Chap 1-3	
	3/28	Egan, <i>A Visit from the Goon Squad</i> , Part "A," Chap 4-6	
TWELVE	4/2	Egan, <i>A Visit from the Goon Squad</i> , Part "B," Chap 7-11	
	4/4	Egan, <i>A Visit from the Goon Squad</i> , Part "B," Chap 12-13	
THIRTEEN	4/9	Egan, "Black Box" (available in Pilot)	
	4/11	Elements of DRAMA (PP; 1152-55; 1178-87) Critical Approaches: Marxism (1986); New Historicism/Cultural Studies (1992)	Response #3
FOURTEEN	4/16	Hudes, <i>Water by the Spoonful</i> , Sc. 1-6 (1239-61)	
	4/18	Hudes, <i>Water by the Spoonful</i> , Sc. 7-15 (1861-86)	
FIFTEEN	4/23	Workshop: Writing about Drama (<i>Water by the Spoonful</i>); Paper Conferences	
	4/25	Workshop: Thesis Statements, Organization, and MLA Citation	
Exam Week	5/2	NO EXAM: Essays due Thursday 2:00 pm	Research Essay