

ENG 3060: Intro to Literary Study
Spring 2021, Online with Set Meet Time
Tuesdays 11:00–12:20 p.m.



Professor: Dr. Hope Jennings
Office Hours: Online by Request
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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 (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. *The Ballad of Black Tom*. Tor, 2016. **ISBN:** 9780765387868
- Mandel, Emily St. John. *Station Eleven*. Vintage, 2015. **ISBN:** 9780804172448
- Skaja, Emily. *Brute*. Graywolf Press, 2019. **ISBN:** 9781555978358
- VanderMeer, *Annihilation*. Farrar, Straus and Giroux, 2014. **ISBN:** 9780374104092

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

Participation/Discussion Board	250
Reading Journal (6x50 pts)	300
Close Reading Essay	200
Research Proposal/Essay	250

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

Participation (15%) and Discussion Board (10%)

We will have a Zoom class discussion of the assigned readings and related critical approaches every Tuesday from 11:00 am-12:20 pm (classes will **not** be recorded). 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. You will also need to prepare at least one question in response to the readings and post this question in the Zoom chatbox. If you meet all of these expectations then you will receive full credit (FC/fully present); if you log in to Zoom but are clearly unprepared or unwilling to participate, do not post a question, or are not present when called on to discuss your question, 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. **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.** **Discussion Board:** Students will be given a choice of prompts in the Pilot discussion board, asking you to respond to various aspects of the assigned readings. Responses should be about 150 words and are due every other Thursday (starting Week 2) and will be assessed according to the same criteria as your participation grade. Peer responses are not required but will receive extra credit points.

Detailed guidelines and rubrics for journals and essays available on course website.

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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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.** 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.

Class Calendar

WEEK	DATE	Assigned Reading & Due Dates (Schedule subject to changes)
ONE	1/12	Introduction to Literary Study & Elements of Poetry
Unit One: Poetry—Speaker/Tone, Imagery/Language, Symbol/Sound, Structure/Form		
TWO	1/19	Skaja, <i>Brute</i> , Parts I & II, pp. 5-38
	1/21	Discussion Board
THREE	1/26	Skaja, <i>Brute</i> , Parts III & IV, pp. 41-74
	1/28	Reading Journal # 1
FOUR	2/2	Brown, <i>The Tradition</i> , Part I, pp. 1-24
	2/4	Discussion Board
FIVE	2/9	Brown, <i>The Tradition</i> , Parts pp. 27-72
	2/11	Reading Journal # 2
Unit Two: Drama—Dialogue, Plot, Conflict, Staging		
SIX	2/16	Hudes, <i>Water by the Spoonful</i> , Sc. 1-6
	2/18	Discussion Board
SEVEN	2/23	Hudes, <i>Water by the Spoonful</i> , Sc. 7-15
	2/25	Reading Journal # 3
	2/28	Close Reading Essay Due, Sunday 11:59 pm
EIGHT		NO CLASSES: Spring Break
Unit Three: Fiction—Character, Narration, Point of View, Theme, Genre, Setting		
NINE	3/9	Lovecraft, "The Horror at Red Hook" LaValle, <i>The Ballad of Black Tom</i> , Part One (pp. 9-77)
	3/11	Discussion Board
TEN	3/16	LaValle, <i>The Ballad of Black Tom</i> , Part Two (pp. 81-149)
	3/18	Reading Journal # 4
ELEVEN	3/23	Vandermeer, <i>Annihilation</i> , Ch. 1-2 (pp. 3-87)
	3/25	Discussion Board
TWELVE	3/30	Vandermeer, <i>Annihilation</i> , Ch. 3-5 (pp. 89-195)
	4/1	Reading Journal # 5
THIRTEEN	4/6	Mandel, <i>Station Eleven</i> , Parts 1-3 (pp. 3-115)
	4/8	Discussion Board
FOURTEEN	4/13	Mandel, <i>Station Eleven</i> , Parts 4-6 (pp. 119-228)
	4/15	Reading Journal # 6
FIFTEEN	4/20	Mandel, <i>Station Eleven</i> , Parts 7-9 (pp. 231-333)
	4/22	Research Proposal
EXAM WK	4/29	Research Essay Due, Thursday 11:59 pm

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>

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/>

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/>

The Student Technology Assistance Center (STAC): Located in the Paul Laurence Dunbar Library, the STAC provides Wright State students with the tools to make productive use of multimedia. Students can create original academic and creative works using either Windows or Macintosh computers. The STAC employs trained student mentors who share a wealth of experience, skills, and backgrounds. In a unique peer-to-peer learning environment, knowledgeable mentors are available to assist students with their projects several hours each week. At other times, the STAC is open and available as a DIY space with access to the latest software applications. The library has technology to borrow such as cameras, tripods, green screens and more for your multimedia projects. Students can also schedule individual appointments with STAC staff for individual help on projects.
<https://libraries.wright.edu/stac/>

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/