

EN 201 Introduction to Literature

Spring 2016, T/R 8:45-10:00am (Copley 311)

Instructor: Dr. Stacey Kikendall

Office: Copley 216

Office Hours: Tues/Thur 10:00-11:15am, Wed 8:30am-12:00pm, and by appointment

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Textbook:

The Norton Introduction to Literature. Ed. Kelly J. Mays. Shorter Eleventh Edition. New York: Norton, 2013. Print. (ISBN: 978-0-393-91339-2)

Shelley, Mary. *Frankenstein*. 1818. Ed. J. Paul Hunter. New York: Norton, 1996.

You should be able to get a used copy of the Norton fairly easily because there is a brand new edition. However, for *Frankenstein*, as long as you have the 1818 unabridged version, I don't care what publisher you use. I will be using the Norton.

I do allow online e-editions, but you must be able to bring them to class - whether that is on a laptop or tablet (you can NOT use your phone). We refer to specific pages and passages in the books, so you need to be able to refer to them in class easily. If you do not know how to quickly and efficiently search your electronic book, then you should use the regular hard copy. **You will need to bring the *Norton Introduction to Literature* to class EVERY DAY.

Additional Resources:

- Pen and/or pencil
- Notebook
- Folder or binder to keep track of handouts
- Consistent, reliable internet access
- Paperclips or stapler

Course Description:

[EN201](#) Introduction to Literature (LE): Develops skills in reading, interpreting, and evaluating literature, and surveys some of the major concerns and movements in literacy criticism. 3:0:3

Within this particular section of EN201, we will explore a variety of literary genres (poetry, short stories, drama, the novel) through the overarching theme of "Relationships." This theme will

give us a common thread to hold onto as we delve into literature across the centuries and continents.

Educational Philosophy:

My role is to guide you through this semester's exploration of literature and to do what I can to spur your ideas and writing through a variety of methods (including short lectures, group activities, discussion, and in-class writing). While helping you to read critically and closely and to write an essay is important, it is not the only support I can provide you. I also want you to learn to explore your own ideas and passions. Reading can and should be challenging, but it is also pleasurable and we don't want to forget that.

Core Learning Outcomes

1. Examine a range of literary texts and discuss responses to them
2. Categorize texts by established genres and critique genre identifications
3. Articulate a full response to a single literary text or define and respond to a collection of texts

Core Assessment:

The core assessment for EN 201 is a critical paper consisting of 5-8 pages of original literary analysis using personal insights and primary and secondary sources. MLA documentation, including a Work Cited page, is also required. A minimum of 3 credible sources are required. The core assessment must account for no less than 25 % of the final grade.

Class Assessment:

Your work in this course will be assessed on a points system (1000 total points), as described below.

- **Class Participation (100 points):** Class participation includes everything we do in class, including discussions, group work, quizzes, in-class writing and activities. You cannot make up missed in-class work or quizzes; although if you know in advance you will be missing class, then we can arrange for you to do the work early.
- **Attendance (100 points):** Please refer to the attendance policy for more detail about how attendance plays a role in your participation points.
- **Online Journal/Blog (200 points):** By midnight on Saturday each week, you will post a response to the readings for the previous week. You will receive a handout with directions for setting up the blog as well as a grading rubric.
- **Short Writing Assignments (100 points):** Twice during the semester you will be required to write a short analytical paper about something we discussed in class. These will be short (~2 pages) but useful for practicing thesis-driven analysis.

· Midterm Creative Presentation (250 points): The week before Spring Break, you will produce a creative project and present it to the class. You will receive a more detailed handout several weeks before the assignment is due. Built into the grade for the midterm project is a topic proposal and required conference with Dr. K.

· Final Essay (250 points): This final essay represents the core assessment for the course. Students will receive a handout detailing the specifics of the assignment along with a grading rubric. Built into the grade for the final essay is a topic proposal and peer review.

Grading:

Class Participation	100 pts
Attendance	100 pts
Online Blog	200 pts
Short Writing	100 pts
Midterm Project	250 pts
Final Essay	250 pts
<i>TOTAL</i>	<i>1000 pts</i>

Grading Scale:

A 1000-900

B 899-800

C 799-700

D 699-600

F 599-0

Extra Credit

You have one opportunity to earn up to 20 points extra credit. In order to do so, you must attend one literary event/activity (whether through Park or another educational venue) that you would not normally have attended. This assignment is to encourage you to seek out the amazing opportunities across campus and the city; literary events might include special lectures on campus, attending a meeting of Park's international book club or Sigma Tau Delta or The Scribe, readings by authors at the Unity Temple or other venues, a play, or any number of possibilities. Please check with Dr. Kikendall to make sure your event qualifies. After attending the event, you will write up a short summary and reaction to the event (1-2 pages). If you decide to present your midterm creative project at the Annual Student Research and Creative Arts Symposium (April 4-6), you will earn the full 20 extra credit points and you do not need to write anything extra.

Late Submission of Course Materials:

Papers and homework assignments are due online before the start of class. All work completed outside of class needs to be typed, using appropriate MLA formatting (i.e. Times New Roman font, 12 pt, double spaced, 1-inch margins). If you encounter an emergency or special circumstance that warrants an exception, please see me before the assignment is due. Any paper turned in after class will be considered late. Late papers will be penalized one full letter grade for each day after the due date (including weekends), and I will NOT comment on late papers other than to assign them a grade.

Classroom Rules of Conduct:

- **Positive Learning Environment:** This isn't a lecture course. We'll be working together to explore various literary texts and to improve your reading and writing, which means that you need to come to class regularly and participate actively in discussions and exercises. Please be civil in expressing your ideas and respect your classmates' contributions. You are not allowed to use cell phones or iPods during class, and please only use your laptop for taking notes. It is distracting and disrespectful to everyone in the class if you are texting your friend or checking your Facebook account when we are discussing class material. If this becomes an issue, then I will ask you to leave the class and you will be counted absent.
- **Email and Office hours:** You must have a working Park email address so that I can send you announcements and answer any questions that come up between class periods. Please get into the habit of checking your email EVERY DAY. Please feel free to drop by during my office hours or to make an appointment for other times. If you can't drop by, I check my email regularly, so don't hesitate to send me a message if you have questions or concerns about the class. When sending an email, be sure to follow formal letter writing etiquette (i.e. include your name at bottom of email). I will discuss this in more detail in class.

Course Topic/Dates/Assignments:

EN201 Calendar

The readings are listed on the day we will discuss them, so make sure you come prepared with the reading completed. For example, for the class on Thurs 1/14 you should read the Perrault and Grimm fairy tales posted on Canvas.

Week 1: Introductions and Policies; What is Literature?

Tue 1/12: Introductions, Billy Collins "Introduction to Poetry" (705)

Thu 1/14: Charles Perrault's "Little Red Riding Hood" and Grimm's "Little Red Cap" (Online)
Reading Question: Do these versions of the classic fairy tale correspond to the story you heard as a kid? What is different? Why do you think they are different?

Blog post due by midnight Saturday.

Week 2: Romantic Relationships

Tue 1/19: Elizabeth Barrett Browning “How Do I Love Thee” (894), William Shakespeare “Shall I compare thee to a summer’s day” (810) and “My mistress’s eyes are nothing like the sun” (891), and Adrienne Rich’s “History” (922)

Reading Question: How does each poem portray romantic relationships?

Thu 1/21: James Joyce “Araby” (153)

Reading Question: What does the protagonist learn about life?

Blog post due by midnight Saturday.

Week 3: Dysfunctional Relationships

Tue 1/26: Sophocles *Oedipus the King* (1737)

Reading Question: How does Oedipus make things worse?

Thu 1/28: Sylvia Plath “Daddy” (1049)

Reading Question: What does the speaker compare her father to?

Blog post due by midnight Saturday.

Week 4: Relationships that Drive Us Mad

Tue 2/2: Short Paper #1 due; Edgar Allan Poe “The Cask of Amontillado” (164) and “The Raven” (838)

Reading Questions: To whom is Montresor telling his story? Does the raven drive the speaker mad?

Thu 2/4: Robert Browning “My Last Duchess” (1078), Charlotte Perkins Gilman “The Yellow Wallpaper” (478)

Reading Questions: What happened to the speaker’s last duchess? Do you think the husband is to blame in Gilman’s story?

Blog post due by midnight Saturday.

Week 5: Familial Relationships

Tue 2/9: Seamus Heaney “Digging” (1093), William Faulkner “Barn Burning” (187)

Reading Question: How does each story portray the relationship with fathers and sons?

Thu 2/11: Jimmy Santiago Baca “Green Chile” (783), Amy Tan “A Pair of Tickets” (263)
Reading Question: How does each text deal with family and memory?

Blog post due by midnight Saturday.

Week 6: Relationships with Places

Tue 2/16: Topic Proposal due; William Blake “London” (772)
Reading Question: How does Blake feel about his city?

Thu 2/18: Phyllis Wheatley “On Being Brought From Africa to America” (679), Maya Angelou “Africa” (757), Derek Walcott “A Far Cry from Africa” (758)
Reading Question: How are places (such as Africa) related to a person’s sense of self?

Blog post due by midnight Saturday.

Week 7: Relationships with Ourselves

Tue 2/23: Walt Whitman “I Celebrate Myself” (721), Emily Dickinson “My Life had stood – a Loaded Gun” (948), Haiku (903-906)
Reading Question: How does poetic form relate to the speaker’s sense of self?

Thu 2/25: NO CLASS - Individual Conferences with Dr. Kikendall

Blog post due by midnight Saturday.

Week 8: Midterm Creative Presentations

Tue 3/1: Presentations
Thu 3/3: NO CLASS

Blog post due by midnight Saturday.

Week 9: No Class (Spring Break)

Week 10: Creating New Relationships

Tue 3/15: Mary Shelley’s *Frankenstein*
Reading Question: What is the purpose of the frame narrative (Walton’s story)?
Thu 3/17: Shelley
Reading Question: TBA

Blog post due by midnight Saturday.

Week 11: Continued

Tue 3/22: Shelley

Reading Question: TBA

Thu 3/24: Shelley; Essay using a critical approach

Reading Question: What is the author's main argument/thesis?

Blog post due by midnight Saturday.

Week 12: Relationships with War

Tue 3/29: Short Paper #2 due; Wilfred Owen "Dulce et decorum est" (1101) and "Disabled" (725), Marjane Satrapi *Persepolis* (20)

Reading Questions: How does the speaker feel about war? What do the pictures add to the story?

Thu 3/31: Tim O'Brien "How to Tell a True War Story" (ONLINE)

Reading Question: What is a true war story?

Blog post due by midnight Saturday.

Week 13: Relationships with Strangers

Tue 4/5: Gabriel Garcia Marquez "A Very Old Man with Enormous Wings" (356)

Reading Question: How do people treat the old man with wings?

Thu 4/7: Flannery O'Connor "Good Country People" (433)

Reading Question: Why is the title of the story ironic?

Blog post due by midnight Saturday.

Week 14: Judging Others' Relationships

Tue 4/12: Topic Proposal due; Susan Glaspell "Trifles" (1125)

Reading Question: What is the importance of trifles in the play?

Thu 4/14: Jhumpa Lahiri "Interpreter of Maladies" (399)

Reading Question: Why do you think the wife shares her secrets with the driver?

Blog post due by midnight Saturday.

Week 15: Writing and Researching

Tue 4/19: Work on Final Paper: Clarifying the thesis; Organization and Transitions

Thu 4/21: Work on Final Paper: Incorporating research and quotes

Week 16: Writing and Revising

Tue 4/26: Individual Conferences with Dr. K

Thu 4/28: Peer Review, bring snack to share with class

Mon 5/2: Final Paper Due

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at www.park.edu/current or www.park.edu/faculty

Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.

Attendance Policy:

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.

6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

There is a very intimate connection between classroom attendance and performance. When you miss class, you miss important information and activities, and classmates miss your input. If you are absent, you are responsible for learning material we cover in class and for submitting in advance any assignments due on that day. Class starts and ends on time, so please do not be late or leave class early. If you are late, it is your responsibility to check in with me at the end of class to be sure that you are not marked absent. If your tardiness becomes a regular issue, I will start recording your tardies (3 tardies = 1 absence). If an emergency forces you to miss several class periods, contact me as soon as possible so we can discuss your options. You are allowed TWO absences for whatever reason ("I'm sick" or "My car broke down" or "I overslept"), but for each additional absence you will lose 10 points from your participation grade. If you feel any additional absences should be excused, then contact me before your absence (university sports, academic conferences, etc might be excused absences). **You should also refer to the University Attendance Policy above in order to determine whether any financial aid/scholarships you receive are subject to attendance rules.

Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: <http://www.park.edu/disability> .

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