Syllabus

Instructor: Matt Martinson
Email: MMartins@cwu.edu
Office: L&L 416F

Course Time: MWTF 9:00-9:50
Classroom: L&L 223
Office Hours: M 1:30-3:30; W 11:00-12:00

The Point of English 105

This course exists to introduce you to a variety of literary works—short stories, poems, plays, nonfiction, and novels—from different time periods and countries. We will examine the language, construction, meaning, and impact of each work, as well as its relationship to other works we read in class. Rather than find the supposed hidden meaning in each text, we will find how each text has a variety of meanings. To help us do that, and to have some fun in the process, we will continually examine a children’s story, Sitting Ducks, from different angles.

My personal goal this quarter is to be a literary ambassador of sorts, attempting to share my passion and appreciation for Literature to such an extent that it begins to rub off on you. I cannot guarantee that you will enjoy every reading we do this quarter. Or the assignments. But if you are open to it, this is a course that can expand your understanding of literature and the world.

What to Expect When You’re Explicating

From me, you can expect a reasonable amount of notice before anything is due, as well as an equally reasonable return time on any assignments you turn in for a grade. You can expect emailed questions to be answered within twenty-four hours on weekdays and forty-eight hours on weekends. You can also expect me to be fair, courteous, and on time to class. Finally, you can expect up to fifteen hours of homework per week.

From you, I expect you to respect your peers and me, to do every reading and assignment, and to thoughtfully engage with this course. I expect you to come to class consistently and on time. Finally, I expect you to respect my time, which especially means checking your syllabus, Blackboard, or classmate’s memory before you ask a question that has already been covered in our syllabus—readings, due dates, my office location, office hours, etc.
Course Outcomes

1. You will read and respond to literary works from a variety of cultures and from a range of historical periods.
2. You will read and respond to literary works of poetry, fiction, and drama; you may also read nonfiction or view films, depending on the organization and orientation of class materials.
3. You will demonstrate an understanding of how literary elements such as character development, setting, and figurative language relate to literary meaning.
4. In accordance with the General Education Writing Requirement, you will submit at least seven pages of writing "that is assessed for content and mechanics (grammar, spelling, punctuation, and organization)."

Grades are determined as follows:

- Participation, quizzes 200
- Explication Essay 150
- Group Presentation 150
- Research Essay 300
- Final 200

Total: 1000 points

Classroom Policies

- A significant percentage of your grade is based on your preparation and participation. To receive full credit, you must arrive on time, participate in class, and have all your homework completed by the time class starts. You must bring relevant books and homework to class every day.
- You are expected to attend every class, so you can expect your course grade to start dropping after four absences. For each absence beyond the four, your grade will be dropped one step. For example, if you have been absent five times and have a B average, you will be assigned a B-.. If you miss more than eight classes, you will receive a failing grade for the course. Two tardy days (or leaving early) equals one absence.
- When you do miss class, remember to talk with a classmate about that day’s lesson. You will be held responsible for completing any work assigned while you are absent.
- Turn in your assignments on time—when class begins. Late assignments will not be accepted unless arrangements have been made in advance.
- An egregious case of plagiarism will result in a failing grade for the paper and may result in a failing grade for the class. Furthermore, such a violation of the Student Code of Conduct may be reported to Student Affairs. (See CWU’s policy on academic dishonesty in appendix B of the catalog.)
- Students whose conduct is disorderly (e.g., talking out of turn or using electronic devices in class) will be counted as absent for the class hour and possibly asked to leave.
**Required Texts**


**ADA Statement**

If you have a disability and wish to set up academic adjustments in this class, give me a copy of your “Confirmation of Eligibility for Academic Adjustments” as soon as possible so we can discuss how to implement the approved adjustments. If you do not have this form, contact the Disability Support Services Office, Bouillon 205 or dss@cwu.edu or 963-2171.

---

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
</tr>
</thead>
</table>
| Day 1 | Topic: Introductions  
Homework:  
- Buy your textbooks  
- Read pages 1-8, 10-14, and 16-21 in Dunbar’s *Selected Poems* |
<table>
<thead>
<tr>
<th>Day 2</th>
<th>Topic: Poetic Conventions and Dunbar</th>
</tr>
</thead>
<tbody>
<tr>
<td>W Jan. 8</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read pages 26-28 and 31-33 in Dunbar</td>
</tr>
<tr>
<td></td>
<td>• Read <em>Sitting Ducks</em> and bring both books to Thursday’s class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Topic: Explicating Poetry, <em>Sitting Ducks</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Th Jan. 9</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read pages 42-44, 52-54, and 59 in Dunbar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Topic: Explicating Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Jan. 10</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read pages 62-63, and 65-68 in Dunbar</td>
</tr>
</tbody>
</table>

**Week 2**

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Topic: Explicating Poetry, MLA Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Jan. 13</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read Letters I-IV and Chapter 1 from Volume I of <em>Frankenstein</em></td>
</tr>
<tr>
<td></td>
<td>• Start writing your explication essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Topic: Romanticism, Gothic Literature, and Mary Wollstonecraft Shelley</th>
</tr>
</thead>
<tbody>
<tr>
<td>W Jan. 15</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read Chapters II-IV from Volume I of <em>Frankenstein</em></td>
</tr>
<tr>
<td></td>
<td>• Continue writing your explication essay</td>
</tr>
<tr>
<td></td>
<td>• Bring <em>Sitting Ducks</em> to Thursday’s class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 7</th>
<th>Topic: <em>Frankenstein’s Context, Sitting Ducks</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Th Jan. 16</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Finish Volume I of <em>Frankenstein</em></td>
</tr>
<tr>
<td></td>
<td>• Finish a rough draft of your explication essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 8</th>
<th>Topic: Peer Review, <em>Frankenstein</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>F Jan. 17</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Finish Volume II of <em>Frankenstein</em></td>
</tr>
<tr>
<td></td>
<td>• Revise and finish your explication essay</td>
</tr>
</tbody>
</table>

**Week 3**

<table>
<thead>
<tr>
<th>Day 9</th>
<th>NO CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>W Jan. 22</td>
<td><strong>POETRY EXPLICATION ESSAYS DUE</strong></td>
</tr>
<tr>
<td></td>
<td>Topic: <em>Frankenstein</em></td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read chapters I-IV of Volume III of <em>Frankenstein</em> as well as Shelley’s “Introduction”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 10</th>
<th>Topic: <em>Frankenstein</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Th Jan. 23</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Finish <em>Frankenstein</em></td>
</tr>
<tr>
<td>Day</td>
<td>Topic</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>Day 11</td>
<td><strong>Frankenstein</strong></td>
</tr>
<tr>
<td>F Jan. 24</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
</tr>
<tr>
<td>Day 12</td>
<td>“The Yellow Wallpaper,” Explanation/Beginning of Group Presentations</td>
</tr>
<tr>
<td>M Jan. 27</td>
<td></td>
</tr>
<tr>
<td>W Jan. 29</td>
<td></td>
</tr>
<tr>
<td>Day 13</td>
<td><em>The Crying of Lot 49</em></td>
</tr>
<tr>
<td>Th Jan. 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 14</td>
<td><em>The Crying of Lot 49</em></td>
</tr>
<tr>
<td>F Jan. 31</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
</tr>
<tr>
<td>Day 15</td>
<td><em>The Crying of Lot 49</em></td>
</tr>
<tr>
<td>M Feb. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 16</td>
<td><em>The Crying of Lot 49</em></td>
</tr>
<tr>
<td>W Feb. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 17</td>
<td><em>The Crying of Lot 49</em></td>
</tr>
<tr>
<td>Th Feb. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 18</td>
<td>Presentation Work Day</td>
</tr>
<tr>
<td>F Feb. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
</tr>
<tr>
<td>Day 19</td>
<td><em>The Roaring Girl, Sitting Ducks</em></td>
</tr>
<tr>
<td>M Feb. 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 20</td>
<td><em>The Roaring Girl</em></td>
</tr>
<tr>
<td>W Feb. 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Day 21 | Th Feb. 13 | Topic: *The Roaring Girl*  
Homework:  
- Read Acts 3.1 and 3.2 of *The Roaring Girl* (41-57) |
| Day 22 | F Feb. 14 | **Presentation Overviews Due**  
Topic: *The Roaring Girl*  
Homework:  
- Read Acts 3.3 and 4.1 of *The Roaring Girl* (57-73) |
| **Week 7** |  |  |
| Day 23 | M Feb. 17 | Topic: *The Roaring Girl*  
Homework:  
- Finish *The Roaring Girl* |
| W Feb. 19 | **NO CLASS** |  |
| Day 24 | Th Feb. 20 | Topic: *The Roaring Girl*  
Homework:  
- Read pages 193-94 and 199-212 in *The Roaring Girl* |
| Day 25 | F Feb. 21 | Analyzing Source Material, Rethinking *The Roaring Girl*, Literary Research  
Homework:  
- Choose a topic for your research essay  
- Listen to Steven Millhauser’s short story, “In the Reign of Harad IV” |
| **Week 8** |  |  |
| Day 26 | M Feb. 24 | Writing literary research essays, “In the Reign of Harad IV”  
Homework:  
- Start working on your essay—research, brainstorming, drafting |
| Day 27 | W Feb. 26 | Research Day  
Homework:  
- Keep working on your essay  
- For Thursday, bring materials to discuss your research and presentation with your group members |
| Day 28 | Th Feb. 27 | Group work day  
Homework:  
Read “The Legend of Sleepy Hollow” (1-25 in Irving) |
| Day 29 | F Feb. 28 | Presentation on and discussion of “The Legend of Sleepy Hollow”  
Homework:  
- Read “Rip Van Winkle” (26-41 in Irving) |
<table>
<thead>
<tr>
<th>Week 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 30</td>
<td>Presentation on and discussion of “Rip Van Winkle”</td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read “The Spectre Bridegroom” (42-53 in Irving)</td>
</tr>
<tr>
<td>Day 31</td>
<td>Presentation on and discussion of “The Spectre Bridegroom”</td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read “Adventures of the Mysterious Stranger” and “The Adventure of My Uncle” (118-34 in Irving)</td>
</tr>
<tr>
<td>Day 32</td>
<td>Presentation on and discussion of two Irving tales</td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read “The Devil and Tom Walker” (161-70 in Irving)</td>
</tr>
<tr>
<td>Day 33</td>
<td>Presentation on and discussion of “The Devil and Tom Walker”</td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Read “The Mutability of Literature” (54-61 in Irving)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 34</td>
<td>Presentation on and discussion of “The Mutability of Literature”</td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Finish your research essay</td>
</tr>
<tr>
<td>Day 35</td>
<td>Peer Review</td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Listen to Tobias Wolff’s “Bullet in the Brain”</td>
</tr>
<tr>
<td>Day 36</td>
<td>Topic: Discuss “Bullet in the Brain” and the task of literary analysis</td>
</tr>
<tr>
<td></td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>• Finish your research essay</td>
</tr>
<tr>
<td>Day 37</td>
<td>Research Essays Due</td>
</tr>
<tr>
<td></td>
<td>Last Day of Instruction: Discuss course final</td>
</tr>
</tbody>
</table>

| Course Final | Monday, March 17th at 8:00 am |