Welcome to English 105! In this course, we will explore the human experience as it is imagined, interpreted, and made significant in the poetry, prose, fiction, film, and drama of the major writers of the world. This class requires students’ active participation in class discussions as well as Canvas discussions.

Prerequisite: English 101 with a grade of C- or better

According to CWU’s academic credit policies, students should be working three hours per week per credit. Therefore, to earn five credits for this course, students should work on the course fifteen hours per week. We spend four of those weekly hours in class, so plan to dedicate up to eleven hours each week doing assignments, completing readings, and studying.

Course Text


Additional materials will be provided by the instructor.
**Course Outcomes**

1. Students will read and respond to literary works from a variety of cultures and from a range of historical periods.
2. Students will read and respond to literary works of poetry, fiction, drama; they may also read nonfiction or view films, depending on the organization and orientation of class materials.
3. Students 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, students will submit at least seven pages of writing “that is assessed for content and mechanics.”

**Canvas & Outlook**

Each student must ensure that he/she can access both Canvas and Outlook (e-mail) for communication purposes. Canvas is an electronic tool that keeps track of grades and course documents and allows for communication between members of the class and the instructor. All course announcements posted on Canvas will also be sent to students via Outlook. [http://my.cwu.edu](http://my.cwu.edu)

All assignments will be posted on Canvas in addition to hardcopies distributed in class. While all rough drafts will be hand written, all final drafts of papers will be submitted electronically using Turnitin via Canvas, and hardcopies of the rubric and rough will be submitted in class on the due date.

**Grading**

Each student’s final grade will be calculated according to the number of points he/she earns on the following:

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Attendance</td>
<td>100</td>
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<tr>
<td>In-class Participation</td>
<td>75</td>
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<tr>
<td>Quizzes (5 x 10 pts)*</td>
<td>50</td>
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<tr>
<td>Reading Journal (3 x 25 pts)</td>
<td>75</td>
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<tr>
<td>Response Essays (3-pages each; 3 x 75 pts)</td>
<td>225</td>
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<tr>
<td>Group Presentation</td>
<td>150</td>
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<tr>
<td>Midterm Exam</td>
<td>125</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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*A* Additional (pop) quizzes may be given at the instructor’s discretion.

Detailed handouts and rubrics will be provided for each assignment.
The Assignments

How the assignments relate to learning: To interpret literature with confidence and satisfaction, students have to be able to comprehend the details (quizzes and exams), explore and expand on possible meanings among those details (journals and class participation), and then connect/synthesize those meanings into interpretive statements (response essay and presentation).

Each essay submitted for grading should have these features:
(1) a clear and refined purpose, (2) development relevant to the purpose, (3) logical organization, (4) an appropriate tone, (5) well-crafted sentences, (6) consistent use of conventions for standard academic English, and (6) accurate in-text citation and end-of-text documentation of sources.

Class Policies

- **Respect one another.** Any student whose behavior is disruptive to the instructor or fellow students or whose conduct is disorderly (using inappropriate language, talking out of turn, using cellular phones and other electronic devices in class, etc.) will be reprimanded. At the instructor’s discretion, the student will be asked to leave the class, and the incident will be reported to Student Affairs.

- In the English Department and in this classroom, diversity of perspective is welcomed and celebrated. **No forms of prejudice or discrimination will be tolerated,** including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, socio-economic status, or veteran status. We are here to learn in a climate of civility and mutual respect. To find out more about diversity, contact the Diversity Education Center at (509)963-1685 or see the website at: [www.cwu.edu/~diversity/](http://www.cwu.edu/~diversity/).

- **Attend class,** be on time, stay for the duration, and be prepared. Only three unexcused absences are allowed without penalty. For each absence beyond the third, a student’s final grade will be dropped one step. For example, if he/she has been absent four times and has a B, that student would earn a B-. However, if a student misses six or more class meetings, he/she will fail the course. The instructor will close the door at the beginning of class and take roll. A student is considered late if he/she arrives after roll is called. Every two late arrivals equal one absence. If a student is severely tardy, more than five minutes late, he/she will be marked absent. If a student shows up to class unprepared (missing book, incomplete assignment, no pen/paper, etc.), he/she will be marked absent. If a student falls asleep, he/she will be marked absent.

- **Exchange contact information** with at least one classmate who you will contact with questions if you miss class. Do not contact the instructor to find out what was missed unless the information cannot be gleaned from a classmate or by checking Canvas.

- Turn off and put away cellular phones and all other electronic devices for the duration of class. **“Three Strikes” Cellular Phone Policy:** strike one—student will sing his or her ringtone, strike two—student will surrender phone to instructor and lose points for the day, strike three—student will be expelled from class.
• **Start assignments early.** Each student will bring his/her papers to class workshops and, if he/she would like extra help, to the Writing Center before submitting it. Schedule an appointment: e-mail umwdesk@cwu.edu or call (509)963-1270.

• **Turn in assignments on time.** Late assignments will receive zero points—no exceptions. If a student knows he/she will miss class the day an assignment is due, turn the assignment in early to the English Department office in L&L 423 (must be stamped by secretary) or ask a trusted classmate to submit it in class and on time. An absence does not excuse a student from turning an assignment in on time.

• **Academic dishonesty, in all of its forms, will not be tolerated and will be dealt with according to the professor’s discretion within the guidelines set forth by the University.** The assignments each student submits must be his/her own original work. Any cases of academic dishonesty (including but not limited to colluding, copying, and plagiarism in all of its forms) will result in a failing grade for the assignment and may result in a failing grade for the class. Quizzes and tests are not collaborative; ensure there is no semblance of collusion, copying, etc. Furthermore, violations of the university’s Student Rights & Responsibilities may be reported: ([http://apps.leg.wa.gov/WAC/default.aspx?cite=106-120-027](http://apps.leg.wa.gov/WAC/default.aspx?cite=106-120-027)). See also the “Plagiarism” PowerPoint on Canvas.

• **Overall, using common sense will help to ensure that we have a successful quarter!**

The University Writing Center is available for additional help on writing assignments, during any stage of the writing process. For more information visit Library 190, call (509)963-1270, or go to [http://www.cwu.edu/learning-commons/university-writing-center](http://www.cwu.edu/learning-commons/university-writing-center)

**ADA Statement**

If you have a disability and wish to set up academic adjustments in this class, please give the instructor 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.
## Schedule of Assignments

Subject to change

### Week 1

**Wednesday, September 24**
- Introductions
- Syllabus
- Using Canvas
- Reading Journals Explained
- What is literature? Why do we study it?

*Homework: Come up with a definition of “literature” (consulting various outside sources), read “Introduction” in Norton 1-11; Tablets 1-4 of Epic of Gilgamesh (on Canvas)*

**Friday, September 26**
- Share Definitions
- Origins of Storytelling & Literature (Gilgamesh Background)
- Discuss Reading

*Homework: Read Tablets 5-9 of Epic of Gilgamesh (link on Canvas)*

### Week 2

**Monday, September 29**
- Discuss Reading
- Modern Language Association (MLA)

*Homework: Read Tablets 10-12 of Epic of Gilgamesh (link on Canvas)*

**Tuesday, September 30**
- Quiz #1
- Discuss Reading
- Reading, Responding to, Writing about Literature

*Homework: Read Norton 12-29 (including “The Shabbat” from Persepolis)*

**Wednesday, October 1**
- Plot & Narrative
- Discuss Reading

*Homework: Read Norton 30-46 (including “Cathedral”)*

**Friday, October 3**
- Character & Setting
- Discuss Reading

*Homework: Read Norton 57-73 (including “The Jewelry”)*

### Week 3

**Monday, October 6**
- Symbol & Theme
- Discuss Reading

*Homework: Read Norton 102-114 (including “The Cask of Amontillado”)*
Tuesday, October 7
Partner/Small Group Exercise
Discuss Reading
Homework: Read 114-30 (including “Hills Like White Elephants” & “Girl”)

Wednesday October 8
Discuss Reading
Plot Summary & Response Exercise
Response #1 Assigned
Homework: Read 157-64, 205-11, 241-5

Friday, October 10
Discuss Concepts form Reading
In Class “The Grasshopper & the Bell Cricket”
Homework: Read selected short story from list on Response #1 assignment

Week 4

Monday, October 13
Review: MLA Format, Essay Essentials
Introduction to Poetry
Homework: Read selected short stories from list on Response #1 assignment, prepare Journal

Tuesday, October 14
READING JOURNAL DUE (all fiction/prose)
Poetry Presentation Assigned
Presentation Groups
Homework: Prepare Response #1 for submission

Wednesday, October 15
CWU FACULTY DEVELOPMENT/STUDY DAY
Homework: Prepare Response #1 for submission

Friday, October 17
RESPONSE #1 DUE
Share Essay Experience: How did it feel to write about literature?
Presentation Topic Selection
Homework: Read 450-75, 483-91

Week 5

Monday, October 20
MEET IN LIBRARY
Presentation Preparation
Homework: Read Whitman’s “I Celebrate Myself...” (497) and others (link on Canvas), meet with group to work on Presentation
Tuesday, October 21
Sample Presentation: Walt Whitman
Discussion
Presentation Advice
Homework: Read 501-15, work on Presentation

Wednesday, October 22
Theme & Tone: 527-34
Discussion/Analysis of In-Class Reading
Homework: Read 548-55, 560-9, 586-96, work on Presentation

Friday, October 24
Viewing Film (Cask of Amotillado)
Response #2 Assigned
Homework: Rehearse presentation, polish PowerPoint, post additional readings on Canvas, read selected poems

Week 6

Monday, October 27
Presentations: Groups 1 & 2
Homework: Read selected poems

Tuesday, October 28
Presentations: Groups 3 & 4
Homework: Read selected poems

Wednesday, October 29
Presentations: Group 5
Midterm Review
Homework: Prepare for Midterm Exam

Friday, October 31
Review Day
Homework: Study for Midterm

Week 7

Monday, November 3
MIDTERM EXAM
Homework: Prepare Journal (all poetry); read 740-55 (including Trifles)

Tuesday, November 4
READING JOURNAL #2 DUE
Introduction to Drama
Discussion of Reading
Homework: read 772-83
Wednesday, November 5
   Finish Discussion of Trifles
   Understanding Shakespeare
Homework: read Hamlet 1081-1101 (stop at 1.5)

Friday, November 7
   Hamlet Background & Context
   Discussion of Reading
Homework: read Hamlet 1101-25 (stop at 3.1)

Week 8

Monday, November 10
   Discussion of Reading
   Introduction to Film (Adaptations of Written Works)
Homework: read Hamlet 1126-51 (stop at 4.1)

Tuesday, November 11
   NO CLASS (Veterans Day)
Homework: read Hamlet 1126-51 (stop at 4.1)

Wednesday, November 12
   RESPONSE #2 DUE
   Discussion of Reading
   View Scenes from Lawrence Olivier’s Hamlet
Homework: read Hamlet 1151-71 (stop at 5.1)

Friday, November 14
   View Scenes from Franco Zeffirelli’s Hamlet
Homework: read Hamlet 1171-90 (to the end)

Week 9

Monday, November 17
   Discussion of Reading
   View Scenes from Michael Almereyda’s Hamlet
Homework: read excerpts from Stephen King’s “The Body” (posted on Canvas)

Tuesday, November 18
   View Scenes from Disney’s The Lion King
   Discussion of Hamlet Adaptations
Homework: read excerpt from Stephen King’s “The Body” (posted on Canvas)

Wednesday, November 19
   Introduction to “The Body”
   Discussion of Reading
Homework: finish excerpt from Stephen King’s “The Body” (posted on Canvas)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Friday, November 21</td>
<td>Discussion of Reading</td>
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<td>Response #3 Assigned</td>
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<td><em>Homework: come up with discussion questions—write them in Journal</em></td>
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<tr>
<td>Monday, November 24</td>
<td>View Rob Reiner’s <em>Stand By Me</em></td>
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<td>Discussion</td>
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<td><em>Homework: come up with discussion questions—write them in Journal</em></td>
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<td>Tuesday, November 25</td>
<td>Finish Rob Reiner’s <em>Stand By Me</em></td>
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<td>Discussion</td>
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<td><em>Homework: prepare Reading Journal (Trifles, Hamlet, “The Body,” and film adaptations)</em></td>
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<tr>
<td>Wednesday, November 26</td>
<td>NO CLASS (Thanksgiving Recess)</td>
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<tr>
<td>Friday, November 28</td>
<td>NO CLASS (Thanksgiving Recess)</td>
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<td><strong>Week 10</strong></td>
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<tr>
<td>Monday, December 1</td>
<td>READING JOURNAL #3 DUE</td>
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<td>Suggestions for Further Reading</td>
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<td><em>Homework: work on Response #3</em></td>
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<td>Tuesday, December 2</td>
<td>Share Essay Topics</td>
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<td>General Discussion of Essays</td>
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<td><em>Homework: bring rough draft to next class meeting</em></td>
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<td>Wednesday, December 3</td>
<td>Peer Review Workshop: Response #3</td>
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<td><em>Homework: prepare final draft of paper</em></td>
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<td>Friday, December 5</td>
<td>RESPONSE #3 DUE</td>
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<td>Review for Final Exam</td>
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<td><em>Homework: study for Final Exam</em></td>
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<td><strong>Finals Week</strong></td>
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<td>Date and Time:</td>
<td>To be determined (check MyCWU)</td>
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