INTRODUCTION TO LITERATURE (Eng 105). Winter 2012.

Instructor: Lisa Norris
Office: L & L 404
Office Hrs: Tues, Thurs 2-3:30 pm and by appointment
**Please note that on MW, I have another class immediately after this one, so I won’t be able to linger for questions on those days**
Office phone: 963-1745. Please use voicemail and remember to leave a return number
email: norrisL@cwu.edu. **Note: Do not expect instant answers to your email.

“We read deeply for varied reasons, most of them familiar: that we cannot know enough people profoundly enough; that we need to know ourselves better; that we require knowledge, not just of self and others, but of the way things are.”—Harold Bloom

“What matters in life is not what happens to you but what you remember and how you remember it.”—Gabriel Garcia Marquez

Course Description:
In Eng 105, we will consider the genres of poetry, graphic literature, fiction, and drama around of Beliefs & Consequences. We’ll discuss how creative works are constructed, using literary terms and analytical techniques to discover they mean to us, what governs the way we respond to texts, and how we can best communicate that response to our own readers/listeners. You’ll develop skills not only in writing about literature but also in offering oral commentary and cooperating in small groups.

English Department Outcomes:
1. Students will read and respond to literary works from a range of historical periods.
2. Students will read and respond to literary works of poetry, fiction, and drama; they may also read nonfiction or view films, depending on the organization and orientation of class materials.
3. Students will demonstrate how literary elements such as character development, setting, and figurative language relate to literary meaning.
4. In accordance to the General Education requirement, students will submit at least seven pages of writing “that is assessed for content and mechanics.”

Texts:
ISBN-10: 037571457X

ISBN10: 0-312-62412-3

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeworks 1-5 (200-250 words)</td>
<td>2% each x 5 responses = 10%</td>
</tr>
<tr>
<td>Quizzes 1-3</td>
<td>10% each x 3 = 30%</td>
</tr>
<tr>
<td>Outline/Thesis for Essays 1 and 2</td>
<td>1% each x 2 = 2%</td>
</tr>
<tr>
<td>Response to one LRVWS Performance</td>
<td>3%</td>
</tr>
<tr>
<td>Oral Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>1 400-500 word essay</td>
<td>10%</td>
</tr>
<tr>
<td>2 600-750 word essays</td>
<td>15% each x 2 = 30%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance, Lateness, Courtesy</td>
<td>More than 3 absences can drop your grade by one letter. Please do not come to class if you are contagious, though! Being chronically late will</td>
</tr>
</tbody>
</table>
### How Will Oral Class Participation Be Graded?

The class participation grade is a subjective grade you earn based on your “performance” in our general class discussions. Typically, a bad grade can be earned in one of three ways: 1) by not taking part in our discussions, 2) by not preparing enough to take part, and/or 3) by not being in class enough to take part in a substantive way.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grading Narrative for Oral Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Someone who has been a reliable and constant positive force in class and who has never missed more than three class and whose <strong>regular</strong> comments reflect excellent consideration of the class readings and do not lead us into irrelevant considerations.</td>
</tr>
<tr>
<td>B</td>
<td>A positive force who has not missed more than three classes and whose comments reflect a good, but not thorough, consideration of the readings and whose comments do not lead us into irrelevant considerations, OR someone whose excellent, but irregular, comments reflect a thorough consideration of the readings.</td>
</tr>
<tr>
<td>C</td>
<td>A positive force in class, but sometimes unprepared to fully engage us, or whose comments tend to ramble and lead us astray OR someone who rarely speaks but regularly attends and <strong>appears</strong> to be paying attention. Someone who has missed more than three classes but whose comments reflect some familiarity with the readings may also earn this grade.</td>
</tr>
<tr>
<td>D</td>
<td>Someone who has not contributed enough to be a positive force through poor attendance (missed more than three classes), poor participation, or poor preparedness or who actively works against constructive class discussion OR someone who never says a word and doesn’t appear to be engaged.</td>
</tr>
</tbody>
</table>

### What does the Homework Writing Assignment Involve?

The general rule is that you can expect about 3 hours of homework per credit hour of class. Homework assignments are designed to help you succeed on the quizzes and to offer prewriting for your oral presentation and/or your assigned formal essays. Homework will always require the following:

**Format**: Typed, doublespaced in 12-point Times New Roman font. Name and homework # in upper left corner. Clearly number responses to questions.
You may earn full credit for homework if you respond thoughtfully to the given assignment so that I can tell you read the material, use the assigned format, and use correct grammar and mechanics.

**What Form Do Essay Assignments Take, and What is the Late Policy?**

Essays should be typed, double-spaced, and in 12-point Times New Roman font. Put your name and the word count in the upper left hand corner, number the pages, and staple the pages on the left. *Specific essay assignments will be given in class. No late papers will be accepted.*

**Is Revision Allowed?**

No revision is allowed. Please use my office hours and free tutoring services at the University Writing Center, Brooks Library 190, before your essay is due.

**What Is the Purpose of Small Group Work and How is it Graded?**

You will be asked to work in small groups from time to time. This provides an opportunity for you to practice team building and collaboration as well as to discuss literature. Your work in the small groups will be closely observed, and your participation will be factored into the oral class participation grade.

**How Will Oral Presentations be Graded?**

Public speaking can be scary, but we will work to make it less so, and practice is the only way to improve. You will be asked to present one of your papers to the class in a five-minute report. You must include a visual aid in your presentation—even if it is simply a use of the blackboard. A rubric for grading oral presentations will be provided.

**What is the Response to a Live Literary Performance?**

Live literary performances, as defined for this course, include poetry, fiction, and creative nonfiction readings such as those given in the Lion Rock Visiting Writers Series and theatre performances of literary merit (i.e., not circus acts, standup comedy or porn) for college-age or older audiences. I’ll provide more information about the assignment in class.

**Can I Make Up Work I Miss?**

*There are no make-ups for homework, outline/thesis assignments, or essays.* Plan ahead. Locate a back-up printer in case yours fails. Email yourself a copy of the paper to be sure there is a back-up copy. As a last resort ONLY, should you find yourself unable to get to class physically, email a copy of the assignment to me by the due date/time. (However, you are still required to provide it in print if you do so, and I will accept it only with a written explanation of the circumstances that led to the situation.)

**Quizzes and oral presentations** may be made up only with legitimate medical excuses (mental health counts, too!) or for family emergencies, but *only with documentation and only if you arrange to do so and make up the quiz or oral presentation within two class periods of the scheduled due date/time.*

Please use *extra credit* as a way to help you make up missed work. If you respond to an extra live literary performance in a 250-500 word written response, you may receive up to one percent added onto your final grade. I highly recommend the plays at CWU or the LRVWS readings noted on your class schedule.

**What If I Have a Disability?**

CWU is committed to creating a learning environment that meets the needs of a diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with your instructor. Students with disabilities should contact the Disability
Services, Bouillon 140, or ds@cwu.edu, or 963-1202, to discuss a range of options, including accommodations, for removing barriers in the course.

Where can I find help online?

**Online Writing Help:** The Purdue Online Writing Lab offers excellent resources for writers. Here is the website address:

http://owl.english.purdue.edu/owl/

**Are All Students Treated Equally in this Class?**

In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

*We all live with the objective of being happy; our lives are all different and yet the same.—Anne Frank*

To find out more about diversity, contact the Diversity Education Center at X1685 or see the website at:

www.cwu.edu/~diversity

**Is it Important to Cite Sources in My Papers?**

**Academic Integrity** is expected of you. We will go over the definition of plagiarism, but essentially it is the use of words that are not your own and yet presenting them as if they are your own. See the Student Code of Conduct if you are uncertain about what behaviors are considered unethical. Your work in this class should be original, unless I give you permission to work with others. I may assign an F to any test, quiz or paper you turn in as your own work that is, in fact, not your own work.

*Integrity is doing the right thing, even if nobody is watching.*

**Where Can I Find Handouts and Announcements if I Miss Class?**

I will use the Canvas site to post handouts and announcements. Please don’t email me asking what you missed in class. Being there and/or finding what you missed via your peers or the Canvas site is your responsibility.

**What Should I Call You?**

I don’t have a PhD, so it isn’t appropriate to call me “Dr. Norris.” I have an MFA in Creative Writing—the “terminal degree” in my field. You are welcome to use my first name, Lisa, as I am using yours. It would also be appropriate to call me “Professor Norris.” I look forward to learning your name, too!
**Eng 105** is a five-credit course, but we only meet in class four days a week. Thus, you should be using Fridays to catch up on reading and homework, at a time of your own choosing, and your assignments are scheduled with that fifth out-of-class hour in mind. Reading and homework (HW) assignments are due on the day posted on your schedule.

The class is organized around four genres—poetry, graphic literature, fiction and drama. We will define and analyze writing in those genres according to literary terms and methods, and we will also discuss questions these literary works raise about how human beliefs can determine consequences.

**Class Schedule**

*This schedule is subject to change depending on our mutual needs*

HW assignments will be posted on Canvas

### Week 1

**T Jan 6:** Introduction (Meyer)

### Unit 1: Poetry

**W Jan 7:** Reading Poetry (Meyer 343-373),

**Th Jan 8:** Word Choice, Word Order, and Tone (Meyer 375-398), **HW 1***

### Week 2

**M Jan 12:** Images (Meyer 399-411)

**T Jan 13:** Figures of Speech (Meyer 412-427)

**W Jan 14:** Symbol, Allegory, and Irony (Meyer 428-445)

**Th Jan 15:** Sounds (Meyer 447-473), **HW 2***

### Week 3

**M Jan 19 ML King, Jr, Holiday: No Class**

**T Jan 20:** Patterns of Rhythm (Meyer 464-479)

**W Jan 21:** Poetic Forms (Meyer 481-505)

**Th Jan 22:** Open Form (Meyer 407-520) and Martin poems (handout), **HW 3***

### Week 4

**M Jan 26:** Quiz 1 on Poetry. Thesis/outline due for Essay #1. Oral Presentation assignment handout.

### Unit 2: Graphic Literature

**T Jan 27** Intro to Graphic Lit & Persepolis

*LRVWS: Terry Martin, 7:30 pm, Wildcat Shop*

**W Jan 28 Faculty Development Day: No Class**

**Th Jan 29:** Essay 1 due (400-500 words), Persepolis 1-46

### Week 5

**M Feb 2:** Persepolis 47-conclusion, **HW 4***

### Unit 3: Fiction
T Feb 3: Reading Fiction and Plot (Meyer 11-63)
W Feb 4: Character and Setting (Meyer 64-84 with "Saving Sourdì," "Soldier's Home" and "Ind, Aff or Out of Love in Sarajevo")
Th Feb 5: Point of View and Symbolism (Meyer 135-180 with "Chekhov's and Oates' "The Lady With the Pet Dog" and "An Ounce of Cure"), HW 5*

Week 6
M Feb 9: Theme (Meyer 199-209) and Style, Tone and Irony (223-228 plus "Carnal Knowledge" (237ff)
T Feb 10: Tim O'Brien's "How to Tell a True War Story" with "Dulce et Decorum Est" (407) and "Death of a Ball Turret Gunner" (378)
Th Feb 12: Thesis/Outline due for Essay 2; Oral Pres 1-3

Week 7
M Feb 16 President's Day Holiday: No Class
T Feb 17: Oral Pres 4-8
W Feb 18: Oral Pres 9-13

Unit 4: Drama
Th Feb 19: Intro to Drama (Meyer 593-631)
Fri Feb 20: Showing of "Doubt" place/time TBA

Week 8
M Feb 23: Essay 2 due; "Doubt" (Meyer 870-904)
T Feb 24: "Doubt" (Meyer 870-904)
LRVWS: Kevin Sampsell, 7:30 pm, Wildcat Shop
W Feb 25: "Doubt" debate
Th Feb 26: Greek Drama & "Oedipus" (Meyer 632-662)

Week 9
M Mar 2: "Oedipus" (663-686)
T Mar 3: "Oedipus"
W Mar 4: LRVWS Response due
"Oedipus" debate
Th Mar 5: Oral Pres 14-18

Week 10
M Mar 9: Oral Pres 19-23
T Mar 10: Oral Pres 24-26
W Mar 11: Review; LRVWS Extra Credit due
Th Mar 12: Last Class. Quiz 3 on Drama.
FINAL: Noon Monday March 16: Essay 3 due (600-750 words).

Grades due March 24