ENGLISH 105: The Literary Imagination  
5 credits  
Syllabus

Instructor: Ms. Marisa Humphrey, M.A.  
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Office: Black 225-28  
Office hours: Tuesdays noon–2:00 p.m., Wednesdays 10:00–11:00 a.m., or by appointment  
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Opening thoughts  
“We are, as a species, addicted to story. Even when the body goes to sleep, the mind stays up all night, telling itself stories.” —Jonathan Gottshall

“Poetry might be defined as the clear expression of mixed feelings.” —W. H. Auden

“It is usual to speak in a playfully apologetic tone about one’s adult enjoyment of what are called ‘children’s books.’ I think the convention a silly one. No book is really worth reading at the age of ten which is not equally (and often far more) worth reading at the age of fifty. . . . The only imaginative works we ought to grow out of are those which it would have been better not to have read at all.” —C. S. Lewis

“Oh! It is absurd to have a hard-and-fast rule about what one should read and what one shouldn’t. More than half of modern culture depends on what one shouldn’t read.” —Oscar Wilde

Required texts (with references used in course schedule below)

- Grimm’s Fairy Tales (Grimm)
- Complete Fairy Tales of Oscar Wilde (Wilde)
- Six Great Sherlock Holmes Stories (Sherlock)
- Humphrey’s Eng 105 Coursepack (coursepack)
- Great American Short Stories, edited by Paul Negri (GASS)
- The Hungry Ear: Poems of Food and Drink, edited by Kevin Young
- Measure for Measure by William Shakespeare, Folger edition
- The Misanthrope by Molière, translated by Richard Wilbur
- A handbook containing information about MLA documentation and grammar (such as Harbrace Essentials or The Writer’s Harbrace Handbook)

Bring the books to class, based on what is being read and discussed each day.

Other supplies needed

- dictionary or dictionary app
- stapler

Course description

This general education breadth course concerns human experience as imagined, interpreted, and made significant in the poetry, fiction, and drama of major writers of the world.

Learner outcomes

- Students will read and respond to literary works from a variety of cultures and from a range
of historical periods.

- Students will read and respond to literary works of poetry, fiction, and drama; they may also read nonfiction, view films, and/or attend performances, depending on the organization and orientation of class materials.
- Students will demonstrate an understanding of how literary elements such as character development, setting, and figurative language relate to literary meaning.
- Students will demonstrate an ability to read, interpret, and analyze the literary works in their historical and cultural contexts.
- Students will submit at least eight pages of writing that is assessed for content and mechanics (grammar, spelling, punctuation, and organization), in accordance with the General Education Writing Requirement.

**Type of instruction**
This course will consist primarily of discussion with occasional lectures.

**Graded work**
Your grade for the course will be distributed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Reading history essay</td>
<td>15%</td>
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<tr>
<td>Literary essay #1</td>
<td>15%</td>
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<tr>
<td>Literary essay #2</td>
<td>15%</td>
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<tr>
<td>Pop quizzes</td>
<td>15%</td>
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<tr>
<td>Grammar corrections</td>
<td>5%</td>
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<tr>
<td>Final essay</td>
<td>5%</td>
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**Grading standard**
Essays will be graded based on the quality of the work submitted. Students occasionally ask why a “B” paper has been marked down. However, that is not how the grading system works. A “B” paper has been marked up from “satisfactory,” not down from “outstanding.” The grading standard is set by the university (see CWU Home > Registrar > Catalogs > Undergraduate > Grading Policies and Regulations). CWU’s grading standard is as follows:

- A = Excellent, meets objectives and requirements and performs at a level of excellence
- B = Good, meets objectives and requirements and performs at a high level
- C = Satisfactory, meets objectives and requirements
- D = Marginal pass, makes progress toward objectives and requirements, but performs below a satisfactory level
- F = Does not fulfill objectives or requirements

In order to succeed in courses that adhere to this grading standard, you will need (1) a growth mindset (in other words, the understanding and awareness that you can improve your abilities and the quality of your work), and (2) perseverance and a persistent work ethic from the beginning of the quarter to the end. My hope is that you will be satisfied with and proud of the grades that you earn in this course, and if you worked your hardest and earned a “C,” then that is a “C” that you should be proud of because you worked hard to earn it. Nevertheless, if you are
dissatisfied with any of your grades, the best attitude to adopt is one of “not yet.” If you have not yet met your own expectations, rather than seeing a grade as failure, try to see it as “I’m not where I want to be, yet.” This attitude implies that you can and will reach your goals.

**English department criteria for written work**

Every piece of written work will be assessed according to the following criteria:

- a clear purpose and focus that fulfill the assignment or answer the question posed;
- a tone appropriate for the assignment (formal and academic unless otherwise noted);
- an organization that is focused and unified, complete with transitions and topic sentences to provide cohesion;
- coherent development that is consistently relevant to the purpose of the essay;
- concise, clear, strong, and effective sentences;
- consistently correct grammar, punctuation, spelling, and mechanics; and
- accurate documentation of all sources used.

**Amount of work**

According to CWU academic credit policies, in order to earn your credits, you should be working three hours per week per credit. Hence, to earn five credits, you should be working on the course fifteen hours per week. We spend four of those weekly hours in class, so you should plan to be spending up to eleven hours per week working on the course outside of class.

**Type of work**

- **Reading** and re-reading the stories, poems, and plays will be the most sizeable portion of your work for the course.
- **Participation** in class discussion every day is expected of every student.
- **Pop quizzes** will be given regularly to check your understanding and allow the instructor to keep track of whether you are doing the reading.
- You will write **four essays**. The first and the last will be personal essays, and the other two essays will be literary analysis essays interpreting and/or synthesizing the works we have read.

**ADA statement**

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Disability Services to discuss a range of options to removing barriers in the course, including accommodations. DS is located in Bouillon 140. Call 509-963-1202 or email ds@cwu.edu for more information.

**What you can expect from me**

- I will be prepared for class and begin and end class on time.
- I will use class time to discuss the material assigned and keep discussion focused.
- I will listen to and respect your viewpoints and interpretations, but I will also question and challenge your ideas to help you to clarify or develop your reasoning.
- I will clarify or re-explain anything when asked, but if no one asks for clarification then I assume that everyone has understood.
- When grading, I will be honest and fair, meaning that I hold all students to the standard of quality defined by the university.
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➢ I will do my best to grade and return written work one week after you submit it.
➢ I will be present during my posted office hours and will do my best to be approachable, helpful, and professional when you come to meet with me.
➢ I will enforce every rule in this syllabus. Make sure you know the rules and expectations, and re-read this syllabus occasionally to refresh your memory.

What I expect from you
Citizenship:
➢ I expect you to come to class on time, pay attention and participate during class, and wait until class has been dismissed before you pack up your bag to leave.
➢ You may bring beverages to class, but please refrain from eating in class.
➢ I expect you to use the resources available to you (such as my office hours or the Writing Center) before assignments are due.
➢ I expect you to listen to your classmates when they join in class discussion because they have the right to speak and to be heard, just as you do.
➢ When you challenge or question the views of others, I expect you to do so politely and respectfully, and I also expect you to be able to explain and support your own views.
➢ I expect you to contact me if you cannot attend class.

Participation:
➢ I expect you to ask questions. If something I have said is unclear, you should ask for clarification. If something in our readings challenged your understanding, work to understand it by re-reading, but also feel free to bring up that point in class. You may certainly bring your own discussion questions to class.
➢ I expect you to prepare for class by reading and re-reading the literature, looking up words or events which are unfamiliar to you, and I expect you to take an active role in discussion. This is not a class where you warm a seat while the prof does all the work; this is a class where we are all responsible for creating the course content.

Gadgets:
➢ I expect you to put away your cell phone, headphones, mp3 players, and other distractions while class is in session.
➢ I welcome you to use electronic devices such as Kindles, tablets, or laptops, but I expect you to be responsible and use your device as a textbook during class, not as a web browser or game module.

General course rules
Attendance:
You must attend class and participate in order to succeed in this course. Due to the participatory nature of this class, you are only allowed three “free” absences (i.e., sick days). Absences beyond the third will lower your participation grade. I do not excuse absences, but I do expect you to communicate with me when you have to miss class. When you miss class, you are still responsible for all information presented. If you miss a pop quiz, you will not be able to make it up. If you acquire eight absences, you will automatically fail the course.

Participation:
Your participation grade is a holistic score finalized at the end of the quarter to reflect your involvement over the whole quarter. However, I will give you a mid-term update to let you
know how you are doing by that point in the quarter. From there, you can make changes or improvements to your participation as needed. See the participation rubric in the course pack.

**Late work:**

**I do not accept late work. Period.** Due dates and times are very clearly delineated in the course schedule. You are welcome to turn in written work early if you need to be gone on a due date. You may also ask a trustworthy classmate to turn in your work for you if you get sick.

**Emailing assignments:**

All written work should be printed and handed in to the instructor. You will be allowed to email assignments to the instructor on time only under emergency circumstances (i.e., if you’re severely ill).

**Revision:**

Discerning collegiate readers demand meaningful revision. You must revise and edit before submitting written work for a grade. Remember that you can get additional help with your writing at the Writing Center in the Resource Commons in the CWU library.

**Resubmitting an assignment:**

You may rewrite and resubmit one essay if you earn a 65% or lower. You must turn in the rewritten essay within one week after you receive the grade. In other words, if I hand back your essay on a Monday, you have until the following Monday to resubmit it. No resubmissions will be accepted beyond that one-week deadline. You must include the version that I originally graded with your revision; otherwise, your new version will not be accepted. (This policy does not apply to the final essay of the course.)

**Gadgets:**

Texting, surfing the internet, making or receiving phone calls, playing electronic games, checking your social media apps, doing homework for other classes, and any other similar distractions are not allowed during class. Violating this rule will damage your participation grade, and I can and will dismiss you from class if you violate it persistently.

**Documentation of sources:**

All sources (particularly our stories, plays, and poems, but also any additional outside sources you use in any written work) must be documented in MLA format. In essays, you will need to use internal citations when you quote from a text, and you will need to attach a correctly formatted Works Cited page. Use your handbook or other reliable guide to MLA style to make sure you are citing your sources correctly.

**Plagiarism and misuse of sources:**

Academic dishonesty is defined in CWU’s student conduct code (see CWU Home > CWU Life > Student Rights > Responsibilities and Policies). Academic dishonesty includes acts such as cheating on quizzes or exams or plagiarizing written work. Plagiarism is the act of intentionally trying to pass off someone else’s work as your own, such as buying a paper off the internet, having someone else write your paper for you, or copying out of a source
without attribution, documentation, or correct use of quotation marks around a source’s words. If academic dishonesty is confirmed, you will earn a failing grade either for the specific assignment or for the course, depending on the severity of the case. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade.

Though not as severe as academic dishonesty, misuse of sources (such as misquoting or misrepresenting a source or patchwriting out of a source) and careless documentation can also land you with a D or an F on the assignment.

Outside help:
Feel free to use the resources at your disposal—audiobooks, ebooks, YouTube, films, the Writing Center, and especially me, your instructor. However, do not watch a film version or read an online plot summary instead of reading the literature itself. The purpose of this course is for you to engage with the literature, not with Sparknotes.
COURSE SCHEDULE

Tuesday, March 31—Introduction to course

Wednesday, April 1—Reading and analyzing literature (Before class: read entire syllabus and complete the Student Profile)

Thursday, April 2—“Hell’s Bibliophiles” (find this article online via Google or Academic Search Complete)

Monday, April 6—“Hansel and Gretel,” “Little Snow-White,” and “Thumbling” (Grimm)

Tuesday, April 7—“The Golden Bird,” “Cinderella,” and “Faithful John” (Grimm)

Wednesday, April 8—“The Twelve Brothers” and “The Robber Bridegroom” (Grimm)

Thursday, April 9—“The Little Peasant” and “Little Red-Cap” (Grimm)

Friday, April 10—Reading History essay due by 1:00 p.m. (turn in at instructor’s office, Black Hall 225-28)

Monday, April 13—“The White Heron” by Sarah Orne Jewett (GASS)

Tuesday, April 14—“Young Goodman Brown” by Nathaniel Hawthorne (GASS)

Wednesday, April 15—“Young Goodman Brown” by Nathaniel Hawthorne (GASS)

Thursday, April 16—Read the sample literary essays handed out in class

Monday, April 20—“The Selfish Giant” (Wilde)

Tuesday, April 21—“The Young King” (Wilde)

Wednesday, April 22—“The Star Child” (Wilde)

Thursday, April 23—“The Devoted Friend” (Wilde)

Monday, April 27—“The Red-headed League” by Arthur Conan Doyle (Sherlock)

Tuesday, April 28—“A Scandal in Bohemia” by Arthur Conan Doyle (Sherlock)

Wednesday, April 29—“The Blue Cross” by G. K. Chesterton (coursepack)

Thursday, April 30—“The Honor of Israel Gow” by G. K. Chesterton (coursepack)

Friday, May 1—Literary analysis essay #1 due by 1:00 p.m. (turn in at instructor’s office, Black Hall 225-28)

Monday, May 4—“The Tell-tale Heart” by Edgar Allen Poe (GASS)

Tuesday, May 5—“My Last Duchess” and “Porphyria’s Lover” by Browning (coursepack)

Wednesday, May 6—“The Yellow Wallpaper” by Charlotte Perkins Gilman (GASS)

Thursday, May 7—“The Yellow Wallpaper” by Charlotte Perkins Gilman (GASS)

Monday, May 11—“A Pair of Silk Stockings” by Kate Chopin (GASS)

Tuesday, May 12—“A New England Nun” by Mary E. Wilkins Freeman (GASS)

Wednesday, May 13—poems on pages 12, 16, 300, 265-66, 267-68 in The Hungry Ear

Thursday, May 14—poems on pages 40, 43, 148-49, 152 in The Hungry Ear

Monday, May 18—poems on pages 7-8, 81-82, 114-15, 209-14, 103-04 in The Hungry Ear

Tuesday, May 19—poems on pages 32-33, 77, 87-89 in The Hungry Ear

Wednesday, May 20—poems on pages 19, 67-68, 132-34, 273 in The Hungry Ear

Thursday, May 21—poems on pages 13, 277-78, 290-91 in The Hungry Ear
COURSE SCHEDULE

Monday, May 25—NO CLASS (Memorial Day)
Tuesday, May 26—The Misanthrope (Act 1), Literary analysis essay #2 due in class
Wednesday, May 27—The Misanthrope (Act 2.1 to Act 4.2)
Thursday, May 28—The Misanthrope (Act 4.3 to end)

Monday, June 1—Measure for Measure by William Shakespeare (Act 1)
Tuesday, June 2—Measure for Measure (Acts 1 and 2)
Wednesday, June 3—Measure for Measure (Act 3.1 to Act 4.3)
Thursday, June 4—Measure for Measure (Act 4.4 to end)
Friday, June 5—Final essay due by 1:00 p.m. (turn in at instructor’s office, Black Hall 225-28)

FINALS WEEK
   No class meeting during finals week

DON’T FORGET:
SEOIs are available online during the last two weeks of class. Please take some time to evaluate this course.