English 2013  
Introduction to Literature  
University of Texas-San Antonio 1604  
MWF 9:00 – 9:50 a.m.  MH 2.01.32

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Course Description in UTSA Catalogue  
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. Introductory study of great works of literature, with an emphasis on novels, plays, and poetry by British and American authors. Designed for nonmajors.

By the end of the course the student should be able to do the following:  
- Use a scholarly vocabulary and voice for discussing and writing about fiction, poetry, and drama  
- Read literary texts closely, analyze them, and synthesize ideas about them  
- Be an active listener who can comment or ask a question after a lecture or discussion  
- Discuss literary texts from an informed and flexible perspective  
- Become intellectually adaptable by exploring the intersections of gender, ethnicity, race, religion, and social class in literature  
- Apply the skills learned in rhetoric and composition to the study of literature.  
- Write a cohesive argument about a literary text  
- Understand how scholars use literary theory in analyzing texts

Text and Course Materials  
- Also see Blackboard for study guides, etc.  
- Scantron form 882-E (green) for quizzes and exams; available in bookstore and Information Center in UC.

Course Policies  
- Attendance is important. Roll will be taken in every class. Missing a class (for any reason) results in a 3-point deduction from class participation points on Mondays and Wednesdays. There is a 4-point deduction for missing Fridays. (See “Class attendance” below for ways to make up points lost.)  
- Dropping the course by the specified UTSA deadline is the responsibility of the student. Students who do not drop before published drop dates will receive a grade in the course, even if they have quit attending. Students should check for drop dates at myutsa/ASAP/Class Schedules/Academic Calendar for the semester.  
- Support services, including registration assistance and equipment, are available to students with documented disabilities through the Office of Disabled Student Services (DSS), MS 2.03.18. Students are encouraged to contact that office at 458-4157 early in the semester. Also see http://www.utsa.edu/disability/students.htm  
- Plagiarism will not be tolerated and may result in an F for the course. Plagiarism consists of cheating on an exam, copying another student’s work, copying a paper off the internet; not documenting the ideas and opinions of other writers—even when not quoting them directly. To access the UTSA scholastic dishonesty policy, go to the following site and scroll down to Section 203: http://www.utsa.edu/infoguide/appendices/b.html  
- You may use a laptop, but please sit on the back row or the sides of the classroom. If you do not use a laptop and do not want to see screens flashing during class time, sit in the front or middle of the classroom.  
- All students are expected to take the final exam on the scheduled date.  
- The course is over after the final exam. Turn in assignments and do the work during the semester.

Grades  
Letter grades will be assigned as follows:  
A+ = 92 – 100  A = 88 - 91  
B+ = 86 - 87  B = 82 - 85  B- = 78 - 81  
C+ = 76 - 77  C = 72 - 75  C- = 68 - 71  
D+ = 66 - 67  D = 62 - 65  D- = 60 – 61  F < 60

Grade Points on GPA  
A+ = 4.00  A = 4.00  A- = 3.67  
B+ = 3.33  B = 3.00  B- = 2.67  
C+ = 2.33  C = 2.00  C- = 1.67  
D+ = 1.33  D = 1.00  D- = 0.67  F = 0.00

The University of Texas at San Antonio Academic Honor Code  
A. Preamble - The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.  
B. Honor Pledge - In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge: “As a UTSA Roadrunner I live with honor and integrity.”  
C. Shared responsibility - The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.
Roadrunner Creed
The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. As a Roadrunner, I will:
- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

Course Requirements
Class attendance 10%
Active reading, writing, response journal #1 5%
Active reading, writing, response journal #2 5%
Active reading, writing, response journal #3 5%
Test #1 (multiple choice and essay) 10%
Test #2 (multiple choice) 10%
Test #3 (multiple choice and take-home essay) 15%
Test #4 (multiple choice and take-home essay) 20%
Final Exam 20%

Class attendance is an important part of the learning process in the course. Class time is designed to help students become critical thinkers, active listeners and lively discussants. Students should come to class prepared and actively listen to lectures, presentations, class discussions, and panel discussions.

Students begin the semester with 100 points for class participation and attendance. Each absence, regardless of reason, results in a loss of 3 points on Monday and Wednesday and 4 points on Friday. Students can make up the lost points by doing the following:
- Participate in a panel discussion 5
- Write a review of a UTSA humanities event 5
- Write a review of an approved movie 5
- Present an original poem or song to the class (or memorize a poem of at least 15 lines) 5

Students may do two of each of the above. Panels and presentations must be scheduled in advance. Details for are listed in Blackboard — Assignments. The point counts above are the maximum points for each contribution. Poor performance will result in fewer points.

The maximum points averaged into the final grade for class attendance and participation is 100.

The active reading, listening, and response journal is the student’s record of his or her reading and participation in class activities. Students record their own response to question(s) assigned for each class period and record their interaction in class discussions and activities. The journal is not simply a set of class notes. See Blackboard for more extensive guidelines.

Tests and the final exam are designed to assess the student’s retention of information and critical thinking. The tests will contain multiple choice and essay questions. The final is comprehensive.

Reading Schedule
Aug 24 – Introduction to the course
Aug 31 - NARRATION & POV – Read pp. 96 – 100. Read “Hills Like Elephants” by Ernest Hemingway. Journal: Describe the narrative voice in the story. Use the terminology used to discuss narrative voice on pg 96-100.
Sept 2 – NARRATION & POV – Read “How” by Lorrie Moore and “Girl” by Jamaica Kinkaid. Journal: Describe the narrative voice in each story. Use the terminology used to discuss narrative voice on pg 96-100.
Sept 5 – No class – Labor Day
Sept 7 – CHARACTER: Read and study the document posted on Blackboard titled “Asking Questions.” Film in class on Toni Morrison. Practice active listening and asking questions in class. Journal: Why is Morrison considered a major American writer?
Sept 12 - SETTING – Read pp. 163-169. Do research in LION on Amy Tan biography. (Go to UTSA Library, Databases, Literature and Fine Arts, LION, Authors, Amy Tan, Biography). When you use information from any source, document it in your journal, using an in-text citation and include a works cited page entry at the end of your journal writing for the day. Journal: What aspects of Amy Tan’s life promoted her creativity? We will view a film in class on Amy Tan and practice active listening and asking questions.
Sept 14 - SETTING - Read Amy Tan’s “A Pair of Tickets.” Journal: Describe the temporal and geographic setting of the story in great detail.
Sept 16 - TEST #1 – multiple choice section of test; bring a SCANTRON form.
Sept 19 - TEST #1 – essay section of test.
Sept 21 - SYMBOL & FIGURATIVE LANGUAGE. Do research on Edwidge Danticat in UTSA databases, including LION. When you use information from any source, document it in your journal, using an in-text citation and include a works cited page entry at the end of your journal writing for the day. Journal: What types of topics does Danticat address in her writing? Read pp. 208 – 213. View film in class and practice active listening and asking questions.

Sept 23 - SYMBOL & FIGURATIVE LANGUAGE. Read "A Wall of Fire Rising" by Edwidge Danticat. Journal: Find examples of figurative language in the story. What does figurative language add to the intensity of the story?

Sept 26 - THEME. Read pp. 251–254. Read Lois Erdrich’s "Love Medicine". Journal: What is the theme of the story? Use the guidelines provided to come up with the theme.

Sept 28 - THEME (AND FIG LANG). Reread the last section of "Love Medicine", pp 286 – 290. Journal: Why is figurative language an important aspect of the ending of the story? Provide examples of the use of figurative language and explain each example.

Poetry
Sept 30- Journal #2 due in Blackboard or printed out in class (Sep 9 – Sep 28). Introduction to list of terms for poetry unit in class. Read pp. 618 – 636. Pay close attention to the guide on pages 631 – 636. Read pages 895 – 898 and "The Second Coming" on page 901. Journal: Using this guide, analyze the poem “The Second Coming” by W. B. Yeats. Analyze the title, the syntax, and the figurative language. Look up words you do not know. Figure out who, where, when, and what happens. State why the content of the poem matters. State the theme of the poem. State what the tone of the poem is and provide words that suggest the tone.

Oct 3 - THEME, TONE, IMAGERY. Read pp. 651 – 658. Read Louise Erdrich’s poem "Jacklight" on page 933. Study types of imagery on poetic terms list. Look up the terms you do not know. Journal: Analyze "Jacklight." Include a discussion of the title, the syntax, the figurative language, and the imagery. Look up words you do not know. Figure out who, where, when, and what happens. State why the content of the poem matters. State the theme of the poem. State what the tone of the poem is and provide words that suggest the tone.

Oct 5 – LANGUAGE. Read pp. 730 –772. Read "Digging" by Seamus Heaney on page 1027 – 1028. Journal: Analyze "Digging." Include a discussion of the title, the syntax, the figurative language, and the imagery. What symbols appear in the poem? Look up words you do not know. Figure out who, where, when, and what happens. State why the content of the poem matters. State the theme of the poem. State what the tone of the poem is and provide words that suggest the tone.

Oct 7 – Test #2 – multiple choice; bring a SCANTRON

Oct 10 - SOUNDS. Read pp. 773 – 783. Pay close attention to the box on page 779 – 781. Read the poem “In an Artist’s Studio” by Christina Rossetti on page 840. Journal: Analyze “In an Artist’s Studio.” Describe the meter of the poem. Include a discussion of the title, the syntax, the figurative language, and the imagery. What symbols appear in the poem? Look up words you do not know. Figure out who, where, when, and what happens. State why the content of the poem matters. State the theme of the poem. State what the tone of the poem is and provide words that suggest the tone.

Oct 12 - SOUNDS. Use the glossary in our anthology and go to Bedford St. Martin’s online glossary titled “Litgloss” and study the definitions for the following terms: onomatopoeia, alliteration, assonance, consonance, euphony, cacophony, eye rhyme, end rhyme, internal rhyme, masculine rhyme, feminine rhyme, exact rhyme, and near rhyme. Read the poems “What the Motorcycle Said” by Mona Van Duyn on page 774 and “Like as the waves make toward the pebbled shore” by William Shakespeare on page 788. Journal: Use the terms on the list to analyze the rhyming in the poems. Figure out the meter. Provide specific examples of the use of figurative language and imagery in the poems.

Oct 14 – STRUCTURE AND FORM. Use the glossary in our anthology and go to Bedford St. Martin’s online glossary titled “Litgloss” and study the definitions for the following terms: fixed form (open form free form), free verse, blank verse, stanza, quatrain, ballad stanza, couplet, heroic couplet, tercet, triplet terza rima. Journal: Find an example of each type of form in the poems in our text.

Oct 17 – STRUCTURE AND FORM. Use the glossary in our anthology, the chart on page 920, and the Bedford St. Martin’s online glossary titled “Litgloss” and study the definitions for the following terms: ballad, sonnet, villanelle, sestina, epigram, epigraph, limerick, haiku, elegy, ode, picture poem, parody, epic, dramatic poem. Journal: Find an example of the following among poems in our text: ballad, sonnet, sestina, haiku, elegy, ode, picture poem.


Oct 21 – HARLEM RENAISSANCE. Study the poems on pages 957 – 964. Journal: What kind of poetic poems (ballads, sonnets, epics, etc.) were used during the Harlem Renaissance? Is the verse primarily free form or fixed form? What are some of the themes that were prevalent in the poetry of the Harlem Renaissance?
Oct 24 – HARLEM RENAISSANCE Read pp. 964-981. Journal: Describe the controversies of the Harlem Renaissance. Give each author credit for his or her information.

Oct 26 – Test #3 multiple choice in class; bring a SCANTRON.


Drama and Critical Approaches

Oct 31 - Happy Halloween! No reading assignment. Watch film in class on Shakespeare’s life. Journal: Why is Shakespeare considered an enigma? Describe the basic facts that are known about Shakespeare’s life. What is the Globe Theater?

Nov 2 – Read pages 1245-1247 on Shakespeare’s life. View film in UTSA databases, Liberal and Fine arts, Films on Demand, Shakespeare and His Theater: the Globe. Journal: What was it like to see a play in the original Globe Theater?

Nov 4 – Read Shakespeare’s poetry: p. 646, 719, 752 (read explanation 752-753), 756, 795, 814, 842, 913. Journal: Analyze “My mistress’ eyes are nothing like the sun.” Pay close attention to imagery and figurative language. State the theme of the poem.


Nov 9 - Midsummer Night’s Dream, Act 2. Journal: Use feminist, gender and queer theory to analyze the two acts. Cite particular scenes and lines that supply evidence for your perspective.

Nov 11 - Midsummer Night’s Dream, Act 3. Journal: Use feminist, gender and queer theory to analyze the two acts. Cite particular scenes and lines that supply evidence for your perspective.

Nov 14 – Midsummer Night’s Dream, Act 4. Journal: Use feminist, gender and queer theory to analyze the two acts. Cite particular scenes and lines that supply evidence for your perspective.

Nov 16 – Midsummer Night’s Dream, Act 5. Journal: Use feminist, gender and queer theory to analyze the two acts. Cite particular scenes and lines that supply evidence for your perspective.

Nov 18 – Test #4 in class; multiple choice only; bring a SCANTRON

Nov 21 – Take-home essay for Test #4 due in class – printed out. Introduction to psychological criticism in class. Journal: no questions for preparation; journal on issues in class.

Nov 23 – No reading assignment. Film on Tennessee Williams’ life in class. Journal: no questions for preparation; journal on issues in Williams’ life in class.

Nov 25 – Thanksgiving Holiday


Nov 30 - A Streetcar Named Desire, scenes 4 – 7 Journal: Use psychological criticism to analyze the play

Dec 2 – A Streetcar Named Desire, scenes 8 – 11 Journal: Use psychological criticism to analyze the play

Dec 5 – Finish discussion of play. No reading assignment. Journal #3 due in Blackboard or printed out for in class submission. (Sep 30 – Dec 2)

Dec 7 – Review for final exam.

Dec 13 – 7:30 – 10:00 a.m. Final exam; same room

How to make an “A” in the class:

- Come to every class session and do not lower your course grade by having a low class attendance grade. Plus, you will have difficulty earning a high score on the journal if you do not come to class.
- Come to class on time. Important information about the course is often announced at the beginning of the class.
- Be clear on what goes in the journal. See Blackboard Assignments. You answer the questions on the syllabus, plus more.
- Read the assigned reading for each class period.
- Write in your journal before and after class.
- Make yourself listen, think, and participate in class. Join in class discussions and group work. Take notes.
- Do not surf the web, play with your phone, or send text messages in class.
- Ask questions in class when you do not understand a lecture or discussion and when you do not understand the journal or the tests.
- Study hard for the first test on the fiction unit. A number of students lower their grade because they fail the first test and only then figure out that they need to study for tests.
- Study hard for the other tests and the final exam.
- Turn your two journals in on time and avoid late penalties.
- Check your grades in Blackboard and make certain they are correct before the last week of class. There could be a clerical error in entering your grades.
- Visit the professor during office hours or make an appointment when you need extra help.