Intro to Literature - ENG 2013 - 011 (Hybrid)

In-Class Meetings in BB 2.01.10:
Tuesday Only, 3:30-4:45pm

Instructor: Dr. Ken Burchenal
E-mail: ken.burchenal@utsa.edu

Office: MB 2.476
Off. Hours: T-12:30/Th 3:30

Course Description
This course introduces students to the traditional terminology and methods of Literary Study. In short, we will learn and practice the prevailing modes of scholarly work in the field of literature. This course focuses upon careful, critical reading combined with compulsory interaction with me during lectures, therefore keeping up with the assignments and class attendance is crucial. This course is designed to give students a foundation for further scholarly labor in the Liberal arts, although our primary focus will be the analysis of literature.

More specifically, you will:
1) Learn the terminology and conventions associated with the major literary genres.
2) Learn the terminology, theory, and rhetorical conventions of literary study in general.
3) Practice these conventions in class, your journals, and by writing your own critical essays
4) To learn efficient reading and analytical skills for this discipline
5) To improve your academic writing skills in general

Prerequisite
- Freshman Composition I and II

Textbook & Course Materials

Required Text (bring to every class meeting)
ISBN#: 978-0-393-93514-1 (pbk)

2 Parscore form X-101-864 for in-class tests

Your reading journal and materials to take notes.

- Other readings and assignments will be made available in Blackboard Learning Modules.

Computer Requirements
- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard

Hybrid Course Structure
This course is designed to provide a “hybrid” experience, including
both in-class, face-to-face (F2F) and online activities. Most of your direct contact with me will be during our class meetings although I will hold office hours every day we have F2F meetings. You may, of course, email me whenever you want at ken.burchenal@utsa.edu

**Online sessions** will be a blend of self-paced and group activities using Blackboard and other Web sites. Between classroom sessions you will be required to do the assigned readings, view the online lectures, create reading journals and comment upon the journals of other students, and complete other activities as detailed in the schedule of assignments. I will assume you have completed the online assignments before our Tuesday face-to-face sessions; it will be very difficult to follow my Tuesday lectures if you have not completed the online work, much less pass the quiz if there is one. **You will be responsible for getting the online portion of the course completed within the deadlines provided in spite of any computing problems you may encounter deriving from your computer, internet access, software deficiencies, etc.** Any computing difficulties or failures caused by me or UTSA will, of course, not be held against you. This means you need to try to do the work assigned in time to troubleshoot computing difficulties and then complete the assignments before they are due.

**Face-to-face sessions** will be held Tuesdays. These sessions will include additional lecturing, discussion groups, quizzes, and important instructions about online assignments. Different material will be presented during the face-to-face sessions than online, so it is a mistake to think you can pass the tests based solely on the material delivered online.

**Blackboard Access**

This course will be delivered partially online through a course management system named Blackboard.

To access this course on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the Browser Check from your Blackboard course. Refer to the Blackboard Browser Tune-up page for instructions.

**Graded Course Activities**

Your final grade will be determined according to the following formula:

1) **Journal** – 10%

You will write, then upload weekly journal entries onto our Blackboard site and bring hard copies of these entries with you to every F2F class
meeting; how you accomplish these tasks will be up to you, though I make some suggestions below in the section which addresses Blackboard. You can also respond to the journal entries of your fellow students for additional “Class Participation” credit. Detailed directions about how to get full credit for these tasks are included in the learning module for the first week and in “Journal Guidelines” on Bb.

2) **Class Participation** - 20%
You will receive a grade for your class participation via in-class discussions and exercises as well as some group activities online. Being absent or unable (for whatever reason) to participate during in-class activities will lower this portion of your grade. Don’t worry; if you are not the kind of person who speaks up in class, ask about other ways to improve your participation grade. Your grade for the two group projects will also be included in this portion of your final grade.

3) **Quizzes** - 20%
You will take brief quizzes on the reading assignments every week on Bb. These quizzes will give you credit for reading the homework on time. Quizzes will not test your ability to interpret literature, only your ability to retain basic terminology from the text book and simple questions about plot, character names, setting, etc. from the literary works. In other words, they will be very easy if you read and take notes. I will also occasionally give brief quizzes during our F2F sessions, to encourage both attendance and note-taking. You will take these quizzes on a Parscore answer sheet, so you are required to bring at least one sheet to every class meeting; I will not provide answer sheets. If you have a legitimate reason for absence or being unable to take the quiz online, you may arrange to take up to two quizzes missed during F2F class time. Send me an email which includes your name, class, quiz missed, and the legitimate reason you were unable to complete the work.

4) **Mid-Term Test** - 20%
This will be a multiple choice test that documents your understanding of the terminology, theories, and generic conventions associated with literary study.

5) **Final Exam** - 30%
This will be an exam comprised of multiple choice and essay questions. We will take this exam in our in our regular classroom. **There will be no make-ups for the final.**

**Viewing Grades in Blackboard**
Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points. Not all graded activities - notably “class participation” and the journal grades - will be published immediately.

**Attend Class Meetings**
Students are expected to attend all online and face-to-face class sessions as listed on the course calendar. Attendance at face-to-face class meetings and participation in online activities is essential for the success of the hybrid experience. Attendance is required. If you have more than four unexcused absences 20 pts can be subtracted from
your participation grade; further unexcused absences will lower your grade further. If you must be absent, send me an email at ken.burchenal@utsa.edu (I never check my Blackboard email) stating your legitimate reason to be excused; doing so insures your right to make up or submit any work that would have been handed in. I will acknowledge receipt of these emails but not respond to your reasons for absence unless they are inadequate to justify missing the class period. Hand in any late work at the next class period and arrange a time to make up other work you may have missed, such as a quiz. You are responsible for work assigned or changes in assignments made in your absence, so you need to check with me or another student if you miss class. Being absent does not automatically release you from pending due assignments.

Understand When You May Drop This Course

It is the student’s responsibility to understand when they need to consider dropping a course. Refer to the UTSA Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family. I will not drop you from the course for any reason; if you are failing from lack of attendance or just poor performance, make sure you withdraw before the deadlines. Incompletes are only given in advance and under extreme circumstances.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Office of Disability Services, and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to ODS and meet with a ODS counselor to request special accommodation before classes start.

Use of Electronic Devices in Classroom

Turn off cell phones, pagers, notepads, and other electronic gadgets before you enter class; take your ear buds out, don’t text people, don’t check your Facebook page. You may use computers to take class notes, but if you use them for ANY other reason, you will lose the privilege for the rest of the course. You also may not do online work for this class while in the F2F classroom.

Commit to Integrity

The University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offense which includes, but is not limited to, cheating on a test or other class work,
plagiarism (the appropriation of another's work and the unauthorized incorporation of that work in one's own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, the faculty member responsible for the class is directed by UTSA policy to initiate disciplinary proceedings against the student.

The 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!

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.
Introduction to Literature - Schedule of Assignments

Each of our face-to-face (F2F) sessions are listed below along with the homework that will be assigned this semester. You are required to finish all homework assignments BEFORE the Tuesday F2F session each week (except the first week, of course). Some Bb assignments will have additional deadlines, typically noon on class days. Activity and assignment details will be explained in detail within each week’s corresponding learning module and in F2F sessions, but the general course assignments are as follows:

**T – 8/30: In-class session/lecture**: Intro to Intro to Literature

Assignments due next in-class session:
- Read: “Fiction: Reading, Responding, Writing” pp 12-37; Ch. 1 “Plot” pp 50-58; Baldwin, “Sonny’s Blues” pp 63-85.
- Bb: View “Things we do with words” and “Interpretive Fallacies”
  - Create/upload a journal entry, responding to the reading assignment in some way.
  - Create/upload a response to a journal written by a cohort member.
  - Agree upon a method for identifying the other members of your cohort in-class.
- Take the online quiz

**T – 9/6**: In-class session/lecture: Applying the Aesthetic Triangle

Assignments due next in-class session:
- Read: Ch. 2 “Narration and Point of View” pp 96-117; Ch. 3 “Character” pp 119-126; Chekhov’s “The Lady with the Dog” pp 169-80.
- Bb: View “Narrative Analysis”
  - Create/upload a journal entry responding to the reading assignment in some way.
  - Create/upload a response to a journal written by a cohort member.
- Take the online quiz

**T – 9/13**: In-class session/lecture: Narration

Assignments due next in-class session:
- Read: Ch. 5 “Symbol” pp 208-24, Hawthorne’s “The Birth-mark”); Ch. 6 “Theme” pp 251-54; Garcia-Marquez “A Very Old Man...” pp 271-75; Flannery O’Connor “A Good Man is Hard to Find” pp 299-310.
- Bb: View “Theme vs. Story”
  - Create/upload a journal entry responding to the reading assignment in some way.
  - Create/upload a response to a journal written by a cohort member.
- Take the online quiz
T – 9/20: **In-class session/lecture:** Literary Value

Assignments due next in-class session:

- Read: Wm. Faulkner’s “A Rose for Emily” pp 389-398; Ch. 9 “Critical Contexts” pp 398-419; “critical response” journal
- Bb: View “Southern Gothic Fiction” and “Meta-criticism”
  - Create/upload a journal entry, responding in some way to Faulkner’s “A Rose for Emily”.
  - Create/upload a response to a journal written by a cohort member.
  - Create/upload a journal entry responding to the critical essays assigned from Ch. 9.
- Take the online quiz

T – 9/27 **In-class session/lecture:** Literary Criticism

Assignments due next in-class session:

- Bb: View “Drama vs Prose” and “Traditional Tragedy"
  - Read “Performance Project Guidelines”
  - Create/upload a journal entry responding to the reading assignment in some way.
  - Create/upload a response to a journal written by a cohort member.
- Take the online quiz

T – 10/4 **In-class session/lecture:** Reading Drama; Traditional Tragedy

Assignments due next in-class session:

- Read: Ch. 22, 1245-1304 (Shakespeare’s “A Midsummer Night’s Dream”)
- Bb: View “Comedy vs Satire”
  - Create/upload a journal entry responding to the reading assignment in some way.
  - Create/upload a response to a journal written by a cohort member.
- Take the online quiz

T – 10/11 **In-class session/lecture:** Shakespeare and Traditional Comedy

Assignments due next in-class session:

- Read: No reading assignment
- Bb: Read “Midterm Study Sheet”
  - View “Staging Issues”
  - Complete the Performance project with your cohort members

T – 10/18 **In-class Session/lecture:** Performance Projects; Review for Midterm

T – 10/25 **In-class session/lecture:** Mid-Term Exam
Assignments due next in-class session:
Read: No reading assignment
Bb: View “Short Term 12,” “The Delicious,” and “Are You the Favorite Person...” (The link to these short films is on our homepage.)
Read “Film Journal Guidelines”
Create/upload a journal entry responding in some way to the short films assigned.
Create/upload a response to a journal written by a cohort member.
Take the online quiz

T – 11/1  In-class session/lecture: Literature vs. Film

Assignments due next in-class session:
Read: “Poetry: Reading, Responding, and Writing” 619-26; and Ch. 10 “Theme and Tone” pp 651-62; Pound “The River-Merchant’s Wife” 644; and James Dickey “Cherrylog Road” 708-711.
Bb: View “Reading Poetry”
Create/upload a journal entry responding in some way to the poems assigned.
Create/upload a response to a journal written by a cohort member.
Take the online quiz

T – 11/8  In-class session/lecture: The Elements of Poetry

Assignments due next in-class session:
Read: Ch. 13 “Language” pp 730-37, 751-55; and Ch. 14 pp 773-788.
Bb: View “Interpreting Poetry I”
Create/upload a journal entry responding in some way to the poems assigned.
Create/upload a response to a journal written by a cohort member.
Take the online quiz

T – 11/15  In-class session/lecture: Poetic Music vs. Meaning

Assignments due next in-class session:
Read: Ch. 15 “Internal Structure” pp 801-812; and Ch. 16 “External Form” pp 824-834, 842-844.
Bb: View “Interpreting Poetry II”
Create/upload a journal entry responding in some way to the poems assigned.
Create/upload a response to a journal written by a cohort member.
Take the online quiz

T – 11/22  In-class session/lecture: Poetic Form
Assignments due next in-class session:
Read: Wordsworth’s “Tintern Abbey” p 1048-51; Shelley’s “Ode to the West Wind” p 817; Dickinson’s “We do not play on graves” p 887; Plath’s “Morning Song” 720; Yvor Winters “At the San Francisco Airport” 738.
Bb: View “Classicism vs Romanticism”
   Read “Romanticism”
   Create/upload a journal entry responding in some way to the poems assigned.
   Create/upload a response to a journal written by a cohort member.
   Take the online quiz
T – 11/29 In-class session/lecture: Romanticism

Assignments due next in-class session:
   Read: No Norton Anthology readings
   Bb: View “Canonical vs Popular Culture”
       Read Walt Whitman’s “Crossing Brooklyn Ferry” and M.I.A.’s “Bucky Done Gun”
       Read “Popular Culture Project Guidelines”
       Read “Final Exam Study Sheet”
       Complete the Popular Culture Project with your cohort members
       Take the online quiz
T – 12/6: In-class session: Canonical vs Popular Culture; Final Exam Review

F – 12/16: Final Exam, 10:30 AM - 1:00 PM
Bring a Blue Book, your text book, and a Parscore test sheet