Spring 2011 Introduction to Literature: Course Description and Policies

Instructor: Dr. Christine Caver
Office hours: MW: 12 noon – 1 pm
Office: HSS 4.02.70
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Core and Domain Objectives, Prerequisites: This course may be taken to fulfill the Core Curriculum requirement in Domain IV, Humanities & Visual And Performing Arts—Literature requirement. Prerequisite: Completion of Core Curriculum requirement in English Rhetoric/Composition (WRC 1013 and WRC 1023).

Course Description and Learning Objectives:
This literature course will introduce non-English majors to the discipline of literary study. The readings for this course will include literature selected from diverse cultures and historical periods, primarily American and British.

This course is designed to provide students with the fundamental skills required for understanding literary concepts and contemporary trends (including feminist, psychological, historical, and Marxist) in interpretation. Such skills include the ability to identify elements of literature such as setting, plot, characterization and point of view in prose fiction, and rhythm, sound, and imagery in poetry.

Literature helps you to better understand not only your own experiences and culture, but also the lives and cultures of people quite different from you—people you will meet on whatever path you take after you have finished your degree requirements. At a more practical, career-oriented level, the problem-solving skills learned through analyzing literature are also those you will need in fields as varied as teaching and engineering, or business and medicine.

Required Text:
ISBN: 0-312-46959-4

POLICY STATEMENT

Blackboard instructions: Each student is responsible for knowing and abiding by information on our Blackboard site: Check the site daily for updates, syllabus revisions, or instructions. Lecture outlines are posted prior to lecture.

Electronic Devices, e.g. cell phones, beepers, music devices, etc., and laptops except for taking class notes, must be turned off and put away during class. No taping allowed without my permission.

Attendance -- relation to grades: In these large classes, I do not check daily attendance; however, you are responsible for all material presented in class and posted on Blackboard, including announcements about course procedures and syllabus changes. All exams include questions on material presented only in class. Consistent attendance will therefore result in better exam grades.

Course Requirements: Daily reading assignments are listed on the syllabus. Students should complete all readings listed on the syllabus before the class begins, to prepare for discussion and lecture. All announcements, handouts, and assignment changes will be announced at the start of class meetings. Being late may mean you don't get handouts or necessary instructions. Exchange phone numbers and email addresses with several classmates so that if you are absent you can get notes!!

Office hours: MW: noon – 1 pm. Please come by during office hours or email me. The best way to contact me is to email me at: christine.caver@utsa.edu. I'm only in my office a couple of hours a week, during office hours, and I can't return phone calls from my office unless they are Area Code 210 calls.
"Missing" Exams: If you claim to have handed in an exam or Scantron that I do not have, no grade can be issued.

Grade Allocation There will be five multiple-choice exams: four will be given during the semester and the last one will be held during the final exam period. The lowest of your first four exams will be dropped. The final exam must be taken, however, and will not be dropped even if it is your lowest grade.

• Your course grade will be based on your three highest exam grades during the semester, plus your grade on the final exam (25% each for these four exam grades).

• No make-up exams will be given—before or after the scheduled exam. If you miss an exam (except the final), that will be your lowest exam grade and it will be dropped. Everyone must take the final exam.

• Each exam is worth 100 points. (A: 90-100 points; B: 80 - 89; C: 70 - 79; D: 60 -69; F: 0-59).

• Exams will be based on concepts presented in the readings and any video or audio material presented in class, as well as on concepts explained in lectures and emerging out of class discussions.

Absences: No make-up exams will be given. If you miss an exam (except the final), that will be your lowest exam grade and it will be dropped. Everyone must take the final exam.

Scholastic Honesty: The integrity of a university degree depends on the integrity of the work done for that degree by each student. The University expects a student to maintain a high standard of individual honor in all scholastic work. Scholastic dishonesty 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 written work offered for credit)
• Collusion (the unauthorized collaboration with another person in preparing college work offered for credit)
• If a student is accused of academic dishonesty, the faculty member may initiate disciplinary proceedings through the Department Chair, the Dean of the College, and the Student Judicial Affairs Coordinator. You do not want to go through this.

Classroom Civility: In order to maintain a classroom environment that promotes learning, any inappropriate and/or disruptive behavior will result, minimally, in a request to leave class. Examples of such behavior include, but are not limited to: use of cell phones, beepers, music or other electronic devices; use of laptops except for taking class notes; reading of materials other than class materials; sleeping; dominating discussions; overt inattentiveness; prolonged talking; rude or offensive speech or behavior. Make sure you read UTSA's Student Code of Conduct before entering college classrooms:
http://www.utsa.edu/infoguide/appendices/b.html

Civility on all UTSA (and any other) electronic communication sites: UTSA has rules about the kinds of communications which may and may not be posted on sites they provide. REMEMBER: you are responsible for anything you say or post publicly, including on sites such as Facebook and MySpace, which many employers have begun checking before they grant you a job interview.

Disability Services: Disability Services (DS) at the University of Texas at San Antonio promotes equal access to all university programs and activities for students with disabilities, providing services that enable students with disabilities to participate in and benefit from all University programs and activities. To be eligible for their services, students must schedule an appointment with DS to discuss needs and register for services. Once you are registered, DS will outline your required class accommodations in a letter to give to your professors—as soon as possible after the beginning of class. I am happy to work with you in any area requested by DS. Further information is available at: http://www.utsa.edu/disability/index.htm

DAILY SYLLABUS -- Subject to Change

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---All readings and page numbers refer to *The Compact Bedford Introduction to Literature, 8th Edition*: Bring text and syllabus to each class.
---Readings should be completed **before** class discussion so that you can follow lectures.

**Section 1: Literary Terminology, Critical Strategies, and Short Stories**

**Week 1**

M 1/10  Introduction to course, handouts  
Note: Glossary of literary terms 1619-1643 and Index of Terms on back pages

W 1/12  Reading Imaginative Literature, 1-7, esp. Literary Canon section  
Reading Fiction 13-22 (includes "The Story of an Hour" and a sample paper)  
Critical Strategies for reading: 1533-1540, includes:--more on the literary canon, and,  
-Formalist strategies

F 1/14  Applying Critical Strategies to "The Story of an Hour":  
--Formalist, 1538-1540  
--Historical and Marxist, 1544-1548  
--Gender/Feminist, 1548-1549  
--Review “Arguing About Literature — Asking Questions,” 1565-1568

**Week 2**

M 1/17  HOLIDAY—MARTIN LUTHER KING, JR., BIRTHDAY

W 1/19  Critical Strategies and "The Story of an Hour" continued: review Friday’s readings

F 1/21  Explorations and Formulas: 23-38, includes:  
Romance Fiction, and an excerpt from *A Secret Sorrow*, a romance novel  
--Know: the Five Elements of Formula Fiction on p. 24 to be specified in lecture

**Week 3**

M 1/24  Explorations and Formulas, continued: pp. 39-45,  
“A Sorrowful Woman” and the questions following it, esp. questions 6, 7, and 8, p. 43-44.  
--Applying the Five Elements of Formula Fiction

W 1/26  Plot 69-78, including excerpt from *Tarzan of the Apes*  
Wednesday 1/26, by 5 pm, **is Census Date**—Last day to drop or withdraw without a grade, or drop an individual course and receive a 100% refund. **NO REFUNDS GIVEN FOR DROPPING AN INDIVIDUAL COURSE AFTER THIS DATE.**

F 1/28  Plot, continued. 90-101:  
•Read "A Rose for Emily" and Faulkner’s perspective, and the sample close reading and student response. Consider questions 3, 5, 9 on pp. 96-97

**Week 4**

M 1/31  "A Rose for Emily" continued; re-read pp. 90-101.

W 2/2  Character, pp. 117-122

F 2/4  Conclude the material for Exam 1. If you need clarification of any concept, raise your questions in class.
Week 5
M 2/7  Exam 1 over readings, lectures, and terminology to date

Section 2: Myths, Archetypes, Initiation Stories:  “How to Tell a True War Story,” “Soldier’s Home,” “A & P,” “Battle Royal”

W 2/9  Mythological Strategies, 1550-1552; What is an Initiation story, p. 254; and, --lecture on Myths and Archetypes
F 2/11  Myths and Archetypes, continued;
        Point of View, 188-193

Week 6
M 2/14  O’Brien’s “How to Tell a True War Story,” 543-552
W 2/16  “How to Tell a True War Story,” continued
        Setting, 162-164
F 2/18  Hemingway’s “Soldier’s Home,” pp. 164-171
        --On page 170, Consider questions 4, 6, 7, and 8 under “Considerations . . .,” and questions 1, 2, and 3 under “Connections . . .,” and Hemingway’s quote on p. 171.
        --Critical Strategies: Biographical, 1540-1542; review Historical, 1544

Week 7
W 2/23  Conclude the material for Exam 2.  If you need clarification of any concept regarding Myths, Archetypes, Initiation stories, Point of View, Setting, and application of Critical Strategies to the readings in Section 2, raise your questions in class.
F 2/25  Return Exam 1 Scantrons and Review answers from Exam 1
       (Faculty members turn in midterm grades, Friday, February 25 by 2:00 p.m.)

Week 8
M 2/28  Exam 2 over readings, lectures, and terminology in Section 2

Section 3:  Initiation Stories continued, Symbolism, Style, Diction, Tone, and Irony

W 3/2  Symbolism, 237-240; Ellison's “Battle Royal,” 243-257, including questions 1, 3, 4, 5, 7, 9, and 11
        on pp. 253-54 and Close reading and Student response
F 3/4  “Battle Royal” continued

Week 9
M 3/7  Style, Diction, Tone, and Irony, 283-287
W 3/9  Begin in-depth study of Flannery O’Connor
        “A Study of Flannery O’Connor,” 361-367;
        --“A Good Man is Hard to Find,” 367-377, and,
        --Consider questions 1, 2, 3, 5, 6, & 7 on p. 377
F 3/11  “A Good Man is Hard to Find,” continued

Monday March 14 through Saturday March 19: SPRING BREAK

Week 10
M 3/21  “Perspectives on O’Connor,” 407-313
--Consider Symbolism in, & critical approaches to, “A Good Man is Hard to Find.”

W 3/23  Conclude the material for Exam 3. If you need clarification of any concept regarding Style, Diction, Tone, Irony, Symbolism, Ellison’s “Battle Royal,” material on O’Connor, and “A Good Man is Hard to Find,” raise your questions in class.

F 3/25  Exam 3 over readings, lectures, and terminology in Section 3.

Section 4: Begin Poetry

Week 11  STUDENT EVALUATION WEEK
--Know speaker, verse, and theme: poetry terms from pp. 582-585.
--Questions for Responsive Reading & Writing, 614-615

W 3/30  Lyric and Narrative Poetry, including “Western Wind,” “Nighttime Fires,” and “Introduction to Poetry,” pp. 586-590
--Suggestions for Approaching Poetry 588-589

F 4/1  Poetry in Popular Forms: 600-605
--Word Choice (Diction), Word Order, and Tone: 622-627; Allusion, p. 638
--Poetry A/V (audio-video) links on Blackboard -- printed and spoken lyrics, To Be Announced (TBA)

Week 12
--On the Differences between Poetry and Prose, 679-680
--Naomi Shihab Nye poetry: bring Blackboard printouts (TBA): A/V shown in class

W 4/6  Figures of Speech, 681-690, "Figuring out Metaphors," 701
--Bring Blackboard poetry printouts

F 4/8  Sounds: 725-26; 731; 734; 736-37
--Bob Dylan lyrics: bring Blackboard printouts (TBA) – A/V played in class

Week 13
M 4/11  Sounds & Bob Dylan lyrics, Continued. Conclude Poetry material to date. Raise your questions in class.

W 4/13  Exam 4 over readings, lectures, and terminology in Section 4

Section 5: Poetry, continued

F 4/15  Poetic Forms, 773-76; Open form poetry: 800; Prose Poems, including "The Prose Poem," 805
--Carolyn Forché, “The Colonel,” handout – A/V shown
Week 14
M 4/18  Symbol and Irony, 702-707;  

W 4/20  Haiku and Elegy poems, 791-793  
Robert Bly, “Snowbanks North of the House” -- poem and commentary handout

F 4/22  poetry audiovisuals: See Blackboard links (TBA)

Week 15
M 4/25  poetry audiovisuals: See Blackboard links (TBA)

Monday, 4/25, by 5:00 pm—Undergraduates:
Last day to **drop** an individual course via ASAP. Student must see advisor to drop developmental classes or withdraw from all classes.
Last day to **withdraw** (drop all classes) and receive an automatic W for all courses. No withdrawal via ASAP. Submit withdrawal form to Enrollment Services Center. No advisor signature required.
International students must see an advisor to drop a course or withdraw from all classes. International students must obtain approval from Office of International Programs.
All Students must see an advisor to drop developmental classes.

W 4/27  Conclude Poetry material in Section 5. Raise any questions you have in class.
--poetry audiovisuals: See Blackboard links (TBA)
--Last Class Day

Thursday & Friday, April 28 & 29: STUDENT STUDY DAYS -- No Classes, no tests, review sessions, or other due dates may be scheduled for students on these dates.

**Final exam times**

<table>
<thead>
<tr>
<th>Class section:</th>
<th>Final Exam Date</th>
<th>Final Exam time</th>
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</thead>
<tbody>
<tr>
<td>MWF 10:00 - 10:50 a.m. (Eng 2013.002)</td>
<td>Wednesday, May 4</td>
<td>8:00 - 9:15 a.m.</td>
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<tr>
<td>MWF 11:00 - 11:50 a.m. (Eng 2013.003)</td>
<td>Monday, May 2</td>
<td>1:30 - 2:45 p.m.</td>
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Your fifth and final exam will be held in your regular classroom at the scheduled final exam time. **All students must take the final exam.** You will have 1 1/4 hours for exam 5. It will be similar in format to the previous ones. It will not be comprehensive in terms of the scheduled readings, but you will be expected to remember terminology definitions.

Retain all of your graded assignments in all classes until after you have received your final grade on ASAP. **This is the only way disputes can be resolved.** Faculty must post final grades for each course on ASAP no later than Tuesday, May 10 at 2:00 p.m. Students can check their grades on ASAP—no paper copies will be sent to you.

I encourage you to utilize the academic support services available to you through the **Tomás Rivera Center** (TRC) to assist you with building study skills and tutoring in course content. These services are available at no additional cost to you. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the web site at [www.utsa.edu/trcss](http://www.utsa.edu/trcss) or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.