ENGLISH 2013.002 and .003  Introduction to Literature
Fall 2012

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Required Texts
Literature and its Writers. 5th ed. Charters and Charters 55.25 used, 73.50 new, 35.83 rent
Tartuffe by Moliere  3.75 used and 4.95 new (also available via Kindle)
Both texts are available on reserve at the JPL

Course Description
This course is an introduction to literature for English and non-English majors. It includes a
survey of literary works from various genres and periods by culturally diverse authors. Through
this introduction to literary terms and methods of analysis, students gain experience in reading,
analyzing, interpreting, and writing about literature. This course also establishes connections
between literature and film, music, and live performance and is designed to enhance and
strengthen a student’s critical thinking skills. Course Credit: 3 hours

Required Materials
- 12 Scantron sheets. Form No. 882-E, ONLY. Exams and Quizzes will require scantrons
- 4 Blue books –exams will require Blue books
- #2 pencils, sharpened (DO NOT use ink to mark the scantrons)
- 2 poetry analysis worksheets available on Blackboard

Course Requirements
- 60% - 3 genre specific exams
- 25% - 8 quizzes and 2 worksheets
- 15% - Final Exam

Letter grades will be assigned as follows:

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<th>Grade</th>
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<tr>
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<td>D-</td>
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Policies

- **Attendance** is mandatory if you want to do well in this class. Also, be on time and stay. Coming and going is a distraction to others and quizzes may be given at any point during the class. Too, there are strict limitations on quiz and exam make ups – see below. Once the first student turns in a completed quiz or exam, no additional quizzes or exams will be given to students entering thereafter – no exceptions! Additionally, extra credit opportunities are often offered during class so attendance benefits in more ways than one.

- **Late Work:** NO make up quizzes or exams, except for those missing class for religious holidays or as participants in university-sponsored events. Instructor should be informed **ahead of time** if student is going to miss a class for religious or university related reasons. If an emergency arises, proper documentation will be required and make ups will be at my discretion – travel plans do not constitute an emergency so **plan ahead** for the Thanksgiving break.

- Grades are usually up on Blackboard by two weeks at the very latest. Contact me via Blackboard concerning questions about grades and/or assignments.

- **Readings** must be completed **before** class discussion and read critically and deeply in order to do well. **Always** bring the text we will be discussing to class. If you are accessing the text via laptop or pad, be courteous and sit in the back rows of the class.

- You may replace your lowest quiz grade by completing a play critique – explicit instructions are on Blackboard under the link labeled “Play Critique.” You may turn in a play critique at any point but **no later** than in class Friday, December 7! Turn in a hard copy to me – e-mailed versions will not be accepted. This privilege is limited to a single quiz only.

  Live theatre listings can be found at the following site:  

- You may replace your lowest exam grade (with the exception of the Final Exam) by completing an annotated bibliography over one of the assigned texts covered in the exam you seek to replace. Explicit directions on completing the annotated bibliography are on Blackboard under the link labeled “Annotated Bibliography.” You must turn in the annotated bibliography **no later** that a week from the date of the exam you seek to replace! Turn in a hard copy to me – e-mailed versions will not be accepted. This privilege is limited to a single exam only. However, if you choose to drop a subsequent lower exam grade, you may turn in another annotated bibliography following the same above criteria and the previously replaced grade will revert. I will count the first ann. bib. as extra credit by dropping your lowest quiz grade at the end of the semester regardless if you’ve completed or plan to complete a play critique.

- I understand your grade is important to you and that issues can and do arise affecting your CAP/ financial aid/ scholarship/ playing status. That being said, do not contact me asking for special considerations or additional extra credit not already offered to every student in the class. If you are concerned about your grades, it’s best to see me during my office hours as I’m here to help you succeed. You are always welcome to come in and review your quizzes and exams.

- **UTSA policies and services regarding disabilities and academic dishonesty:** these may be found online at Disability: [http://www.utsa.edu/disability/students.htm](http://www.utsa.edu/disability/students.htm)  
  Academic dishonesty: [http://www.utsa.edu/infoguide/appendices/b.html under section 203](http://www.utsa.edu/infoguide/appendices/b.html under section 203)
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 a commitment to integrity, the ethical pursuit of knowledge, and adheres to the UTSA Honor Code.

- Additional Points: This syllabus is subject to change, so check Blackboard for updates. Keep in mind other students and refrain from talking or other distracting behaviors during class. Please be aware that this class requires considerable in-depth reading, thought, and study. Simply showing up and sitting in class will not be enough to earn a high or possibly passing grade, nor will only showing up for exams.

Week 1
8/29 Introduction to Course – Literary Terms
8/31 Introduction to Short Stories (24-30). Plot – “The Lottery” by Shirley Jackson (235)

Week 2
9/3 Off- Labor Day
9/5 Plot Cont. – “This is What it Means to Say Phoenix, Arizona” by Sherman Alexie (http://tinyurl.com/3jt358m) but read Alexie’s bio in textbook (35)
9/7 Point of View “The Yellow Wallpaper” by Charlotte Perkins Gilman (172)

Week 3
9/10 Point of View Cont. “Young Good Man Brown” by Nathaniel Hawthorne (213)
9/12 Character – “Every Day Use” by Alice Walker (540)
9/14 Character Cont. “An Act of Vengeance” by Isabel Allende (40)

Week 4
9/17 Setting – “The Cask of Amontillado” by Edgar Allen Poe (467)
9/19 Setting Cont. – “Araby” by James Joyce (264)
9/21 Symbol “The Chrysanthemums” by John Steinbeck (507)
Week 5
9/24 Symbol “A Rose for Emily” by William Faulkner (146)
9/26 Tone/Irony “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez (166)
9/28 Motif “Why I Live at the P.O” by Eudora Welty (http://tinyurl.com/8xtzbge)

Week 6
10/1 Theme – “The Things They Carried” by Tim O-Brien (419)
10/3 Critical Approaches “The Story of Ying Ying” by Yuan Zhen (http://tinyurl.com/29opjx5)
10/5 Review for Exam 1

Week 7
10/8 *Exam 1 Short Fiction Bring Scantron and Blue book!
10/10 Introduction to Poetry. Have read “Ballad of Birmingham” by Dudley Randall (755) and “Las Girlfriends” by Sandra Cisneros (http://marilyn.typepad.com/california_fever/2006/05/to_hell_and_bac.html)
10/12 Diction “We Real Cool” by Gwendolyn Brooks (921) and “Morning Song” by Sylvia Plath (http://www.poets.org/viewmedia.php/prmMID/15293)

Week 8
10/17 Figurative Language “Dream Deferred” by Langston Hughes (982) and “Because I Could Not Stop for Death” by Emily Dickinson (941)
10/19 Lyric Qualities Discuss “Stopping by the Woods” by Robert Frost (964) and “The Raven” by Edgar Allen Poe and analysis worksheet (Blackboard)

Week 9
10/22 Discuss “Kearney Park” by Gary Soto and analysis worksheet (Blackboard)
10/24 Theme “La Belle Dame Sans Merci” by John Keats http://www.bartleby.com/126/55.html and “Siren Song” by Margaret Atwood (799)
10/26 Critical Approaches “Goblin Market” by Christina Rossetti (http://faculty.smu.edu/nschwart/2311/Goblin_Market.htm)

Week 10
10/29 *Exam 2 Poetry – Bring Scantron and Blue book!
10/31 Introduction to Drama, Comedy, and the French Neo-Classic Period. Discuss Preface to Tartuffe by Moliere (http://user101.tccc.cc.nc.us/Swood/252/MolierePreface.htm)
11/2 Begin Tartuffe Acts I and II

Week 11
11/5 Discuss Tartuffe Act II and III
11/7 Discuss Tartuffe Act III and IV Have finished reading the play
11/9 Discuss Tartuffe Act IV and V

Week 12
11/12 Introduction to Tragedy and Shakespeare’s language. Bring Henry V handout (Blackboard). Begin Hamlet (1204) Act I
11/14 Discuss *Hamlet* (1204) Act I-II
11/16 Discuss *Hamlet* Act II-III

**Week 13**
11/19 Discuss *Hamlet* Act III-IV **Have finished reading the play**
11/21 Discuss *Hamlet* Act IV-V
11/23 Off -Thanksgiving

**Week 14**
11/26 Finish *Hamlet* if necessary and review for exam
11/28 **Exam 3 Drama* (Tartuffe and Hamlet) - Bring Scantron and Blue book**
11/30 Introduction to text for the final exam and begin film

**Week 15**
12/3 Discuss text and watch film for final
12/5 Discuss text and watch film for final
12/7 Discuss text and watch film for final

**Final Exam Schedule**
- .002 Tuesday December 18 (730am-10am) Bring a Scantron and Blue book!
- .003 Wednesday December 12 (730am – 10am) Bring a Scantron and Blue book!