Syllabus

ENGL 2341E – Introduction to Literature

Contact Information and Office Hours

Instructor  Dr. Pat Tyrer
Email       ptyrer@wtamu.edu
Office      Classroom Center 319g
Office Hours Online via email and by appt.
Phone       651-2476

Course Description

English 2341 - Introduction to Literature 3 3 0. Prerequisite: ENGL 1302 or ENGL 2311. Reading and discussion of representative works from major genres with the aim of providing competence in critical reading and analysis, knowledge of formal characteristics and appreciation of literary texts.

Required Texts


Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to:
- identify the elements common to literature and other fine arts;
- develop and apply criteria for evaluating literary works and other art forms
- respond to aesthetic elements in texts discussions, journals, and oral interpretations
- demonstrate an appreciation for literature by developing arguments, evaluating positions, and participating in conversations effectively use the appropriate literary vocabulary

Program Learning Outcomes for English 2341

1. Produce rhetorically effective, academic-prose that adheres to the conventions of standard written English.
2. Identify and describe the major periods, trends, authors, and texts that comprise various literary traditions
3. Define and use common literary and linguistics terms
4. Produce a persuasive analysis of a given literary text that engages the theories of at least one primary school of literary criticism.
5. Correctly apply the conventions of Modern Language Association (MLA) style to a research-based document that the student has produced.

**Major Assignments % of Final Grade**

- Readings & Discussion (4 at 5% each) ........................................20%
- Informal Response Papers (4 at 10% each) ...................................40%
- Research Paper...........................................................................10%
- Unit Quiz (4 at 5% each) ...........................................................20%
- Final Exam..................................................................................10%

**Assignment Descriptions**

**Readings & Discussion (4 at 5%)**

Each of the four units contains assigned readings. After completing the readings, a discussion prompt(s) is given for which a short, informal response of 100-150 words is required. Each unit contains one or more writing prompts per discussion board which must be completed for each unit.

**Written Response Paper (4 at 10% each)**

A response paper is a formal essay that conveys your response to one specific aspect in a work of literature. No research is done. The paper should be about 1-2 pages in length (250-500 words). The essay should interpret and analyze as concisely as possible with a point or thesis that focuses on a single idea or aspect of the work. Arguments are used to justify that point, and these arguments are typically supported with evidence from the primary text in the form of paraphrase, summary and direct quotations. When information from the primary text is used, the page number is cited, MLA style, within the paper, but a works cited page is not necessary since the paper’s information is all from the same source.

The preparation for writing a short response paper is as follows:

1. Read the work. Highlight and take marginal notes when necessary. Be sure to record both your emotional and intellectual responses to the piece.
2. Establish a clear understanding of the work. What were the main conflicts in the work? What were the actions and/or feelings of the main characters? How did the main characters change during the course of the work? Why did they change?
3. Brainstorm to decide what point you will focus on in your response. There are several ways to do this: Examine your notes, record new ideas, use pro-con column analysis, or raise and answer questions. According to E.V. Roberts (1995), the previous suggestions will help you to trace patterns that develop in the brainstorming process.
4. After brainstorming, choose your area of focus. The list below offers suggestions for focusing a topic in a literature-based response paper. Note that these suggestions typically will not be used in isolation; sometimes they may overlap. For example, if you are writing a character analysis of Jane in “The Yellow Wallpaper” by Charlotte Perkins...
Gilman, you may also use some elements of setting, such as the use of the color yellow throughout the story, to develop your analysis. Just remember that the following suggestions are not necessarily meant to function independently – you may choose to focus on one of them, but you will probably use others to support your main focus in the response paper.

**Fiction**
- Plot
- Structure
- Character Analysis
- Point of View or Stance
- Setting - place, objects and culture
- Development of Theme
- Imagery - the work’s link to senses
- Use of metaphor and simile
- Use of symbolism and allegory
- tone

**Poetry**
- Speaker
- Situation
- Setting
- theme and tone
- language
- visual imagery
- figures of speech
- symbol
- sounds: rhyme, rhythm
- internal structure
- external form
- tone

**Drama**
- Plot
- Structure
- Character Analysis
- Point of View or Stance
- Setting - place, objects and culture
- Development of Theme
- Imagery - the work’s link to senses
- Use of metaphor and simile
- Use of symbolism and allegory
- tone

5. Once you have chosen a focus, develop a thesis around it. Check your thesis to make sure that it is debatable and supportable with evidence from the text.

6. Organize an outline of the paper into three parts: an introduction, a body and a conclusion.

7. Refer to the notes that you made in the text.

8. Use paraphrase, summary and direct quotations from the text to support your response. They should not occur frequently enough to become a distraction. Consider this rule of thumb: The final draft should consist of no more than 1/10th borrowed material.

9. Develop a conclusion that reemphasizes your thesis/response to the work.

10. Write the final draft of the response paper.

11. Check over the final draft for grammar and punctuation.

12. Use the checklist provided here to make sure that all main parts of the response paper are logically covered.

The actual writing process for the short response paper is as follows:

I. The introduction is usually brief and composed of about 2 sentences. Remember, the response paper is a relatively short assignment.
   a. State the title and author of the work within the text.
   b. Develop the problem/thesis statement around your topic.

II. The body supports the thesis with 2 or 3 pieces of evidence.
   a. Write one to two paragraphs about each piece of evidence you have pulled to
support your argument.
b. Use examples from the text (i.e. paraphrase, summary, quotations) to support each piece of evidence.

III. A brief conclusion reminds the reader of the point you are trying to establish.
a. Restate the thesis.
b. Explain the importance of the thesis to the reader.

NOTE: Always write about literature in the present tense as if the text is alive:

Incorrect: Godwin’s “The Cold Equations” presented an ethical dilemma to the careful reader pilot.

Correct: Godwin’s “The Cold Equations” presents an ethical dilemma to the careful reader.

Unit Quiz (4 at 5% each)

Each unit quiz is based on the readings done for that particular unit. Quiz questions may be true/false, multiple choice, multiple answer, or short response. Each quiz contains 20-25 questions; you will be given 30 minutes to complete each quiz. Be certain that you read the lecture, assigned texts, and the lecture PowerPoints before attempting the quiz.

Research Paper (10%)

Locate a short story, poem, or play of your choosing to analyze. The process for writing a literary analysis is similar to writing the response paper except that you will focus on the text as a whole rather than a single aspect. The text you choose is your primary source. You will be required to use a minimum of three secondary sources (academic journal articles). To analyze means to unfold; to give a detailed explanation of; to develop the implications of; to examine logically. Use of short quotations from the text and from your secondary sources is required to support your own point; you must format all quotations correctly. The analysis will be graded on (1) choice of text, (2) content of your analysis, (3) mechanics—punctuation, grammar, spelling, and (4) adherence to MLA format. Your analysis should be no less than 1500 words in length. A sample paper written in MLA style with a sample Works Cited page is given in Chapter 20 of your textbook.

Final Exam (10%)

The final exam covers material studied during the semester. It is an open book exam. However, you will not have time to look up all the material you may need to complete the exam. Thus, you should plan to review the material you have already read in order to successfully pass the exam. The exam may consist of true/false, matching, short answer, and/or essay questions. You will have two hours to complete the exam.
**UNIVERSITY WRITING CENTER (UWC)**

All English students are strongly encouraged to schedule regular time each week in the University Writing Center if you are within driving distance of the university. The UWC is located in the Student Success Center on the first floor of the Classroom Center. Tutors are available to assist writers from all disciplines and at any level of writing. Take a copy of your assignment with you and be prepared to state what assistance you require. Writing tutors do not proofread papers for errors. For best results, call for an appointment: 651-2473. At present, there is no online writing center at WTAMU; however, you are encouraged to use the tutoring services of SMART THINKING located on the WTClass home page.

**SMART THINKING.**

If you are not able to visit the University Writing Center on campus and need some assistance, you are encouraged to use the tutoring services of SMART THINKING located on the course home page. This service is free to you and can provide assistance at your convenience.

**Academic Integrity**

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Code of Student Life.

**ADA Statement**

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335.

**Title IX Statement**

West Texas A&M University is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been
harassed or assaulted, you can find the appropriate resources here:

- WTAMU Title IX Coordinator Becky Lopez – Kilgore Research Center 147, or call 806.651.3199
- WTAMU Counseling Services – Classroom Center 116, or call 806.651.2340
- WTAMU Police Department – 806.651.2300, or dial 911
- 24-hour Crisis Hotline – 800.273.8255, or 806.359.6699, or 800.692.4039
  https://www.notalone.gov/

For more information, see the Code of Student Life.

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**Calendar of Readings, Topics and Due Dates:** You may work at your own speed within the dates given for each unit. However, all material in the unit must be completed by midnight on the final date listed for that unit. Keep in mind that you will need to begin work on your research paper which is due on December 1st as soon as you have settled on a topic. Do not delay in choosing a topic as you need to give yourself time to complete the research aspect by locating library materials (journal articles, books, etc.) in support of your own thesis.

**UNIT 1: Introduction to Literary Reading and Writing:** Week 1
- Readings Assigned
- Discussion of Assigned Texts
- Response Paper
- Unit Quiz

**Unit 2: Fiction** Week 2 & 3
- Readings Assigned
  - Plot
  - Narration and Point of View
  - Character
  - Setting
  - Symbol and Figurative Language
  - Theme
- Discussion of Assigned Texts
- Response Paper
- Unit Quiz

**Unit 3: Poetry** Week 4 & 5
- Readings Assigned
- Discussion of Assigned Texts
  - Understanding the Text
  - Situation and Setting
  - Theme and Tone
  - Word Choice and Order
  - Visual Imagery and Figures of Speech
  - Symbol
  - Sounds of Poetry
  - Internal and External form
• Response Paper
• Unit Quiz

Unit 4: Drama: Week 5 & 6
• Readings Assigned
• Discussion of Assigned Texts
  o Elements of Drama
  o Responding to Drama
• Response Paper
• Unit Quiz

Research Paper Due – Week 6

Final Exam – Week 6

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