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LIT 110L.50: Introduction to Literature

Jessica Marabeth Dougherty-McMichael

University of Montana, Missoula, Jessica.Dougherty@umontana.edu

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LIT 110L 50C – INTRODUCTION TO LITERATURE – CRN 31328

INSTRUCTOR: Jessica Dougherty-McMichael
Online

EMAIL: Jessica.Dougherty@mso.umt.edu

Office Hours: Monday 12:00-2:00, Thursday 11:00-12:00 & by appointment (all via Zoom)

Zoom Office hours link:

<https://umontana.zoom.us/j/97632622255?pwd=aDZ3clVJR3dUVWdpMG94Wk9pRnJIZz09>

COURSE DESCRIPTION

When we think of literature, we think of a broad range of writing from poetry to drama, novels to biography. Literature is art, escapism, truth, rhetoric, fiction, non-fiction, political, personal and much more. It is a phenomenon that shapes culture and our understanding of the world. In this course, we will explore literature and develop ways in which we can critically discuss it by not just reading literature but actively engaging with it. We will discuss literary themes, terms and concepts, challenging both our own and conventional understandings of literature.

COURSE OBJECTIVES AND GOALS

As a literature course and in keeping with the general education requirements, this course is designed to develop your skills in the following areas:

- analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms
- develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical.

We will read a wide range of literature through a variety of relevant critical lenses, including historical, cultural, political, social and aesthetic perspectives. You will be asked to develop coherent critiques of literature both in class and in your written work. As this course also fulfills the Writing Course requirement a significant amount of time will be focused on the writing process and the use of writing in developing critical evaluations of literature. We will focus on developing the following areas:

- Use writing to learn and synthesize new concepts
- Formulate and express opinions and ideas in writing
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

INFORMATION LITERACY

As we explore literature we will engage in a semester-long discussion of information production. We will consider how to find and utilize information effectively and ethically and we will analyze how information is made – what rhetorical, political, and social forces influence the construction of information. We will also consider the construction of information specific to the discussion of literary works.

You will be required to conduct library research for your final paper. While doing such research, we will consider how information is constructed and how rhetorical, political and social forces influence the construction of information.

REQUIRED TEXTS

The Norton Introduction to Literature Shorter 13th ed. Editor: Kelly J. Mays
ISBN: 978-0393938920

All other readings will be available on Moodle.

REQUIRED TECHNOLOGY: CAMPUS E-MAIL ACCOUNT, MICROSOFT WORD, MOODLE, ZOOM

Please activate your campus e-mail account right away. Every student is issued a university e-mail account, and there is no cost.

This course requires essential computer skills so that you can access email and negotiate Moodle and Zoom. **Early in the semester, UM offers a number of Moodle workshops. If you are unfamiliar with Moodle, Zoom, or if you have limited computer experience, please attend these workshops. You can also find information at [Keep on Learning](#).** You will be expected to work with computers for appropriate class assignments, and most correspondences will be conducted via email/Moodle. Most class materials and instructions will be posted in Moodle. *With the exception of some initial explanations during our first classes, please do not expect extra time in class for any learning curve you might face with technology.* Likewise, please do not expect any extensions on due dates for an assignment because of any technical difficulties you have not conquered. Backup all work.

Papers will be submitted in Microsoft Word. If you do not currently have Microsoft Word, be sure to access your free UM version. Directions can be found [here](#).

USB DRIVE AND/OR ONLINE STORAGE

You will be working with multiple drafts throughout the semester and will need to save each draft. While it is important to save these drafts to your personal computer/laptop/tablet it is not always possible to access these drafts, therefore you will need either a USB storage device (flash drive, jump drive, USB drive, thumb drive, memory stick) and/or online storage (while most online storage services are sufficient, the university offers [UM box](#) for free).

UNIVERSITY-WIDE PROGRAM-LEVEL WRITING ASSESSMENT

This course requires an electronic submission (via Submittable) of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following Writing Learning Outcomes.

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively

- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. You can find a link to the rubric that will be used to score the papers on the Moodle version of the syllabus.

GRADING AND COURSEWORK

CLASS PARTICIPATION: Central to any literature course is classroom discussion. Our own readings are informed and enhanced through critical and thoughtful discussion with others. As such, **participation and attendance** cannot be stressed enough. In the online environment, attendance is marked through your participation in group forums (both large and small) and viewings of lectures. You are allowed **2 absences**. Further absences will result in a 5 point **deduction** from your grade per absence. If you have any extenuating circumstances such as significant illness or emergency that will affect your participation and attendance please inform me and arrangements can be made. **15% of grade**

READER RESPONSE: There are **3** short informal response papers (**1-2 pages**) on an assigned topic. While these papers will be graded either pass or fail, they are expected to be typed and follow the standard paper format. **15% of grade (5% each)**

CONTEXT RESPONSE: There are **3** short context papers (**1-2 pages**) that ask you to look at the historical/cultural/critical context and respond to the connections. Each paper will be require active engagement of all relevant texts. **15% (5% each)**

ANALYTIC ARGUMENT: There are **2** short analytic arguments (literary analysis) due during the semester. These papers will focus on a close reading of a text from the course and address questions and issues highlighted in the course. Each paper will be **3-4 pages** in length. You are **required to revise** the first paper and are encouraged to revise the second paper by the end of the semester. **30% of grade (15% each)**

RESEARCH PAPER: The final paper is an analytic argument focused on a text (or texts) and the wider context: **4-6 pages** in length. The paper requires a minimum of **2** outside sources. **20% of grade**

ANNOTATED BIBLIOGRAPHY: Annotated Bibliography for your Research paper. **5% of grade**

PAPER AND FILE FORMAT REQUIREMENTS

Submitting assignments will be done electronically via Moodle. All assignments must use appropriate MLA format including, Times New Roman 12 pt font, standard double space, and one inch margins. Electronic files will be uploaded to the appropriate Moodle Assignment drop. The file must be in a doc or docx format and titled using the following format: lastnameassignmentname.docx (for example, DoughertyMcMichaelFormalI.doc). **Documents submitted that do not use the proper format will not be graded and the assignment will receive a zero.**

ACADEMIC INTEGRITY

The most clear and concise definition of plagiarism I have found comes from Neil Baird. I quote it at length below:

“Plagiarism is defined as representing another person’s words, ideas, data, or work as one’s own. Plagiarism includes, but is not limited to, the exact duplication of another’s work and the incorporation of a substantial or essential portion thereof. Other examples of plagiarism include the acts of appropriating the artistic or musical composition of another and Internet documents, or portions thereof, presenting them as your own.

The key to avoiding plagiarism is to give proper credit whenever the following are used:

- Another person’s ideas, opinions, or theories
- Facts, statistics, graphs or other drawings or any pieces of information that are not common knowledge
- Quotations of another’s actual spoken or written words
- Paraphrases of another’s spoken or written words
- Organization patterns or structures of another’s spoken or written work

Worth noting is the fact that ignorance does not excuse plagiarism. Intentional plagiarism consists of knowingly copying or using another’s work without giving proper credit. Unintentional plagiarism, on the other hand, may result from a lack of familiarity with citation standards, poor research methods, or careless “cutting and pasting” of Internet and other electronic sources. In either case, both intentional and unintentional plagiarism constitute violations of the policy on Academic Dishonesty. Please see me if you have *any* questions or concerns, for plagiarism results in a failing grade on a particular paper to failure of the course.” (Baird, Course Syllabus)

Plagiarism of any sort will result in a course grade of F. Please look over the University/College’s [Student Code of Conduct](#). The Mansfield Library’s “Plagiarism and Academic Honesty” page is also quite useful.

STUDENT DECORUM

Missoula College is designed as a space to share ideas and learn from one another. It is not a space for disrespectful behavior including antagonistic or bigoted language, consistent late arrivals to class, or disruptive behavior in class, including the use of cell phones. We will discuss issues that may result in disagreement and dialogue, but that dialogue should be conducted in a professional and respectful manner, one that respects the dignity of all participants.

DIVERSITY, EQUITY, AND INCLUSIVITY

Missoula College values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify your

instructor if components of this course present barriers to your inclusion. Students can also reach out to Dr. Salena Beaumont Hill in the [Office of Inclusive Excellence for Student Success](#), which provides student support for BIPOC and LGBTQ+ students and student groups. To explore making a formal report about discrimination or harassment, please visit the [Equal Opportunity / Title IX office](#). For counseling or advocacy related to discrimination, please visit [SARC](#).

ACADEMIC SUPPORT SERVICES

We believe that all students can succeed if they put their minds to it. The Learning Center offers a variety of services to help students reach this goal. Learning Center staff tutor in many subject areas, provide academic counseling, and assist students in the transition to college. The best news is that all of these services are free and available to all students. For more information, please call 406.243.7826. The Learning Center is located in MC 022.

The Mansfield Library and the Writing and Public Speaking Center are also both excellent resources for researchers and writers.

OFFICE FOR DISABILITY EQUITY (ODE)

In keeping with University policy please remember –

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE in Lommasson 154. I will work with you and ODE to provide an appropriate accommodation.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [ODE](#).

BEAR NECESSITIES AND UM FOOD PANTRY AND GRIZZLY CUPBOARDS

Students who are experiencing basic needs insecurity are encouraged to contact ASUM Bear Necessities through their [webpage](#) or phone, 243-2017, or stop by UC 118. For students experiencing food insecurity, contact the UM Food Pantry at umpantry@mso.umt.edu for support. The UM Food Pantry is located in the ASUM offices in the southwest corner on first floor of the University Center. In addition to the UM Food Pantry, Grizzly Cupboards can currently be found on the Missoula College Campus in room 430, Trio Student Support Services in Lommasson Center room 180, and at AISS in suite 113 of the Payne Family Native American Center. You can follow the Food Pantry on Instagram at [um_pantry](#), like them on Facebook, and follow the blog at umpantry.substack.com.

CURRY HEALTH CENTER COUNSELING

Curry Health Center Counseling addresses the personal, behavioral, and mental health needs of UM students. They have licensed counselors and psychologists, as well as advanced graduate students. Individual appointments are \$25.00 and your initial consultation is free if you have paid the health fee for the semester. (If you have not paid the fee, you can pay at any time in the

semester to access Curry.) You can call them at **243-4711**, and you can visit their website: <http://www.umt.edu/curry-health-center/Counseling/default.php>.

STUDENT ADVOCACY RESOURCE CENTER (SARC)

SARC provides **free** and **confidential** support and brief counseling services for students who have experienced gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC. SARC is located in Curry Health Center, Room 108, their number is **243-4429**, and their website is <http://www.umt.edu/student-advocacy-resource-center/>. Students are also welcome to call their 24-hour support line (406) 243-6559.

TITLE IX

Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In accordance with Title IX laws, all employees at The University of Montana are considered “Responsible Employees,” which requires me to report incidents of gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking) to the Title IX Coordinator, Alicia Arant (243-5710, eoaa@umontana.edu, University Hall, Room 006). Please know, I will work with you when I do this. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

Due to the nature of this course assigned readings may change throughout the semester to better cater to the needs of the class. Be sure to pay attention to Moodle, class videos and check email for modifications.

WEEK ONE

“Introduction”	1-13
“On First Looking into Chapman’s Homer”	4
“My Father’s ‘Norton Introduction to Literature,’ Third Edition (1981)”	10-11

WEEK TWO

“Fiction: Reading, Responding, Writing”	16-47
“Cathedral”	28-38
“Narration and Point of View”	169-173
“Plot”	75-83
“Character”	218-225
“Setting”	282-288

Review:

“Basic Moves: Paraphrase, Summary, Description”	1914-1917
“The Writing Process”	1938-1950
“Quotation, Citation, and Documentation”	1962-1992

WEEK THREE

“Symbol and Figurative Language”	380-385
“The Thing in the Forest”	397-412

Informal Paper 1 Due

WEEK FOUR

“Cultural and Historical Contexts”	564-568
	597-606
“The Yellow Wallpaper”	571-582
“The Literature Essay”	1918-1937
“Literary Analysis”	Moodle

Historical Context paper due

WEEK FIVE

“Theme”	429-733
“Sonny’s Blues”	91-114

WEEK SIX

“Critical Contexts”	607-642
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“The Things They Carried”	609-622
Short Formal Paper 1 due	
WEEK SEVEN	
“Poetry: Reading, Responding, Writing”	730-754
“Speaker: Whose Voice Do We Hear?”	769-777
“We Real Cool”	779-780
“Situation and Setting: What Happens? Where? When?”	795-811
“Theme and Tone”	830-836
“Morning Song”	1154-1155
WEEK EIGHT	
“Language: Word Choice and Order”	854-860
“Visual Imagery and Figures of Speech”	866-878
“Symbol”	884-890
“Digging”	1144-1145
“Facing It”	1149-1151
“Barbie Doll”	1151-1152
“Kind of Blue”	868
WEEK NINE	
“The Sounds of Poetry”	899-909
“Dulce et Decorum Est”	913
Informal II Due	
Revised Formal I Due	
WEEK TEN	
“Internal Structure”	930-939
“External Form”	951-955
	959-961
“Do Not Go Gentle into that Good Night”	955
“Bilingual Sestina”	Moodle
“/a” 959	
WEEK ELEVEN	
“The Sonnet”	965-966
Turco’s entry on the sonnet	Moodle
Sonnet handout	Moodle
Critical Context Paper Due	
WEEK TWELVE	
“The Harlem Renaissance”	1065-1070
	1078-1096
“The Black Finger”	1072
“Tenebris”	1073

“The Weary Blues”	1073-1074
“Sonnet to a Negro in Harlem”	1076
“If We Must Die”	1077
“America”	1077-1078

Short Formal II Due

WEEK THIRTEEN

<i>The Importance of Being Earnest</i>	1798-1842
“The Research Essay”	1923-1933
“Sample Research Essay	1961-1970

WEEK FOURTEEN

<i>The Importance of Being Earnest</i>	1798-1842
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Context Paper Due

WEEK FIFTEEN

<i>The Importance of Being Earnest</i>	1798-1842
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Informal III Due
Annotated Bibliography Due

WEEK SIXTEEN – FINALS WEEK

Final Paper and Optional Revisions Due