

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

1-2015

LIT 110L.02C: Introduction to Literature

Jessica M. Dougherty-McMichael

University of Montana - Missoula, Jessica.Dougherty@mso.umt.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Dougherty-McMichael, Jessica M., "LIT 110L.02C: Introduction to Literature" (2015). *Syllabi*. 2886.
<https://scholarworks.umt.edu/syllabi/2886>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

LIT 110L 02C – INTRODUCTION TO LITERATURE

Instructor: Jessica Dougherty-McMichael

Email: Jessica.Dougherty@mso.umt.edu

TR 12:40-2:00

HB 08

Office: Griz House 6/Writing Trailer Office Hours: M/W 1-2, T 11:30-12:30 & by appointment

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 help you develop your analytical skills as well as an understanding of and appreciation for literature. 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 11th Edition Ed. Kelly Mays

ISBN 9780393913392

All other readings will be available on Moodle or as a handout. As this is a writing course, be prepared to print out drafts of your papers to workshop. I recommend that you use [UM box](#) (or other online storage) and/or USB drive storage to back up your papers.

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. You are allowed **2 absences**. Further absences will result in a **5% deduction** from your grade per absence. If you have any extenuating circumstances such as significant illness or emergency that will affect your attendance please inform me and arrangements can be made. Frequent late arrivals and early departures will count against the participation grade as will the use of any messaging device during class. Participation also includes bringing the relevant text(s) to class and being prepared for discussions, workshops, etc.

The participation grade includes occasional **reading response papers**, writing conferences, workshops, as well as general participation during class and small group discussions. **5% of grade**

SHORT INFORMAL PAPER: In addition to in class reader response papers you will write **4** 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. **20% of grade**

SHORT PAPER: There are **2** short paper assignments due during the semester. These papers will be analytic arguments and will 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 other paper by the end of the semester. **20% of grade**

FINAL PAPER: The final paper is an analytic argument focused on a text (or texts) and the wider context: **5-9 pages** in length. This paper requires a minimum of **2** outside sources. **20% of grade**

POETRY ALBUM PRESENTATION: As part of the Poetry unit you will present on one of the Poetry Albums in the *Norton Anthology*. The presentation will be a semi-group project and should be around 10 minutes long. **5% of grade**

MID-TERM EXAM: This exam will cover all reading up to the exam date. It will consist of short answer, identification and essay questions. **15% of grade**

FINAL EXAM: The final exam will cover all reading in the course. It will consist of short answer, identification and essay questions. **15% of grade**

UNIVERSITY-WIDE PROGRAM-LEVEL WRITING ASSESSMENT

This course requires an electronic submission (via Moodle) 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. The rubric that will be used to assess your assignment can be found on Moodle.

PLAGIARISM AND ACADEMIC HONESTY

Plagiarism is unacceptable in this class and at the university. According to University policy:

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. [...]

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas.

Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

<http://www.umt.edu/catalog/academic/policy.htm>

OTHER CONSIDERATIONS

In keeping with University policy please remember –

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 Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [Disability Services for Students](#).

WEEK ONE

1/27 Introductions

1/29 “Fiction: Reading, Responding, Writing” 12-42
“Cathedral” 32-42**WEEK TWO**2/3 Chapter 1 “Plot” 82-89
Chapter 2 “Narration and Point of View” 160-164
“The Cask of Amontillado” 164-170
“Girl” 170-171
2/5 Chapter 3 “Character” 180-187
“The Management of Grief” 384-397
or
“Interpreter of Maladies” 398-414
Chapter 27 “Paraphrase, Summary Description” 1845-1848
Chapter 31 “Quotation, Citation, and Documentation” 1885-1896**WEEK THREE**2/10 Chapter 4 “Setting” 245-251
“The Lady with the Dog” 251-263
or
“The Garden of the Forking Paths” 557-565
INFORMAL PAPER 1 DUE2/12 Chapter 5 “Symbol and Figurative Language” 285-290
“The Thing in the Forest” 302-317
or
“A Wall of Fire Rising” 317-329**WEEK FOUR**2/17 Chapter 6 “Theme” 334-338
“Sonny’s Blues” 95-118
Chapter 28 “The Elements of the Essay” 1849-1857
Chapter 29 “The Writing Process” 1858-18692/19 Chapter 8 “Cultural and Historical Contexts: Women in Turn-of-the-Century America”
471-475
504-513
“The Story of an Hour” 475-477
“The Yellow Wallpaper” 478-489**WORKSHOP FORMAL PAPER 1****WEEK FIVE**

2/24 Chapter 8 “Cultural and Historical Contexts: Women in Turn-of-the-Century America”

		471-475
		504-513
	“The Story of an Hour”	475-477
	“The Yellow Wallpaper”	478-489
	SHORT FORMAL PAPER 1 DUE	
2/26	“A Rose for Emily”	514-522
	“Critical Contexts”	524-542
	WEEK SIX	
3/3	WRITING CONFERENCES	
3/5	“Poetry: Reading, Responding, Writing”	670-691
	Chapter 10 “Speaker”	707-721
	WEEK SEVEN	
3/10	Chapter 11 “Situation and Setting”	735-755
	Chapter 12 “Theme and Tone”	765-776
	INFORMAL PAPER 2 DUE	
	INFORMAL PAPER 3 DUE AT TIME OF PRESENTATION	
3/12	Chapter 13 “Language: Word Choice and Order”	788-801
	MIDTERM REVIEW	
	WEEK EIGHT	
3/17	Midterm Exam	
3/19	Chapter 14 “Visual Imagery and Figures of Speech”	802-812
	Chapter 15 “Symbol”	813-824
	WEEK NINE	
3/24	Chapter 16 “The Sounds of Poetry”	825-856
3/26	Chapter 17 “Internal Structure”	857-874
	Chapter 18 “External Form”	875-901
	WORKSHOP SHORT FORMAL 2	
	WEEK TEN NO CLASS – SPRING BREAK	
	WEEK ELEVEN	
4/7	Chapter 20 “Literary Tradition as Context”	979-995
	SHORT FORMAL 2 DUE	
4/9	Chapter 21 “Cultural and Historical Context: The Harlem Renaissance”	1007-1046

WEEK TWELVE

4/14	“Drama: Reading Responding, Writing”	1122-1125
	Chapter 23 “Understanding the Text”	1180-1189
	<i>Antigone</i>	1565-1597
	or	
	<i>Oedipus the King</i>	1737-1776
4/16	<i>Antigone</i>	1565-1597
	or	
	<i>Oedipus the King</i>	1737-1776
	INFORMAL PAPER 4 DUE	

WEEK THIRTEEN

4/21	<i>Antigone</i>	1565-1597
	or	
	<i>Oedipus the King</i>	1737-1776
4/23	<i>The Cherry Orchard</i>	1626-1664
	or	
	<i>Hamlet</i>	1363-1458
	Chapter 30 “The Research Essay”	1870-1884
	Chapter 32 “Sample Research Essay”	1897-1905

WEEK FOURTEEN

4/28	<i>The Cherry Orchard</i>	1626-1664
	or	
	<i>Hamlet</i>	1363-1458
4/30	<i>The Cherry Orchard</i>	1626-1664
	or	
	<i>Hamlet</i>	1363-1458

WEEK FIFTEEN

5/5	<i>The Cherry Orchard</i>	1626-1664
	or	
	<i>Hamlet</i>	1363-1458
	WORKSHOP FINAL PAPER	
5/7	“Act Without Words I”	Moodle
	FINAL REVIEW	

WEEK SIXTEEN

5/11	(Monday) 1:10 -3:10 FINAL EXAM	
------	---------------------------------------	--