

Spring 1-2016

LIT 110L.01C: Introduction to Literature

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LIT 110L 01C – INTRODUCTION TO LITERATURE

Instructor: Jessica Dougherty-McMichael

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TR 12:40-2:00

HB 18

Office: Griz House 6

Office Hours: M 11:15-12:45, W 12:30-2:00 & 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 Seagull Reader Introduction to Literature 3rd Ed. Ed. Joseph Kelly.
ISBN 9780393938104

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.

REQUIRED TECHNOLOGY: CAMPUS E-MAIL ACCOUNTS AND MOODLE

Please activate your campus e-mail account right away. Every student is issued a university e-mail account, and there is no cost. Go to any technology help desk on campus for assistance on either campus.

This course requires essential computer skills so that you can access email and negotiate Moodle. *Early in the semester, UM offers a number of Moodle workshops. If you are unfamiliar with Moodle or if you have limited computer experience, please attend these workshops.* 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.

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 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. Here's the [rubric](#) that will be used to score the 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 PRESENTATION: As part of the Poetry unit you will present a poem to the class. The presentation should be 5-10 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**

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.

DISABILITY SERVICES

In keeping with University policy please remember –

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS 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 Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [DSS](#).

WEEK ONE

1/26 INTRODUCTIONS

1/28	“The Cask of Amontillado”	390-397
	“What are Stories?”	xi-xii
	“Point of View”	xiii-xvi
	“Plot”	xviii-xxii

WEEK TWO

2/2	“At Home”	88-98
	“Character”	xvi-xviii
	“Setting”	xxii-xxiii

2/4	“The Yellow Wallpaper”	150-167
	“Symbolism”	xxiii-xxvi
	“How Do You Write about Stories?”	xxvii-xliii
	“Quotation, Citation, Documentation”	Moodle

WEEK THREE

2/9	“The New Dress”	501-509
	“Motif”	xxvi-xxvii
	Informal Paper 1	

2/11	“Roman Fever”	488-501
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WEEK FOUR

2/16	“Sonny’s Blues”	29-61
	“Literary Analysis”	Moodle

2/18	“The Things They Carried”	333-351
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WEEK FIVE

2/23	“Vampires in the Lemon Grove”	407-423
	Workshop Formal Paper 1	

2/25	“What is Poetry?”	xxi-xxii
	“How do You Read Poems?”	xxii-xxvii
	“We Real Cool”	38-39
	“The Bean Eaters”	39
	“Ars Poetica”	215-216
	Short Formal Paper 1 due	

WEEK SIX- POETRY

3/1	“How Do You Read Poems?”	xxviii-xl
	“Digging”	145-146
	“The Latin Deli: An Ars Poetica”	236-237
3/3	Writing Conferences	

WEEK SEVEN- IMAGES

3/8	“Daddy”	243-246
	“In the Station of the Metro”	256
	Midterm review	
3/10	Midterm Exam	

WEEK EIGHT- IMAGES

3/15	“Those Winter Sundays”	142
	Informal Paper 2 due	
	Informal Paper 3 due at time of presentation	
3/17	“Structure”	xl-xliv
	“Rhyme and Stanzas”	xliv-xlvi
	“Dulce et Decorum Est”	237-238
	“Delight in Disorder”	156

WEEK NINE- SOUND

3/22	“Subgenres”	xlvi-xlviii
	“Do Not Go Gentle into that Good Night”	320
	“Sestina”	28-29
	“l(a)”	Moodle
3/24	The Sonnet	Moodle

WEEK TEN - FORM

3/29	from “Song of Myself”	335-343
	“I, Too”	Moodle
	“A Supermarket in California”	129-130
	Workshop Short Formal 2	
3/31	Adrienne Rich	Moodle
	“Defending Walt Whitman”	Moodle
	Short Formal 2 due	

WEEK ELEVEN – SPRING BREAK

WEEK TWELVE

4/12 Poetry wrap up

4/14 “Trifles” 253-268
“What is Drama?” ix-xiv
“The Parts of the Play” xiv-xxviii
“Major Moments in the History of Theater” xxvii-xxx,
xxxii-xxxvii

WEEK THIRTEEN

4/19 “Trifles” 253-268
Chapter 30 “The Research Essay” Moodle
Chapter 32 “Sample Research Essay” Moodle

4/21 *Hamlet* 53-181
“Tragedy” & “Comedy” xxiii-xxvi
“Elizabethan Theater” xxx-xxxii

WEEK FOURTEEN

4/26 *Hamlet* 53-181

4/28 *Hamlet* 53-181
Informal Paper 4 due

WEEK FIFTEEN

5/3 *Hamlet* 53-181
Workshop final paper

5/5 “Act Without Words I” Moodle
Final review
Final paper due

WEEK SIXTEEN

5/10 **Final Exam** 1:10-3:10 (Tuesday)