

The Experience of Literature

ENGL 104B Syllabus, spring 2006

Instructor: **Dr. Karen Keim** Email: krkeim@moravian.edu

Class: Tues./Thurs. 8:50 -10:00 am in PPHAC 232

Office: Zinzendorf Hall 104, Phone x7815. Hours: T/Th, 10:45-11:30 or by appointment

Please leave urgent messages at my home: (610) 865-3015

This course introduces you to fiction, poetry, and drama through the study of literature. We will practice analytical thinking and communication in discussions, and written and oral projects. The selection of texts emphasizes modern, cross-cultural perspectives in literature.

Course Materials

Textbook:

Meyer, Michael. *The Compact Bedford Introduction to Literature*. 7th ed. Boston: Bedford/St. Martin's, 2006. ISBN 0-312-44045-6.

Accessory Materials:

LiterActive CD (free with the Meyer textbook)

Meyer, Michael. *The Compact Bedford Introduction to Literature* Companion Web Site.

<bedfordstmartins.com/meyercompact> (External Link on Blackboard).

Hacker, Diana. *The Bedford Handbook* (6th or 7th ed.) and *The Bedford Handbook* Companion Web Site. Boston: Bedford/St. Martin's. <www.dianahacker.com/bedhandbook> (External Link on Blackboard).

Course Goals

After completing this course, you should have developed the following:

1. General knowledge of the literary genres and the elements and examples of fiction, poetry, and drama
2. Specific knowledge of a literary work studied through the paper and presentation assignments
3. Enhanced communication skills through group work, discussions, and a class presentation
4. The use of literary terms to identify and discuss elements in representative works of literature
5. An increased ability to ask meaningful questions of a literary text for deeper understanding
6. The ability to identify strategies and techniques used by the writers to challenge the assumptions of their readers
7. An increased understanding of the experiences and expectations that you as a reader bring to a work of literature and the willingness to extend your boundaries for the benefit of new literary experiences.

Course Policies

The Classroom Setting

To facilitate learning, I expect you to come to class prepared to share your thoughts on readings and/or writing about literature, to listen respectfully to others and consider different points of view, and to volunteer your own ideas and questions. Sometimes we will share sensitive personal

experiences and opinions with each other. In general, these should not be discussed with others outside the class unless you obtain permission from the speaker(s) concerned.

Attendance

Success in this course requires a commitment to regular reading and attendance. I appreciate a timely email message when any absence occurs. I also recommend that you make a friend in class to learn “what happened” and consult Blackboard for peer contacts, announcements, and class handouts.

Two absences are allowed for illness or personal needs, provided assigned work is completed. Plan your absences carefully. If you have more than two absences during the semester, your final grade--at my discretion--may be lowered as much as one percentage point for each absence beyond the two. Excessive or habitual tardiness may also be figured as absence (partial) and have a negative effect on the final grade.

If you know that you will miss a specific class, please notify me in advance and arrange to turn in any assignments prior to that class meeting. Missing a required conference with me will be counted the same as missing a class, and it is your responsibility to contact me and reschedule the appointment as soon as possible.

If you have unusual circumstances that necessitate absence for a period longer than two classes, contact the Moravian College Office of Learning Services (610 861-1510), who will convey the information to your professors; it is your responsibility to arrange make-up time personally when you are able.

You will be requested to attend some campus events and give service to the community (April 4) as activities of the course. Such activities will be figured into the class participation grade (10 % of the final grade).

Academic Honesty

You will perform all coursework according to the “Academic Honesty Policy” set forth in the 2005-2006 *Moravian College Student Handbook* (54-59, 100). All submitted or presented work--whether in written, electronic, or oral form--must be original, and you must acknowledge sources with in-text citations and bibliographic entries in MLA style (as set forth by the Modern Language Association.). Dishonesty in performing assignments will be dealt with according to Moravian College’s policies. Consult *The Bedford Handbook* (referred to as *BH*) or companion web site to learn about MLA style through exercises on academic research and writing (for deserved credit, identify me as krkeim@moravian.edu).

Course Requirements

Expect to spend *at least six hours* per week in required activities and preparation outside of class. Doing well in this course means reading and writing carefully and consistently and *taking your own notes* on readings, class discussions, and instruction.

Reading and writing assignments are due on the date that they appear on the syllabus, except for assigned Blackboard entries, which must normally be entered by 5:00 pm on the day before class.

Journal or Reading Notebook (10%)

Keep an informal notebook of responses to class reading assignments, in which you respond to a

question provided by Meyer in the textbook or by the *LiterActive* CD Interactive Tutoring (your preference, unless otherwise instructed for a specific assignment). This ungraded personal notebook may take the form of a word-processing file (keep backups and hard copies), handwritten in a notebook, or stored in a file. I will see examples of your work posted on Blackboard (by group assignment) and will assess the amount of engagement in the journal as a whole periodically. Each entry in the journal should be labeled with the date, topic or question, and your name (and pagination, if applicable). Writing is a very effective way of learning, especially if it is governed by critical thinking.

Blackboard Discussion Board

Enroll in Blackboard in the first week of classes. Browse the Blackboard course catalog until you find our course, **ENGL104B.Sp06.Experience of Literature**. The password for enrolling in this course site is the word **read** (no caps). Blackboard can be accessed off campus once you are enrolled. Go to the course site regularly to check announcements and the course calendar (with details of the following classes); share in peer discussions of assigned readings; use links to book companion sites, and contact class members. Since this is the first time I am using the Meyer textbook, I will be making changes and additions to the scheduled activities and the Blackboard site, so you are expected to check between classes for new announcements and adjustments to the schedule on the class calendar.

The following writing activities are required on Blackboard.

1. Assigned thread responses to reading. You are assigned by a group number to respond to particular readings, films, or events for which you must post “threads” on Blackboard Discussion Board Forums (indicated on the class schedule). These required threads must be posted *by 5:00 pm on the day before the class* in which the assignment is due. Writing in a thread may be informal; however, it should reflect critical thinking (not unsupported opinion) and should be as grammatically free of errors as possible. Write at least one substantial paragraph as a reader-response “thread” on all forums assigned to your group. Give details from the texts to explain your conclusions about the reading experience. Check forums periodically to see if others have responded (made “replies”) to your comments, and continue the discussion by responding accordingly.
2. Replies to peer comments. In addition to the threads above, you are required to make at least *five* replies or entries in response to others’ threads during the semester (*two before midterm*). Hit the **Reply** button inside a thread to respond to it. Replies should reflect careful reading of the original thread and generate further discussion.

Graded Paper

You will write an individual, multiple-source paper on a work or works of literature related to your group project. For this assignment you will use secondary sources and information available in the Meyer *Literature* textbook, on the *LiterActive* CD, and on the textbook Companion Web Site to discuss a short story, poem, or dramatic work. Details will be forthcoming in a handout. The due date for the paper will be determined by the date of the group presentation (spread throughout the semester). Each student will present a draft of his or her paper at a conference with me prior to completing a final draft. You are also encouraged to consult the *Bedford Handbook* and its Companion Web Site, as well as the Moravian College Writing Center for feedback or help with developing ideas, organizing material, and using and integrating sources.

Group Presentation

The group to which you are assigned for Blackboard postings, class discussions, and workshops, will also collaborate with you on 45-60 minute presentation to the class. By writing your paper on a topic that contributes to the group project, you will prepare for the presentation. The project can be based on the elements of a particular literary work, on the characteristics of a particular author's works; or on a unifying theme or cultural grouping represented in several literary works. The group will present their contributions in interactive and creative ways, through the use of multimedia, readings, drama, discussions, assessment, or other activities that inform and engage the class. You will be graded on academic contributions and effective participation.

Evaluation

It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment for the course. Equivalencies between percentage and letter grades are as follows: 93-100% = A; 90-92% = A-; 87-89% = B+; 83-86% = B; 80-82% = B-; and so on. 60% or below is a failing grade.

Late assignments may be reduced 5% (one-half grade) per day late, up to a maximum of 20% (two grades), unless other arrangements have been made *prior* to the due date.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office *as soon as possible* to enhance the likelihood that such accommodations can be implemented in a timely fashion.

Keep in contact with Blackboard and your instructor. I will communicate to you and read what you write on the Blackboard course site. Please contact me individually about any issue related to your learning, particularly if it affects your engagement in the course. Messages on email or on my home phone will probably receive a more prompt response than those left on the office phone because I am not there every day. I expect student contact and will require an appointment to meet with you about your paper. My office hours are listed at the top of syllabus.

Basis for Course Grade:

- 20% - Graded Paper – critical thinking, organization, use of sources, grammar
- 20% - Midterm Exam – long and short essay questions with identification (literary elements and passages)
- 20% - Final Exam – same format as midterm
- 10% - Class participation – based on contributions to class and group, unannounced quizzes, and preparation for the student-teacher conference
- 10% - Blackboard contributions and Reading Notebook - substance and consistency
- 10% - Group Presentation – criteria to be determined
- 10% - Unannounced Quizzes

ENGL 104B Class Schedule

NOTES:

- Refer to the Companion Web Site for additional information about the authors or playwrights, and to the *LiterActive* CD for help with thinking about the literary elements.
- Enter my email address at either the textbook or *Bedford Handbook* website to get credit for interactive learning, which may raise your class participation grade: krkeim@moravian.edu.
- Blackboard Discussion Board assignments are indicated by Group number on this schedule under the date. They must be posted by 5 pm the evening before class. Bring copies of your journal entry and/or relevant Blackboard handouts to class.
- This schedule is a work in process and is subject to change: view Blackboard Announcements and the BB Class Calendar regularly for updates and more details as we progress in the course. If you detect any errors in the schedule, please let me know.

DATE Blackboard Assignment	TOPIC Works of Literature Discussed	ASSIGNMENTS <i>(Due at the beginning of class on the date listed)</i>
JAN 17 Tues.	Introductions	<p>Complete the "Sign-In" handout and return it to your instructor.</p> <p>Record and remember your <i>Group number</i> for workshops in class and assignments on Blackboard.</p> <p>Read the syllabus and class schedule carefully and post any questions you have on the Blackboard Discussion Board. A forum is labeled for that purpose.</p> <p>Enroll in Blackboard (Password: read).</p>
<p>JAN 19 Thurs.</p> <p>BB <i>Group #1</i>, post responses to Chopin readings</p> <p>BB: All, visit Discussion Board and other course areas</p>	<p>THE STUDY OF FICTION The Elements of Fiction Reading Fiction</p> <ul style="list-style-type: none"> ▪ Kate Chopin: "The Story of an Hour" 	<p>Read pages 1-22 in the Meyer text; also "Annotating the Text and Journal Note Taking," 1559-60.</p> <p>Journal: Write a personal response or reaction to your reading of Chopin's short story and the student paper that discusses it. Did you notice anything not mentioned in the student paper? Explain. Hand-write or word-process one page.</p> <p>[NOTE: All journal entries should be approximately one page in length. Indicate your topic and "sign" and date the entry. You may be asked to share your ideas or show evidence of your journaling in any given class.]</p>

<p>JAN 24 Tues.</p> <p>BB Group #2, enter your journaling as a thread.</p>	<p>Writing About Fiction</p> <ul style="list-style-type: none"> ▪ Karen van der Zee: excerpt from <i>A Secret Sorrow</i> (popular writing) ▪ Gail Godwin: "A Sorrowful Woman" (literary writing) 	<p>Read in Meyer, 23-62.</p> <p>Journal: Answer a question from "Considerations for Critical Thinking and Writing" (29).</p>
<p>JAN 26 Thurs.</p> <p>BB Group #3, post your journal entry.</p>	<p>Plot</p> <ul style="list-style-type: none"> ▪ Edgar Rice Burroughs: Excerpt from <i>Tarzan of the Apes</i>. ▪ Joyce Carol Oates: "Three Girls" ▪ William Faulkner: "A Rose for Emily" 	<p>Read in Meyer 63-88.</p> <p>Journal: Write a response to one or more of the literary examples after considering questions provided in the textbook or on the companion web site.</p>
<p>JAN 31 Tues.</p> <p>BB Group #4 post your journal entry.</p>	<p>Character Group #4,</p> <ul style="list-style-type: none"> ▪ May-Lee Chai: "Saving Sourdi" ▪ Herman Melville: "Bartleby the Scrivener" 	<p>Read in Meyer: Chapt. 4 (104-150)</p> <p>Journal: Write a reader response to one of the short stories by answering a "Considerations" question on p. 123 or 148-49. Provide support from the short story to explain your answer.</p>
<p>FEB 2 Thurs.</p> <p>BB Group #5 post your journal entry.</p>	<p>Setting; Point of View</p> <ul style="list-style-type: none"> ▪ Ernest Hemingway: "Soldier's Home" ▪ Fay Weldon: "INDAFF or Out of Love in Sarajevo" ▪ Alice Walker: "Roselily" 	<p>Read in Meyer: 151-167; 173-78; 206-07</p> <p>Journal: Respond to a question taken from a list in the text (either "Considerations" or "Connections") for one of the three short stories. (NOTE: A "Connections" question, it should be on works the class will have read.)</p>
<p>FEB 7 Tues.</p> <p>BB Group #6 post your journal entry. The choices should cover each of the different stories.</p>	<p>Symbolism; Style, Tone, and Irony</p> <ul style="list-style-type: none"> ▪ Chitra Banerjee Divakaruni: "Clothes" ▪ Colette, "The Hand" ▪ Raymond Carver: "Popular Mechanics" ▪ Susan Minot, "Lust" 	<p>Read in Meyer: 211-226; 259-67. 282-89</p> <p>Journal: Select a question a list after one of the four short stories. Use it to think critically about a symbol, the style or tone of the short story, or the author's use of irony.</p> <p>Collection: Group #1 journals</p>
<p>FEB 9 Thurs.</p> <p>BB: Group #1 post your tentative thesis & explanation.</p>	<p>Theme; Combining the Elements of Fiction</p> <ul style="list-style-type: none"> ▪ Katherine Mansfield: "Miss Brill" ▪ Dagoberto Gilb, "Love in L.A." ▪ David Updike: "Summer" 	<p>Read in Meyer: 239-42; 251-58; 290-99.</p> <p>Journal exercise: Pick a short story from the past assigned reading and make notes on it for each element of fiction. What thesis or idea about the work of literature can you draw from your notes? Explain how your thinking about the elements helped you to arrive at the thesis? <i>Note: This will be collected in class.</i></p> <p>Collection: Group #2 journals</p>

<p>FEB 14 Tues. BB Group #2 Reading: G.# 3</p>	<p>THE STUDY OF DRAMA Reading Drama Responsively; Elements of Drama</p> <p>Susan Glaspell: <i>Trifles</i></p> <p><i>Literactive</i> or Companion WS: Explore contexts for the author and for this play and see an additional sample of close reading.</p>	<p>Read in Meyer: 997-1017. Think about the comparison of the drama <i>Trifles</i> and the short story version for class discussion.</p> <p>Read also: "Taking Essay Examinations," 1609-1612.</p> <p>Journal: Respond to a textbook question on "Trifles."</p> <p>Discuss handouts on <i>The Sum of Us</i> (see Blackboard)</p> <p>Collection: Group #3 journals</p>
<p>FEB 16 Thurs. BB Group #3 Reading G.#4</p>	<p>Drama in Popular Forms; Writing About Drama</p> <p>Larry David: Excerpt from a <i>Seinfeld</i> television script</p> <p>Kari Lizer: Excerpt from an episode of <i>Will & Grace</i></p>	<p>Read in Meyer: 1015-1035; 1036-1041.</p> <p>Journal: Respond to a textbook question</p> <p>Collection: Group #4 journals</p>
<p>FEB 16 BB: Forum for class comments</p>	<p>Theater Performance</p> <p>Attend David Stevens', <i>The Sum of Us</i> in the Arena Theatre, HUB, 8PM</p>	<p>Journal: Write a personal response to the performance of <i>The Sum of Us</i> to hand in on Tuesday. Use critical thinking to reflect on an important "element" of drama in the play. Come prepared to write about the performance on the midterm.</p>
<p>FEB 21 Tues.</p>	<p>Midterm Exam</p>	<p>Choice of short and long essays (some requiring identification) on the literary elements of fiction and drama and the works studied. Turn off cell phones. Put them and any course-related materials out of sight.</p>
<p>FEB 23 Thurs. BB Group #4 Reading: G.#5</p>	<p>THE ELEMENTS OF POETRY Reading and Writing about Poetry</p>	<p>Read in Meyer: 564-584; 605-611</p> <p>Journal: Select a poem and respond to a text question about it.</p> <p>Collection: Group #5 journals</p>
<p>FEB 28 Tues. BB Group #5 Reading: G.#6</p>	<p>Word Choice, Word Order, and Tone</p>	<p>Read in Meyer: 612-643</p> <p>Journal: Select a poem and write about it in terms of word choice, word order, or tone: how does the poet's use of it the elements contribute to the meaning of the poem for you?</p> <p>Collection: Group #6 journals</p>

MAR 2 Tues. BB Group #6 Reading: <i>G.#1</i>	Images Figures of Speech	Read in Meyer: 644-674 Journal: Select an image or figure of speech in a poem from the reading and use it to discuss the meaning of the poem for you.
MAR 4 Thurs. BB Group #1 Reading: <i>G.#2</i>	Symbol, Allegory, and Irony; Sounds, and Rhythm	Read in Meyer: 683-91; 705-718; 730-737 Journal: Select a poem from the reading assignment and discuss the poet's use of an element as it contributes to meaning for you.
MAR 5-12	SPRING BREAK	
MAR 14 Tues. BB Group #2	Nathaniel Hawthorne Group #1 Presentation	Read in Meyer: 303-344 Journal:
MAR 16 Thurs. BB Group #3	James Joyce Group #2 Presentation	Read in Meyer: 426-443 Journal:
MAR 21 Tues. BB Group #4	A Thematic Case Study: Border Crossings (Poetry)	Read in Meyer: Section between 958 and 959 Journal:
MAR 23 Thurs.	Thematic Case Study, cont.	Read: Journal:
MAR 23 Lecture BB: Group #5	"White Privilege"	Dr. Peggy McIntosh 7 pm, Prosser Auditorium, HUB
MAR 28 Tues. BB Group #6	Langston Hughes Group #4 Presentation	Read in Meyer: 876-903 Journal:
MAR 30 Thurs.	Hughes, cont.	Read in Meyer: Journal:
APRIL 4 Tues.	ALL-CAMPUS SERVICE DAY	
APRIL 6 Thurs. BB Group #1	A Cultural Case Study David Henry Hwang's <i>M. Butterfly</i>	Read in Meyer: 1268-1322 Journal:

	Group #6 Presentation	
APRIL 11 Tues.	Hwang: <i>M. Butterfly</i> cont.	Read in Meyer: 517-18; Journal:
APRIL 13 Thurs. BB: Group #2	A Thematic Case Study: The Nature of Story-Telling	Read in Meyer: 462-491 Journal
APRIL 14-17	EASTER BREAK	
APRIL 18 Tues. BB Group #3	Arthur Miller Group #5 Presentation	Read in Meyer: 1373-1443 Journal:
APRIL 20 Thurs. BB Group #4	Arthur Miller, cont.	Journal:
APRIL 25 Tues. BB Group #5	Group #3 Presentation	Read in Meyer:
APRIL 27 Thurs. BB: Group #6	Jamaica Kincaid: "Girl" Course Evaluation	Read in Meyer: 516-18. Journal: Respond to a question in the text.
FINAL EXAM TBA		