

**ENG 104B**  
**Experience of Literature Fall 2009**  
**Tuesday/Thursday 3b 10:20-11:30A ZINZE 103**

**Instructor: Mrs. Nicole Tabor**

**Office Hours: Monday and Wednesday 10:00A-12:00 and by appointment**

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**COURSE DESCRIPTION:**

*Experience of Literature* is designed to introduce major literary genres—fiction, poetry, and drama—from a variety of times and cultures. Coursework emphasizes analytical and communication skills through written and oral projects. The course addresses basic questions about the nature of literature and the interrelated activities of reading, writing, and interpretation. What is a literary text, and what role do stories and poems play in our cultural lives? Is interpretation of a literary text a purely subjective process, or are some interpretations more valid than others? Narrative technique, poetic form, and character development are some of the terms and concepts examined in the course. Weekly readings of poems, plays, and fiction are substantial in scope and difficulty, and students will be asked to recite literature out loud and compose critical essays.

**COURSE GOALS:**

- Students develop analytical skills that will allow them to think, write, and communicate intelligently about literature
- Students use textual evidence to substantiate their own original arguments
- Students gain a command over methodologies, applications, and concepts regarding literary genres
- Students work collaboratively to identify and explicate key literary terms
- Students demonstrate the ability to apply standard literary terminology and analytical methods in a written analysis of a text
- Students develop critical thinking skills in order to decide what role literature plays in their own educational and cultural lives

**REQUIRED TEXT:**

- *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, Kennedy and Gioia

**ASSIGNMENTS**

**PERCENT OF FINAL GRADE:**

First Essay	20
Second Essay	25
Reading Journal	20
Final Exam	15
Class Participation	10
Oral Presentation	10

**ESSAYS:** You are required to compose two argumentative essays. The first essay will be 3-4 pages and the final essay will be 5-6 pages in length. These will be thesis-driven and follow MLA guidelines. Essays will be evaluated primarily on the quality of your ideas and the thoroughness of your critical argument (including appropriate citations of the text). Organizational, grammatical, and other writing matters will, however, also affect your grade. We will discuss these essays in further detail throughout the term.

**READING JOURNAL:** You will write a one-page journal entry for each class period's readings. This entry will consist of two parts. In part one you will briefly summarize the day's literary text(s) and part two will consist of a discussion question. These questions are especially useful in generating essays from our readings, and they will also be beneficial in class discussions. You may be asked to read from your response in class. These journals will be checked each class period and collected twice during the term. Please refer to the handout "Discussion Questions as Post-Reading" for more detailed expectations.

**DRAMA REVIEW:** You will attend a Moravian College theatre production and write a one-page drama review. This review will be included in your reading journal. Please refer to the handout "Drama Review Guidelines" for format information.

**GROUP PRESENTATION:** You will be required to give a group presentation on one or more of our key terms. Your group will summarize, ask the class significant discussion questions related to your term, and create a handout. A sign-up sheet will be circulated in class.

**PARTICIPATION:** Our classroom comprises a *discourse community*, in which we gain knowledge and insight through mutual inquiry as a result of both verbal and written interaction with others in the class. This interaction will take the form of co-operation as well as respectful disagreement. As a member of this discourse community, you will be expected to contribute intelligently and frequently to the discussion. Along with speaking, effective participation requires active and open-minded listening to others. Respond to and interact with your peers, not just with me. The more you participate, the more interesting, exciting, and rewarding this class will be. Always bring your textbook and notes to class. Expect to read passages aloud and closely investigate details of the texts we are studying. There will be unannounced quizzes and in-class writings throughout the term. You will be required to attend one theatre production during the term. I highly encourage you to visit me during office hours (or make an appointment) to discuss your paper ideas or any other questions or concerns related to the course.

**POLICIES:**

**Grades.** It is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the final course grade.

**Format.** All written work should include your name, the course number and instructor (Tabor), the date, and the assignment in the upper right-hand corner. Any pages after the first should be numbered and stapled. All work must be typed using a reasonable 12-point font, double-spaced, and conventional margins (one inch). No electronic assignments accepted without special arrangement.

**Deadlines.** Reading responses, quizzes, and other daily assignments will not be accepted late including assignments due to absence. Assignments are due during the class period of the due date. Extensions may be given on essays, provided that a student asks for the extension at least one week in advance. Unless an extension is given, late essays will be reduced by one letter grade for each day that passes after the due date, e.g. an A becomes a B if one day late.

**Access for Students with Disabilities.** Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

**Plagiarism.** All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please see the Student Handbook if you have any questions about your use of sources.

**Attendance.** It is your responsibility to sign the attendance sheet at each class. Your final course grade will be dropped by 10% for each unexcused absence after the third. A note from a doctor's office is required for an excused absence.

**Tentative Reading Schedule.** Readings are to be completed on the day assigned. Page numbers refer to Kennedy and Gioia's *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. When page numbers are listed, you will have read and we will then discuss those pages that day. The schedule is subject to change.

**Week One**

Tue Sept 1 Introduction to Genres: Poetry, Fiction, and Drama

**POETRY**

Thu Sept 3 *Reading:* "Reading a Poem"(659-662), "Lyric Poetry"(663-664), "Narrative Poetry"(665)  
*Poems:* "The Lake Isle of Innisfree"(661), "Piano"(664), "Aunt Jennifer's Tigers"(664), "Out, Out"(667)

*Terms:* verse, paraphrase, summary, theme, subject, lyric

**Week Two**

Tue Sept 8 *Reading:* "Tone"(674-677), "The Person in the Poem"(680-681)  
*Poems:* "The Author to Her Book" (676), "White Lies"(680-681), "Hawk Roosting" (683), "To Lucasta" (698), "Dulce et Decorum Est" (698-699)

*Terms:* tone, satiric poetry, persona

Thu Sept 10 *Reading:* "Irony"(688-689)

*Poems:* “Oh No”(688), “In Westminster Abby”(692), “The Golf Links”(693),  
“The Chimney Sweeper”(695-696)  
*Terms:* verbal irony, dramatic irony

**Week Three**

Tue Sept 15 *Reading:* “Literal Meaning”(706-708), “The Value of a Dictionary”(710-711)  
*Poems:* “This is Just to Say”(707), “Batter My Heart”(709-710),  
“Aftermath”(711-712), “Grass”(714)  
*Terms:* diction, concrete, abstract, allusion

Thu Sept 17 *Reading:* “Word Choice and Word Order”(714-718)  
*Poems:* “Upon Julia’s Clothes”(716-717), “Blandeur”(718-719),  
“Lonely Hearts”(721)  
*Terms:* dialect, vulgate, colloquial, general English, formal English

**Week Four**

Tue Sept 22 *Reading:* “Rime”(815-820), “Reading and Hearing Poems Aloud”(823-824)  
*Poems:* “On my boat on Lake Cayuga”(816), “Rough Weather”(818), “God’s  
Grandeur”(820-821), “Full fathom five thy father lies”(825)  
*Terms:* rime, end rime, internal rime  
**Essay One Due**

Thu Sept 24 *Reading:* “Stresses and Pauses”(829-833), “Meter”(836-842)  
*Poems:* “We Real Cool”(833-834), “Break, Break, Break”(834), “Rose-cheeked  
Laura, come”(842), “Counting-out Rhyme”(843), “When I was one-and-twenty”(844)  
*Terms:* rhythm, stress, end-stopped, run-on line, meter, iambic meter,  
pentameter, scansion

**Week Five**

Tue Sept 29 *Readings:* “The Sonnet”(856-859)  
*Poems:* “Let me not to the marriage of true minds”(857), “What lips my lips have kissed”  
(858-859), “First Poem for You”(860), “Unholy Sonnet”(860)  
*Terms:* fixed forms, conventions, sonnet, English sonnet, Italian sonnet, octave, sestet

Thu Oct 1 *Readings:* “Poetry and Personal Identity”(933-934), “Culture, Race, and Ethnicity”(938),  
“Gender”(943)  
*Poems:* “America”(938), “Learning to love America”(946), “The Negro Speaks of  
Rivers”(1030-1031), “I, too” (1032), “Harlem [Dream Deferred]” (1037)

**FICTION**

**Week Six**

Tue Oct 6 *Readings:* “Analyzing Plot” (21), “Character” (73-76)  
*Fiction:* “The Rich Brother” (86-98)  
*Terms:* plot, character

Thu Oct 8 *Readings:* “Setting the Voice” (150-151), “The Importance of Setting” (151)  
*Fiction:* “A Pair of Tickets” (137-150)  
*Term:* setting

**Week Seven**

Tue Oct 13 Fall Recess, No Class

Thu Oct 15 *Readings:* “Tone and Style” (153-156), “Irony” (172-173)  
*Fiction:* “Gift of the Magi” (174-178)  
*Terms:* tone, style, irony

**Week Eight**

Tue Oct 20 Library Visit: Primary and Secondary Sources

Thu Oct 22 *Readings:* “Theme” (189-191), “Determining a Story’s Theme” (228)

*Fiction:* "The Open Boat" (191-208)

*Term:* theme

**Reading Journal Due**

**Week Nine**

Tue Oct 27 *Reading:* "Alice Walker on Writing" (450-452)

*Fiction:* "Everyday Use" (443-449)

*Term:* multi-cultural literature

Thu Oct 29 *Reading:* "Everyday Use and the Black Power Movement" (453-455), "Stylish vs. Sacred in 'Everyday Use'" (455-458), "Quilt as Metaphor in 'Everyday Use'" (459-460)

*Term:* literary criticism

**Week Ten**

Tue Nov 3 *Reading:* "Reading Long Stories and Novels" (275-280)

*Fiction:* "The Metamorphosis" (317-347)

Thu Nov 5 *Reading:* "Kafka's Greatness" (349-356)

**DRAMA**

**Week Eleven**

Tue Nov 10 *Readings:* "Reading a Play" (1223-1224), "A Play in its Elements" (1237-1240)

*Drama:* "Trifles" (1225-1237)

Thu Nov 12 *Readings:* "Critical Casebook: Sophocles" (1277-1283)

*Drama:* "Oedipus the King" (1283-1322)

*Terms:* tragedy, Aristotelian unities

**Week Twelve**

Tue Nov 17 *Drama:* "Oedipus" continued

Thu Nov 19 *Readings:* "Critical Casebook: Shakespeare" (1364-1366), "Background of Hamlet" (1470-1472)

*Drama:* "Hamlet, Prince of Denmark" (1472-1589)

*Terms:* Shakespeare's language

**Week Thirteen**

Tue Nov 24 *Drama:* "Hamlet" continued

Thu Nov 26 Thanksgiving, No Class

**Week Fourteen**

Tue Dec 1 *Reading:* "The Modern Theater" (1677-1679)

*Drama:* "A Doll's House" (1679-1735)

*Terms:* realism and naturalism

**Essay Two Due**

Thu Dec 3 *Drama:* "A Dolls House" continued

**Week Fifteen**

Tue Dec 8 *Reading:* "Writers on Writing" (1958-1959)

*Drama:* "The Darker Face of the Earth" (1886-1957)

*Term:* intertextuality

**Reading Journal Due**

**Final Exam**

Tue Dec 15 8:30A