

**ENGLISH 104 Experience of Literature Spring 2012**  
**Monday and Wednesday 1:10-2:20 Zinzendorf 103**

Instructor: Dr. Nicole Tabor, ntabor@moravian.edu

Office Hours: Mon 2:30-4:00, Tue 10:15-11:30, Thu 10:15-11:30, and by appointment

Office Location and Phone: 302 Zinzendorf Hall, (610) 625-7842

**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 TEXTS:**

- *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, Kennedy and Gioia, 11<sup>th</sup> Ed.

**ASSIGNMENTS**

**PERCENT OF FINAL GRADE:**

First Essay	15
Second Essay	15
Third Essay	15
Reading Journal	15
Quizzes and Final Exam	20
Class Participation	10
Group Presentation	10

**ESSAYS:** You are required to compose three argumentative essays. The first essay will be 3-4 pages and the second and third essays 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). For poems: please write a one (or two) sentence paraphrase of each poem and for fiction and drama texts provide a paragraph-long summary. Part two will consist of a discussion question. Please refer to the handout "Discussion Questions as Post-Reading" for more detailed expectations. 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.

**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. 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. There will be extra-credit options related to the Multicultural Reading Group.

**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/photocopy/distribute a handout. Your presentation will also address examples from the day's assigned reading(s) from our syllabus. A sign-up sheet will be circulated in class.

**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. Arriving to class more than 2 minutes late will count as 1/3 of an 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, 11<sup>th</sup> Edition*. 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**

Mon Jan 16 Introduction to Genres: Poetry, Fiction, and Drama

**POETRY**

Wed Jan 18 *Reading:* "Reading a Poem"(631-634), "Lyric Poetry"(635), "Narrative Poetry"(636)  
*Poems:* "The Lake Isle of Innisfree"(633), "Those Winter Sundays"(635),  
"Aunt Jennifer's Tigers"(636), "Out, Out"(638)  
*Terms:* verse, paraphrase, summary, theme, subject, lyric

**Week Two**

Mon Jan 23 *Reading:* "Tone"(645-648), "The Person in the Poem"(651-654), "Irony"(659-660)  
*Poems:* "White Lies"(651), "To Lucasta" (667), "Dulce et Decorum Est" (667-668),  
"The Unknown Citizen" (660-661), "The Golf Links"(662)  
*Terms:* tone, satiric poetry, persona,

Wed Jan 25 *Reading:* "Irony"(659-660)  
*Poems:* "The Unknown Citizen" (660-661), "The Golf Links"(662), "Westminster Abbey" (handout)  
*Terms:* verbal irony, dramatic irony

### **Week Three**

Mon Jan 30      *Reading:* "Literal Meaning"(674-677), "The Value of a Dictionary"(678-681)  
*Poems:* "This is Just to Say"(674-675), "Batter My Heart"(677-678),  
"Aftermath"(679), "Grass"(681), "London" (700-701)  
*Terms:* diction, concrete, abstract, allusion

Wed Feb 1      *Reading:* "Word Choice and Word Order"(681-685)  
*Poems:* "Upon Julia's Clothes"(683), "Lonely Hearts"(687)  
*Terms:* dialect, vulgate, colloquial, general English, formal English  
**Essay One Due**

### **Week Four**

Mon Feb 6      *Reading:* "Rime"(777-783), "Reading and Hearing Poems Aloud"(783-785)  
"Stresses and Pauses"(789-795), "Meter"(795-801)  
*Poems:* "God's Grandeur"(782), "We Real Cool"(793), "Break, Break, Break"(794),  
"When I was one-and-twenty"(802)  
*Terms:* rime, end rime, internal rime rhythm, stress, end-stopped, run-on line, meter,  
iambic meter, pentameter, scansion

Wed Feb 8      *Readings:* "The Sonnet"(816)  
*Poems:* "Let me not to the marriage of true minds"(816), "What lips my lips have kissed"  
(817), "First Poem for You"(819), "Unholy Sonnet"(820)  
*Terms:* fixed forms, conventions, sonnet, English sonnet, Italian sonnet, octave, sestet

### **Week Five**

Mon Feb 13      *Readings:* "Poetry and Personal Identity"(887), "Culture, Race, and Ethnicity"(892),  
"Gender"(897)  
*Poems:* "America"(892), "Learning to love America"(900), "The Negro Speaks of  
Rivers"(974), "I, too" (976-977), "Harlem [Dream Deferred]" (981)

### **FICTION**

Wed Feb 15      *Readings:* "Analyzing Plot" (13-15), "Character" (77-79)  
*Fiction:* "The Rich Brother" (613-624)  
*Terms:* plot, character

### **Week Six**

Mon Feb 20      *Readings:* "A. Tan" (2-4), "Setting the Voice" (145-146)  
*Fiction:* "A Pair of Tickets" (132-145)  
*Term:* setting

Wed Feb 22      *Readings:* "Tone and Style" (148-150), "Irony" (167-168)  
*Fiction:* "Gift of the Magi" (169-172)  
*Terms:* tone, style, irony

### **Week Seven**

Mon Feb 27      *Readings:* "Theme" (183-184), "Finding the Theme" (185)  
*Fiction:* "The Open Boat" (185-202)  
*Term:* theme  
**Reading Journal Due**

Wed Feb 29      *Reading:* "Everyday Use and the Black Power Movement" (464-466), "Stylish vs.  
Sacred in 'Everyday Use'" (466-468), "Quilt as Metaphor in 'Everyday Use'" (469-470)  
*Fiction:* "Everyday Use" (455-461)  
*Terms:* multi-cultural literature, literary criticism

### **Week Eight**

Mon Mar 5/Wed Mar 7      Spring Recess: No Class

### **Week Nine**

Mon Mar 12	Draft Workshop <b>Rough Draft Due</b>
Wed Mar 14	<i>Reading:</i> “Reading Long Stories and Novels” (259-264) <i>Fiction:</i> “The Metamorphosis” (301-332)
	<b><u>Week Ten</u></b>
Mon Mar 19	<i>Fiction:</i> “The Metamorphosis” continued <b>Essay Two Due</b>
Wed Mar 21 Wed Mar 21	<i>Fiction:</i> “The Ones Who Walk Away from Omelas” (242-246) <i>Multicultural Reading Group: 4-5P Extra Credit Option</i>
	<b><u>DRAMA</u></b> <b><u>Week Eleven</u></b>
Mon Mar 26	<i>Readings:</i> “Reading a Play” (1109-1112), “Analyzing Trifles” (1122-1126) <i>Drama:</i> “Trifles” (1111-1122)
Wed Mar 28	<i>Readings:</i> “Critical Casebook: Sophocles” (1157-1164) <i>Drama:</i> “Oedipus the King” (1165-1202) <i>Terms:</i> tragedy, Aristotelian unities
	<b><u>Week Twelve</u></b>
Mon Apr 2	<i>Drama:</i> “Oedipus” continued <b>Thesis Statement Due</b>
Wed Apr 4	<i>Readings:</i> “Critical Casebook: Shakespeare” (1242-1244), “Background of Hamlet” (1351-1353) <i>Drama:</i> “Hamlet, Prince of Denmark” (1354-1466) <i>Terms:</i> Shakespeare’s language, soliloquy
	<b><u>Week Thirteen</u></b>
Mon Apr 9	<i>No Class</i>
Wed Apr 11	<i>Drama:</i> “Hamlet” continued Draft Workshop <b>Rough Draft Due</b>
	<b><u>Week Fourteen</u></b>
Mon Apr 16	<i>Reading:</i> “The Modern Theater” (1553-1158) <i>Drama:</i> “A Doll’s House” (1158-1610) <i>Terms:</i> realism and naturalism
Wed Apr 18	<i>Drama:</i> “A Dolls House” continued <b>Reading Journal Due</b>
	<b><u>Week Fifteen</u></b>
Mon Apr 23	<i>Reading:</i> “Rita Dove on Writing” (1750-1751) <i>Drama:</i> “The Darker Face of the Earth” (1680-1750) <i>Term:</i> intertextuality
Wed April 25	Conclusions and Evaluations <b>Essay Three Due</b>
Tue May 1	8:30P <b><u>Final Exam</u></b>