

INTRODUCTION TO LITERATURE

Professor Kristina Lucas

E-mail: klucas@ccsnh.edu

Office: White Hall, NHTI-Concord's Community College
EN102ZZ Spring 2010

COURSE DESCRIPTION: An introductory survey course exposing the student to representative works from the major genre forms: fiction, poetry and drama.

Course Objectives: As students, you will learn to:

1. Respond thoughtfully and analytically to the wealth of literature written by anthologized writers in response journals, Blackboard class discussion and essay exams;
2. Identify stereotypes and archetypes of experience in literature, and trace their history in literature.
3. Recognize universal human traits as they are represented in literature;
4. Broaden your awareness of experiences and concepts which differ from your own;
5. Recognize the way in which a work of literature mirrors social, political, and cultural forces of its era;
6. Write comprehensive essays supporting your analysis of literary work;
7. Demonstrate comfort and competence in basic communication skills in class discussions;
8. Approach an unfamiliar work of literature with the basic tools and concepts of literary interpretation.

REQUIRED TEXTS:

The Norton Introduction to Literature, 9th Edition. (2006). Booth, Hunter & Mays, Eds.
(ISBN: 978-0-393-92615-6)

Ordering Information: NHTI Bookstore

Call 224-8231, or email the NHTI Bookstore at 0968mgr@fheg.follett.com

CLASS METHODS: Close reading, exploration, and discussion seminar. Group learning will allow students to share knowledge and teach one another according to the school motto stating "We are all teachers; we are all learners."

CLASS PARTICIPATION:

Discussion Board: I expect that most of you will be logging in daily. Your **minimum twice weekly** logins to Blackboard will include

- * **at least three hours** of virtual classroom discussion
- * **at least three** meaningful postings to the weekly discussion boards
- * based on the questions posted and
- * **at least two** responses to ideas of your classmates
- * checking your email for class notes and updates

Please note these are minimal requirements for passing the course. Students working for A and B grades will significantly surpass the minimum requirements.

A meaningful posting –at least one substantial paragraph- considers and responds to a previous post, brings up a new thread or questions for discussion, supports with new thoughts the previous discussion or changes the directions of the discussion. To respond meaningfully to the ongoing discussion, it is imperative that you read all previous postings. Avoid perfunctory agreements or disagreements such as “I couldn’t agree more” or “you are so wrong.” Instead, explain why. Students should use quotations from the readings to support their ideas.

The most successful discussion board strategy is to post early and often. Avoid antagonizing your classmates by procrastinating to the last day.

Course Materials: Your logins will also include retrieving assignments, reading class announcements, reading lectures and course documents, submitting journals, and taking quizzes and exams.

As new components will be added to Blackboard frequently, it is essential that everyone keep up with the work.

Participation Expectations/Attendance in a 100% Online Course: All NH Community Technical Colleges have the following attendance policies:

- a. Registration for any course presupposes that the student will attend and fully participate in all online activities. Each student is responsible for meeting all course requirements.
- b. In addition to academic issues relative to attendance, Veterans and students receiving financial aid from some sources are expected to regularly attend and fully participate as a condition of receiving such aid.
- c. If a student does not participate in online course activities/assignments for 2 consecutive weeks, the student may be suspended from the course at the discretion of the Instructor.
- d. Any student who has been suspended or dropped from a course may appeal to the Academic Standards Committee through the Vice President of Academic Affairs.

In this class you will be graded on quantity and quality. You need to fulfill the minimum number of online appearances each week to be eligible for full credit for that week. Blackboard keeps track of quantity of logins, and I evaluate quality.

WRITING ASSIGNMENTS:

Research Paper: Select a narrowly focused literature topic with a college-level thesis question that you research, document, and communicate to an audience. You might review suggestions listed in the text. This informative project may be an investigation or an explanation, a

biography study of an author, or a critical analysis that arises from the discussion. Your paper will be three to five polished typewritten pages, using the APA format. Specifics are posted under Assignments; be sure to review topic examples.

Literary Analysis Project: Choose an author we've read to research and share with the class. This informative project will be an investigation or an explanation of the literary criticism regarding the chosen work. Review the Literary Analysis Project Guidelines under Course Materials and determine which format (power point or other) you will post for the class on the Discussion Board.

Journals: In addition to Discussion Board submissions, you will write a 1 ½ to 2 page double-spaced detailed response to one of the stories or poems every week/every other week during the first part of the semester for a total of 100 journal points. Your responses should incorporate your growing knowledge of literary analysis using literary terms. Your journals will be graded as reading quizzes, and are worth 20 points each.

Writing assignments will be graded primarily on quality of content, including thoughtful and clear explanation of ideas, understanding of concepts, and examples and elaboration that support ideas. Your writing assignments should show evidence of proficiency with the APA format. Grammar, including complete sentences and correct punctuation, and organization, including paragraphing and transitions, and spelling and proofreading will be taken into consideration. Papers will be rewritten if the number of errors is distracting to the piece as a whole. Please be sure to review the last chapter in the textbook entitled Writing about Literature. If you are puzzled by any of the steps listed in the "Summary of the Process" (p. A53) look for explanation in the chapter, or reconsider whether you are ready to take this class.

EXAMS AND QUIZZES:

These must be taken by the posted dates, or you will not receive credit for them.

Midterm Exam: Your midterm exam will have two parts.

Part A: By Week 8 you will have submitted four 1 1/2 to 2 page journals. For your Midterm Exam, you will choose two to expand to 3 page essays, incorporating main points from the discussion, identifying images, stereotypes and archetypes as well as universal human traits represented in literature, and applying as many of the literary terms and tools of literary interpretation as you can, as per the course objectives. See the student example essay exam under Course Materials.

Part B: You will be asked to give examples from the reading of your knowledge of literary terms.

GRADING:

The following information describes the NHTI grading system. In this course, letter grades are computed on a ten-point scale (e.g. 80-82 = B-, 83-86 = B, 87-89 = B+). What follows is a copy of the grading scale and descriptions of other possible grade outcomes as outlined in your

Student Handbook:

NHTI has implemented a letter grade system in which each grade reflects a level of achievement measured against specific course objectives.

Letter Grade	Definition
A 4.0 pts	An honor grade representing achievement of a level of understanding and ability which is excellent and distinctive.
A- 3.7 pts	
B+ 3.3 pts	Represents achievement of a level of understanding and ability of consistently high quality.
B 3.0 pts	
B- 2.7 pts	
C+ 2.3 pts	Represents achievement of a level of understanding and ability consistent with those levels required for successful entry into the student's chosen career field.
C 2.0 pts	
C- 1.7 pts	
D+ 1.3 pts	Represents some evidence of achievement, but substantially below the level required for successful entry into the student's chosen career field.
D 1.0 pts	
D- 0.7 pts.	
F 0.0 pts	Represents negligible academic achievement. A student who receives an "F" grade in a course that is a prerequisite to other courses must repeat the failed course with a passing grade before being eligible to continue with the course sequence.

GRADE PERCENTAGES:

Research Paper	15%
Literary Analysis	15%
Midterm Exam	15%
Journals	15%
Final Exam	20%
Participation:	20%
(Discussion Board submissions)	

DUE DATES:

All written work and submissions are due when assigned.

Each week's work begins on Wednesday; each week's assignments may be submitted any time throughout that week, with a deadline of the following Tuesday by 5:00 p.m.

For example, Week 1 begins on Wednesday, you need to read through the posted class material, submit your Intro survey, post your introduction on your home page, and respond to the first set of discussion questions as soon as possible and no later than Tuesday, at 5:00.

WEEKLY SCHEDULE/TOPICS

Following is our predicted schedule.

You will find revised and updated assignment details posted under the Assignments button each week.

Week 1: Class Introduction and Survey due

Discussion Board practice – The Use of Force by William Carlos Williams (under Websites)

Week 2: Fiction: Reading, Responding, Writing

Fiction: Reading, Responding, Writing, pp. 12-20

Why Literature Matters, pp. 1-9

Writing Suggestions, pp. 61-62 (Journal Options)

Responding to Poetry, pp. 594-606

Sexton, pp. 606-608

Writing About Poems, p. 609

WEBSITES Nikki Giovanni – I Wrote a Good Omelet

LITWEB Poetry Workshop> Explorations Anne Sexton

Week 3: Understanding the Text

Plot, pp. 66-70

Cheever, pp. 71-88

WEBSITES Atwood – Happy Endings

Narration and Point of View, pp. 120-123

Hemingway, pp. 128-132

Moore, pp. 132-138

Week 4: Characterization

Character, pp. 140-145

Lessing, pp. 179-181

Carver, pp. 20-30

Questions and Suggestions for Writing, pp. 191-192

Student Writing, pp. 193-195

Week 5: Setting, pp. 196-197

Barrett, pp. 198-204

Tan, pp. 204-218

LITWEB

WEBSITES Annie Proulx

Situation & Setting in Poetry, pp. 657-668

Week 6: Symbol, pp. 230-232

Beattie, pp. 248-251

Danticat, pp. 252-263

Symbol in Poetry, pp. 716-727

Week 7: Theme, pp. 264-266

Carter, pp. 266-272

Mukherjee, pp. 272-284

Lahiri, pp. 284-299

Week 8: The Author's Work as Context

O'Connor, pp. 362-416

Midterm Exam due

Week 9: Poetry/Tone & Voice

Week 10: Poetry/Structure & Form

Research Topics due

Week 11: Poetry/Exploring Contexts

Research Topics due

Week 12: Drama, pp. 1044-1046

Gaspell, pp. 1045-1058

Understanding the Text, Elements of Drama, pp. 1092-1102

Research Outlines Due

Week 13: Drama, The Piano Lesson

Wilson, Act. 1, pp. 1205-1234

Research Project due

Week 14: Drama, The Piano Lesson

Wilson, Act II, pp. 1234-1264

Week 15: Literary Analysis Projects Due

Discussion of Literary Analysis Projects

Week 16:

Novel Projects Due

Discussion of Novel Projects

Week 17: Final Exam

Schedule two hours for completion, similar to a classroom final exam.

Opens at 5:00. Due by 5:00 on Wednesday.

