

**LIT 250: Introduction to the Study of Literature****Spring 2014****Section 1****MWF, 1:30pm- 2:25pm****BAC 155****Dr. James Wicks****jwicks@pointloma.edu****Extension: 2590****Office: BAC 125****Office Hrs: see Eclass****Course Description**

This course introduces students to the technical study of literature with a threefold emphasis. One, it instructs students in the practice of close reading and literary analysis of all the major genres of literature: poetry, prose (fiction and nonfiction), and drama, giving special attention to close reading and literary analysis of poetry. Two, it requires the study and mastery of literary terms, their definitions and applications. Three, it introduces students to historical literary periods and major schools of literary criticism and their approaches. A more extensive study of literary criticism will be completed in LIT 495. Students should use and master more fully the course content in LIT 250 in all subsequent literature courses.

**Required Texts**

Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. 4<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 2000.

DiYanni, Robert. *Literature: Approaches to Fiction, Poetry, and Drama*. (bundled with *Ariel: A Reader's Interactive Exploration of Literature*) 2<sup>nd</sup> edition

DiYanni, Robert. *The Essay: An Introduction*. (bundled with *Literature: Approaches to Fiction, Poetry, and Drama*).

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> edition.

Harmon & Holman. *A Handbook to Literature*. Upper Saddle River: Pearson Prentice Hall, 2009.

Schwarz, Daniel, ed. *The Dead*. Case Studies in Contemporary Criticism. Boston & New York: Bedford/St. Martin's Press, 1994.

Yang, Gene Yuen. *American Born Chinese*. New York: First Second, 2006.

Various handouts distributed by the professor.

**Recommended Texts/ Additional Resources in Library:**

Abrams, M. H. *A Glossary of Literary Terms*.

Baker, Nancy L. and Nancy Huling. *A Research Guide for Undergraduate Students: English and American Literature*.

Gardner, Janet E. *Writing about Literature: A Portable Guide*.

Groden, Michael and Martin Kreiswirth, eds. *The John Hopkins Guide to Literary Theory and Criticism*.

Harner, James L. *Literary Research Guide: An Annotated Listing of Reference Sources in Literary Studies*.

Littlewood, Ian. *The Literature Student's Survival Kit: What Every Reader Needs to Know*.

## Course Learning Outcomes

Students will:

1. Memorize (knowledge) and employ (application) fundamental concepts of literary study:
  - a. standard literary terminology
  - b. modes/genres of literature
  - c. elements of literary genres
  - d. literary periods (dates, writers, characteristics, and important developments)
2. Describe (comprehension) and practice (application) close reading of literary texts.
3. Describe (comprehension) current schools of contemporary literary criticism.
4. Consider (evaluation) current schools of contemporary literary criticism in relation to Christian faith and practice.
5. Use (application) contemporary literary criticism to examine (analysis) literary texts and argue (evaluation) their own readings of literary texts.
6. Use (application) literary research skills to examine literary texts and formulate (synthesis) their own readings of literary texts.

## Course Policies and Requirements

**Attendance:** *Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog. Repeated tardiness or leaving class will also lower your grade.* The LJML department statement reads: "Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See Academic Policies in the undergrad student catalog."

**Class Preparation:** All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

**Class Participation:** *Regular* contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all.

**Late Paper Policy:** Hand in your assignment in on time. Otherwise, a late submission will be penalized: 1st) by a 1/3 drop of a grade on the due date if submitted after the class has started, 2nd) by a letter grade if submitted after class on the due date or delivered outside of class on the due date, and 3rd) by an additional letter grade for each day late following the assignment due date. Unless pre-arranged, assignments more than a week late will not be graded.

**E-Mail:** Please use e-mail for simple, logistical questions or clarifications. Write: "LIT 250" in the subject line. Allow 24 hours/ 1 business day for a reply.

You are responsible for routinely checking your pointloma.edu account and Eclass for electronic messages from me (and sometimes from your classmates). You are accountable for all course material, announcements, communications that are distributed to these sites.

**Writing:** Each student will complete class assignments, reflection papers, essay/ analytical papers on assigned texts, and a term paper of close reading and critical analysis. Essay/ Analysis Papers are to be 2 typed pages in length and are to be concise, well-supported and clear.

**Paper Format:** Papers are written in MLA Style. Papers are stapled, typed and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins. Do not include title pages. Include page numbers. Use the MLA website or a current MLA style guide for style, grammar, format and citation questions.

**Quizzes:** your lowest quiz score will be eliminated from your semester average; thus, a missed quiz may not be made up. All quiz content is content for midterm and final exams.

**Cell phones and Computers:** may be used for classroom-related activities only. No texting.

**Public Discourse:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

**Inclusive Language:** *Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.* These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

#### **Academic Accommodations and Academic Honesty/ Policy on Plagiarism**

[http://catalog.pointloma.edu/content.php?catoid=8&navoid=864%23Academic\\_Honesty](http://catalog.pointloma.edu/content.php?catoid=8&navoid=864%23Academic_Honesty)

#### **Eclass**

You may have heard that PLNU is piloting a new LMS (Canvas). This LMS will only be used in some courses. For this course, you will be logging into **Eclass** to access our online materials. To do so:

1. Please use **Firefox** as your browser.
2. Go to <https://eclass.pointloma.edu>.
3. Create a shortcut or bookmark to this site.
4. Log in with your PLNU username and password.

**Final Examination:** *The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.* The official statement reads: "Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved. In the rare case that a student is scheduled for more than three (3) final examinations on the same day, the student is authorized to contact each professor in order to work out an alternate time for one of those examinations. Department chairs/school deans and college deans need not be involved in the process of making this *schedule*."

### Grading Scale

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
60-69	D
0-59	F

### Grading

5%	Participation and Assignments
5%	Class Definitions Text: students meet all deadlines and use as a study guide.
10%	Quizzes (approx. 20)
20%	Analyses/ Essays
20%	Midterm exam
20%	Term paper
20%	Final exam

### Evaluation of Papers

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the various parts of the prompt?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

### Evaluation Standards

- An “A” essay demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
- A “B” essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.
- A “C” essay demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

### Course Schedule *Subject to Change*

Week	Date	Schedule
1	1/14	T Introduction
	1/15	W Bressler, <i>Literary Criticism</i> , Chapter 1   Bressler Ch. 1 Handout
	1/17	F Bressler, <i>Literary Criticism</i> , Chapter 2   1 page reflection
2	1/20	M MLK Jr. Day (No Classes)
	1/22	W <b>Quiz 1</b> , Culler, <i>Literary Theory</i> , (1-41)   1 page reflection
	1/24	F <b>Quiz 2</b> , Culler, <i>Literary Theory</i> , (42-81)   1 page reflection
3	1/27	M <b>Quiz 3</b> , Culler, <i>Literary Theory</i> , (82-120)   1 page reflection
	1/29	W Bressler, <i>Literary Criticism</i> , Chapter 3   1 page reflection
	1/31	F DiYanni, <i>Literature</i> , Chapter 3   Hand in completed DiYanni Intro. & Ch. 1-2 Handout
4	2/3	M <b>Quiz 4</b> , DiYanni, <i>Literature</i> , Chapter 3 (continued)
	2/5	W Workshop Day   <i>MLA Handbook</i> , Chapters 4 & 6; DiYanni <i>Literature</i> , Chapter 4
	2/7	F <b>Analysis 1</b>   Library Session, <i>MLA Handbook for Writers of Research Papers</i> , Chapters 1-3; DiYanni, <i>Literature</i> , Chapter 30 (1521-39) Library Reading: Gardner, <i>Writing about Literature</i> , Chapters 2- 4
5	2/10	M <b>Quiz 5</b> , DiYanni, <i>Literature</i> , Chapters 10-11
	2/12	W <b>Quiz 6</b> , DiYanni, <i>Literature</i> , Chapter 12 (510-35)
	2/14	F DiYanni, <i>Literature</i> , Chapter 12 (536-56)
6	2/17	M DiYanni, <i>Literature</i> , Chapter 12 (556-74)
	2/19	W <b>Quiz 7 &amp; 7b</b> , DiYanni, <i>Literature</i> , Chapter 15   1 page reflection
	2/21	F DiYanni, <i>Literature</i> , Chapter 13
7	2/24	M Workshop Day Library Reading: Gardner <i>Writing about Literature</i> , Chapter 5
	2/26	W <b>Analysis 2</b>   DiYanni, <i>Literature</i> , Chapters 21-22
	2/28	F <b>Quiz 8</b> , DiYanni, <i>Literature</i> , Chapter 23

<b>Week</b>	<b>Date</b>	<b>Schedule</b>
<b>8</b>	3/3	M <b>Quiz 9</b> , DiYanni, <i>Literature</i> , Chapter 25 (954-59), Chapter 26 (1007-12), & Chapter 27 (1102-05)
	3/5	W <b>Quiz 10</b>   DiYanni, <i>Literature: Glaspell Trifles</i> , 1280-91 & Chapter 24 (949-50) Library Reading, Gardner <i>Writing about Literature</i> , Chapter 6
	3/7	F <b>Timeline &amp; Reading Record</b>
<i>Spring Break: March 10-14</i>		
<b>9</b>	3/17	M Workshop Day
	3/19	W <b>Midterm</b>
	3/21	F <b>Analysis 3</b>   DiYanni, <i>The Essay</i> , Chapters 1-2
<b>10</b>	3/24	M DiYanni, <i>The Essay</i> , Chapter 7 (110-111, 112-17, 125-129, 159-166)
	3/26	W <b>Quiz 11</b> , DiYanni, <i>The Essay</i> , Chapter 3 & pg. 73
	3/28	F Workshop Day
<b>11</b>	3/31	M <b>Quiz 12</b> , DiYanni, <i>Literature</i> , Chapter 6
	4/2	W <b>Quiz 13</b> , Yang, <i>American Born Chinese</i> (1-106)   1 page reflection
	4/4	F <b>Quiz 14</b> , Yang, <i>American Born Chinese</i> (107-233)   1 page reflection
<b>12</b>	4/7	M <b>Analysis 4</b>
	4/9	W Schwartz, "The Dead" (21-59)
	4/11	F <b>Quiz 15</b> , Schwartz, "Introduction" & "Critical History" (3-20, 63-84)
<b>13</b>	4/14	M <b>Quiz 16</b> , DiYanni, <i>Literature</i> , Chapter 31
	4/16	W <b>Quiz 17</b> , DiYanni, <i>Literature</i> , Chapter 31 (cont.); Culler, <i>Literary Theory</i> , Appx.
	4/18	F Easter Recess (no class)
<b>14</b>	4/21	M Easter Recess (no class)
	4/23	W <b>Quiz 18</b> , Schwartz, "Reader Response" (125-149)
	4/25	F <b>Quiz 19</b> , Schwartz, "Feminist Criticism" (178-205), Schwartz, "New Historicism" (150-177)
<b>15</b>		M- W Conferences   Full Rough Draft Due   <b>Quiz 20</b>
	5/2	F <b>Term Paper Due</b>
<b>Final Exam: Friday (5/9) 1:30- 4:00pm</b>		