

**LIT 250: Introduction to the Study of Literature****Spring 2018****Section 1****MWF, 12:15-1:10pm****BAC 156****Dr. James Wicks****jwicks@pointloma.edu****Extension: 2590****Office: BAC 125****Office Hrs: See Canvas****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.

Morrison, Toni. *Sula*. London: Vintage, 2005. Print.

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

DiYanni, Robert. *Literature: Approaches to Fiction, Poetry, and Drama*. 2nd edition + *The Essay: An Introduction*.

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.

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

Various handouts distributed by the professor.

**Recommended Texts/ Additional Resources in the 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.

### PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### 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.* 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/graduate as appropriate) academic 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 letter 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.

**Smart phones and laptops:** may be used for classroom related activities only.

**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 Honesty/ Policy on Plagiarism:** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

**Academic Accommodations:** While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**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.* Successful completion of this class requires taking the final examination on its scheduled day. No requests for early examinations or alternative days will be approved.

**FERPA Policy:** In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Academic Policies](#) in the (undergrad/ graduate as appropriate) academic catalog.

**LJML Department Policies:** available at this [link](#).

**PLNU Copyright Policy:** Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### 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

10%	Participation (5%) and Assignments (5%)
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.

### Analysis Essay Grading Rubric (Separate from the Rubric on LiveText)

Description	Score
Descriptive Title/ Provocative Claim	_____ (10 pts.)
Grounds (evidence)	_____ (10 pts.)
Warrant (central assumption) and Backing (support by authority)	_____ (10 pts.)
Counterargument/ Rebuttal (included as necessary)	_____ (10 pts.)
Global: Connection between subclaims/ Progression of ideas	_____ (10 pts.)
Local: Connection between paragraphs/ Transitional phrases	_____ (10 pts.)
Grammar/ Sentence mechanics/ Quotations/ MLA style	_____ (10 pts.)
Formal academic prose/ Sentence variety/ Qualifiers	_____ (10 pts.)
<b>Misc:</b> responds to the prompt; demonstrates an awareness of how the argument being proposed fits into the larger set of claims in our course readings; works through the complexities of the material; organization; superior explication of evidence/ grounds	_____ (20 pts.)
	<b>Grade:</b>

## Course Schedule Subject to Change

<b>Week</b>	<b>Date</b>	<b>Schedule</b>
<b>1</b>	1/9	T Introduction
	1/10	W Bressler, <i>Literary Criticism</i> , Chapter 1   Bressler Ch. 1 Handout
	1/12	F Culler, <i>Literary Theory</i> , (1-41)   1 page reflection
<b>2</b>	1/15	M MLK Jr. Day (No Classes)
	1/17	W <b>Quiz 1</b> , Culler, <i>Literary Theory</i> , (42-81)   1 page reflection
	1/19	F <b>Quiz 2</b> , Culler, <i>Literary Theory</i> , (82-120)   1 page reflection
<b>3</b>	1/22	M <b>Quiz 3</b> , Bressler, <i>Literary Criticism</i> , Chapter 2   1 page reflection
	1/24	W Bressler, <i>Literary Criticism</i> , Chapter 3   1 page reflection
	1/26	F DiYanni, <i>Literature</i> , Chapter 3   1 page of notes
<b>4</b>	1/29	M <b>Quiz 4</b> , Fiction Workshop
	1/31	W Murakami, Reading TBD
	2/2	F <b>Quiz 5</b> , Murakami, Reading TBD
<b>5</b>	2/5	M Toulmin & Academic Argumentation
	2/7	W <b>Quiz 6</b> , <i>Bigger, Stronger, Faster</i> (Bell, 2008)   Film Viewing Handout
	2/9	F <i>Bigger, Stronger, Faster</i> (Bell, 2008)   Film Viewing Handout
<b>6</b>	2/12	M Workshop Day   <i>MLA Handbook</i> , Chapters 4 & 6
	2/14	W <b>Analysis 1</b> , Pablo Neruda, "Toward an Impure Poetry"
	2/16	F <b>Quiz 7</b> , DiYanni, <i>Literature</i> , Chapter 12 (510-35)
<b>7</b>	2/19	M <b>Quiz 8</b> , DiYanni, <i>Literature</i> , Chapter 12 (536-56)
	2/21	W <b>Quiz 9</b> , DiYanni, <i>Literature</i> , Chapter 12 (556-74)
	2/23	F DiYanni, <i>Literature</i> , Chapter 15   1 page reflection; in class work: <b>Quiz 7b</b>
<b>8</b>	2/26	M <b>Quiz 10</b> , Workshop Day
	2/28	W <b>Analysis 2</b>   Drama in-class work: DiYanni, <i>Literature</i> , Ch. 25 (954-59), Ch. 26 (1007-12), & Ch. 27 (1102-05)
	3/2	F <b>Midterm</b>   Binder   Timelines – See Canvas
<b>Spring Break, March 5-9</b>		
<b>9</b>	3/12	M Glaspell: <i>Trifles</i>   1 page of notes
	3/14	W Workshop Day
	3/16	F <b>Analysis 3</b>   DiYanni, <i>The Essay</i> , Chapters 1-2   1 page of notes
<b>10</b>	3/19	M DiYanni, <i>The Essay</i> , Ch. 7 (110-111, 112-17, 125-129, 159-166)   1 pg. of notes
	3/21	W DiYanni, <i>The Essay</i> , in class work: Ch. 3 & pg. 73
	3/23	F <b>Quiz 11</b> , Workshop Day
<b>11</b>	3/26	M <b>Quiz 12</b> , DiYanni, <i>Literature</i> , Chapter 6
	3/28	W <b>Quiz 13</b> , Yang, <i>American Born Chinese</i> (1-106)   1 page reflection
	3/30	F Easter Recess (no classes)
<b>12</b>	4/2	M Easter Recess (no classes)
	4/4	W <b>Quiz 14</b> , Yang, <i>American Born Chinese</i> (107-233)   1 page reflection
	4/6	F <b>Analysis 4</b>
<b>13</b>	4/9	M <b>Quiz 15</b> , <i>Sula</i>
	4/11	W <i>Sula</i> , Library Day
	4/13	F <b>Quiz 16</b> , DiYanni, <i>Literature</i> , Chapter 31

<b>Week</b>	<b>Date</b>	<b>Schedule</b>
<b>14</b>	4/16	M <b>Quiz 17</b> , DiYanni, <i>Literature</i> , Chapter 31 (cont.); Culler, <i>Literary Theory</i> , Appx.
	4/18	W <b>Quiz 18</b> , Bressler, "Feminist Criticism" (1/2 page notes) + personal choice (1/2 page notes)
	4/20	F <b>Quiz 19</b> , Bressler, "Reader-Oriented Criticism" (1/2 page notes), + personal choice (1/2 page notes)
<b>15</b>	4/27	M- W Conferences   Full Rough Draft Due   Completed Binder Due   <b>Quiz 20</b>
		F <b>Term Paper Due</b>
<b>Final Exam: Monday (4/30) 10:30 a.m.-1:00 p.m.</b>		