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**LIT 2341.091 Introduction to Literary Analysis**

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**Course Syllabus**

Summer 2016

Section: 05A

MW 1:00-5:15PM

Class location: JO 4.708

**Instructor: Rosalyn K. Mack**

Email: rkm110020@utdallas.edu

Office Number: JO 4.134

Office Hours: MW Noon-1 p.m.  
(or by appointment)

**NOTE:** All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing and/or by email and/or on eLearning.

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**Prerequisites:** RHET 1302

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**Course Description**

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Literature opens our eyes to the world around us and allows us to see not only how we see the world, but also to understand how others view the world. In this introductory course for literary studies majors, we will focus on specific literary genres in order to examine how authors use the literary form to make sense of their world. Students will learn the analytical skills of close reading, literary interpretation, and how to build a text-based argument in order to uncover meaning found in literary texts. This course is an introduction to literary analysis and will introduce students to the skills necessary for literary scholarship. In this class, students will learn how to analyze literature and interact with the historical and cultural discourses literary texts engage. This course will introduce students to various schools of literary criticism from which they can approach a literary text. Students will demonstrate such critical-thinking skills through interpretive and analytical essays. This course will provide students with the concepts, skills, and strategies needed to succeed in upper-division literature courses.

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**Student Learning Objectives/Outcomes**

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Students will become familiar with literary criticism and understand the various ways of engaging literary texts.

Students will be able to formulate an argument based on a literary text.

Students will demonstrate their analytical skills through interpretive and analytical scholarly writing.

Students will be able to gather, interpret, and evaluate source material in their writing using MLA format.

Students will be able to work collaboratively to analyze and respond to literature in a class discussion format.

Students will be able to differentiate the various literary genres and understand the conventions and styles behind such genres.

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**Required Textbooks and Materials**

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Mays, Kelly J., ed. *The Norton Introduction to Literature: Portable Eleventh Edition*. New York: W.W. Norton & Company, 2013. Print. ISBN: 978-0-393-92339-1.

Chopin, Kate. *The Awakening*. Ed. Margo Culley. New York: W. W. Norton, 1994. Print. ISBN: 978-0393960570

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### ***Suggested Course Material***

A reliable computer with internet access is required for writing assignments and to stay in communication.

Thurman, Susan. *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*, second edition. Avon, MA: Adams Media, 2003.  
ISBN: 978-1580628556

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### **Important Class Dates**

Last Day to Drop	July 27
Final Exam	August 10

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### **Reading Assignments**

Come to class prepared to discuss the reading(s) assigned for that day. As you are graded on your participation in class, make sure that you already have notes and questions at hand for the reading(s), as this shows your level of engagement with the text and preparation for the class. Look ahead at the reading schedule so that you do not fall behind (this is particularly important when drafts and writing assignments are due—you are still expected to have the reading done regardless of what is due that day). As this is the introductory class for literary studies majors, it is expected that you dedicate your attention to this class. This course is designed to introduce you to the methods, rigor, and demands expected of literary studies majors; if you wish to succeed in the major, you must do the work, including interacting with the assigned reading.

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### **Email**

All correspondence associated with this class, as with the rest of your UT Dallas classes, must be conducted through your official UT Dallas email account. Assignments and grading will not be discussed through email; students must schedule an appointment to discuss any such issues.

Email questions and concerns will be answered within 48 hours during the work week.

**NO WORK WILL BE ACCEPTED VIA EMAIL.**

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### **Summer 2016 Assignments & Academic Calendar**

Wednesday, July 6	Introductions. Discussions. Course syllabus. Class expectations. Introduction to the eLearning course materials.
<b>Defining Genre, Conventions, Forms, Close Reading, Reader Response</b>	"Reading and Responding to Fiction," p. 12-13, 16-17 "Writing About Fiction," p. 33 "Plot," p. 57-65 Edgar Allan Poe <i>The Cask of Amontillado</i> , p. 107 <b>Syllabus Quiz</b> (eLearning) <b>Journal #1</b>

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Monday, July 11	<p>“Narration and Point of View,” p. 102-106  “Theme,” p. 241-244  “Symbol and Figurative Language,” p. 205-210  “Setting,” p. 157-161  Fictional Tradition and Conventions  Key Literary Terms  William Faulkner <i>A Rose for Emily</i>, p. 298  Flannery O’Connor <i>A Good Man is Hard to Find</i>, p. 404  James Baldwin <i>Sonny’s Blues</i>, p. 73  Alice Walker <i>Everyday Use</i> (available on eLearning)  <b>Quiz #1</b>  <b>Journal #2</b></p>
Wednesday, July 13	<p>“Defining Poetry,” p. 451-454  “Poetic Subgenres and Kinds,” p. 455-458  “Responding to Poetry,” p. 466-474  “The Sounds of Poetry,” p. 586-589  “Poetic Meter,” p. 594-599  “Internal Structure,” p. 611-614  Poetic Tradition and Conventions  Thomas Hardy “The Ruined Maid,” p. 457  Sharon Olds “Sex without Love,” p. 554  Aphra Behn “On Her Loving Two Equally,” p. 467  **In-Class Exercise: measuring poetry**  Poetry Glossary:  <a href="http://www.infoplease.com/spot/pmglossary1.html">http://www.infoplease.com/spot/pmglossary1.html</a>  <b>Quiz #2: Key Terms</b>  <b>Journal #3</b></p>
Monday, July 18	<p>“Speaker: Whose Voice Do We Hear?” p. 483-488  “Language: Word Choice and Order,” p. 548-555  “Visual Imagery and Figures of Speech,” p. 560-568  Phillis Wheatley, “On Being Brought from Africa to America” p. 461  Robert Hayden, “A Letter from Phillis Wheatley” p. 464  Gwendolyn Brooks, “We Real Cool,” p. 497  Judith Ortiz Cofer, “The Latin Deli: An Ars Poetica,” 524  Marge Piercy, “Barby Doll,” 533  Emily Dickinson, “Because I could not stop for Death,” 566  Walt Whitman, “I Hear America Singing,” 621  Dorothy Parker “One Perfect Rose,” 578  Edgar Allan Poe “The Raven,” 601  Exercise: Theodore Roethke, “My Papa’s Waltz” p. 552  <b>Quiz #3</b>  <b>Journal #4</b></p>
Wednesday, July 20	<p>Murray Baumgarten “From Realism to Expressionism: Toward a</p>

<b>Writing about Literature</b>	History of the Novel” (via eLearning) Kate Chopin, <i>The Awakening</i> Introduction to Analysis Essay - discuss essay drafts, questions, concerns, direction <b>Quiz #4</b>
Monday, July 25 <b>Understanding the Context of the Novel</b>	Chopin, <i>The Awakening</i> Sample Academic Essay: Watkins “The Structure of ‘A Rose for Emily’” (on eLearning) In-class Workshop for Analysis Essay: Doing Research/Building a literary argument “Paraphrase, Summary, Description,” p. 1228-1232 “Thesis,” p. 1235-1238 “Tenses,” p. 1241-1242 “Choosing a Text,” p. 1244-1248 “Quotation, Citation, and Documentation,” p. 1276-1290 (Skim this!) <a href="http://www2.latech.edu/~bmagee/removed/thesis.html">http://www2.latech.edu/~bmagee/removed/thesis.html</a> <b>No Quiz!</b> <b>NO JOURNAL ENTRY DUE</b>
Wednesday, July 27 <b>The Novel as an Historical Document</b>	<i>ANALYSIS ESSAY DRAFT DUE</i> (eLearning by 8 A.M.) Chopin, <i>The Awakening</i> The Novel Tradition and Conventions <ul style="list-style-type: none"> <li>• Reading between the lines</li> <li>• Contextualizing the novel</li> </ul> <b>Quiz #5</b> <b>Journal #5</b>
Monday, August 1 <b>Introduction to Drama</b>	“Reading Drama,” p. 740-742 “Writing about Drama,” p. 764-765 “Elements of Drama,” p. 772-783 Shakespeare, <i>Hamlet</i> , Act I <b>Quiz #6</b> <b>Journal #6</b>
Wednesday, August 3 <b>Conventions of Drama; Modern Drama</b>	<b>ANALYSIS ESSAY DUE</b> (eLearning by 8 a.m.) The Dramatic Tradition and Conventions: A Tradition Emerges August Wilson, <i>Fences</i> , Act I (available on eLearning) <b>Quiz #7</b> <b>Journal #7</b>
Monday, August 8 <b>Course Review</b>	<b>FINAL EXAM REVIEW AND PREPARATION</b> Discuss language (metaphor, simile, personification), symbol, tone, setting, allegory, narration, point of view, narrator vs. author conundrum, hyper-realism Key terms - What do these key terms do to help us analyze a work of literature? What do these key terms tell us about authorial intent?
Wednesday, August 10	<b>Final Exam</b>

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## Grading Policy

### *Grading Criteria*

Quizzes	5%
Journal Responses	10%
Essay Draft	10%
Participation	15%
Analysis Paper	35%
<u>Final Exam</u>	<u>25%</u>
	100%

(I will use the +/- system in grading as stipulated by *The University of Texas at Dallas Undergraduate Catalogue*)

You will always have access to your current grade for the course by consulting the “My Grades” area of eLearning.

### *Policy Regarding Late and Missed Work*

All written work, assignments, and quizzes are due on the date assigned on the syllabus. Written work will be due via TurnItIn on eLearning. **Late work or missed work (missed quizzes, homework assignments, journals, etc.) is not accepted regardless of the circumstance.** If you are absent on the day that a written assignment is due, the work is still due, and it is your obligation to make sure you turn the assignment in (be it a draft, outline, final draft, etc.). **Failure to submit a final draft for either of the major writing assignments will result in a failing grade for the course. Missed quizzes and missed exams will not be made up.**

### *Essays*

As a literary studies major, it is assumed that you can write in a clear, coherent manner (this includes knowing proper mechanical and grammatical forms as well as knowing how to shape and support an argument). If you know that you are weak in some of those areas, please visit the Writing Center for help. I will not line edit your essays for you. **\*\*\*ALL ESSAYS MUST BE UPLOADED TO eLEARNING BY 8 A.M. ON THEIR DUE DATES.\*\*\*** In order to successfully complete this course, you must complete all of the assignments on time.

The essays we write for this class will focus on your writing process and your ability to articulate your critical thinking skills in your writing. This means that rather than focus on copyediting and grammar, I will provide feedback on your ideas and analytical work only. Meeting the basic assignment requirements for a writing assignment will constitute a default “B” score, while demonstrating impressive writing skills and creative original thinking will constitute an “A.” Essays that do not meet the minimum requirements (length, format, etc.) will be considered incomplete or missed work, and therefore will not be accepted.

### *Participation*

Participation is 15% of your overall course grade. Due to the nature of the class, your participation is critical, not only for your own success, but for the success of the class as a whole.

Participation cannot take place if you are not in class and prepared. You will receive a participation grade for **EACH** class meeting. Consider preparing for your participation in class as much as you consider any other part of this course. People may be called on at random in order to foster participation. In order to ensure a quality discussion, feel free to bring your notes and questions with you to class (as well as your annotated texts). You must **BE IN CLASS** in order to participate in class: if you leave class early or do not come to class, you have forfeited your participation grade for that class meeting. Please be punctual to class: in order to receive full credit for participation, you need to be present for the entire class meeting.

### Quizzes

Quizzes are reading comprehension quizzes to check for content, critical thinking skills, and methodology. Quizzes will be given on the dates listed on the syllabus; missed quizzes will not be made up. The lowest quiz grade will be dropped. Quizzes that are not listed on the syllabus may also be given at the instructor's discretion.

### Journal

The journal is to help you formulate ideas and work your way through the course; it is a way to track your progress and can function as a self-evaluative tool while also providing you with a safe space where you can interact with a text. Journal entries should focus on the texts covered that week. Use your journal space as **YOUR** space, where you can interact with texts and begin to build arguments, interpretations, or specific analyses of texts we are reading in class that week. Your journal entries will get you into the habit of taking notes on your reading. Get into the habit of taking notes on your reading, marking specific quotations in the text, and highlighting specific phrases and words: you can come back to all of these notes as you write your papers and as you discuss the texts. You will submit a 300-450 word journal by class time each Wednesday via eLearning. Late journal entries will not be accepted.

Some ways that you may wish to respond to a text in your journal could be:

- Contextual: when was the text written and what historical debates could it be engaging? Where was the text written?
- Making connections: Are any of the texts that we're reading related to the other? How?
- Authorial intent: What are some of the authorial choices the author made within the text (about form, narrator, tone, etc.)? What does this say about the text? What does this say about the readership of the text?
- Audience: Are you the intended reader for this text? If not, who is? How can you tell who the intended audience is?
- Clarity: Was there something in the text that was confusing as a reader? Why do you think this text (or this section of the text) was confusing?

Grading for journals is along a pass/fail basis: if you submit 90-100% of your journal entries, you will receive an A, submitting 80-90% of your journal entries will garner a B, etc.

### Final Exam

The final exam will be a cumulative test that will evaluate critical methodologies, forms of analysis, and methods of literary studies. It will test your ability to differentiate the various

literary forms that we cover in class and will ask you to discuss the specific conventions applicable to those genres.

### **Academic Dishonesty**

As in all of your courses, academic dishonesty and plagiarism will not be tolerated. University policy requires that instances of plagiarism be reported to the Office of Judicial Affairs.

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### **Assignment Descriptions**

Framing a topic can be difficult and choosing a strong topic will make the writing process much easier; therefore, prior approval of your topic must be obtained before you begin writing either essay.

#### **Analysis Essay**

Length: This essay will be 5-6 pages in length (approximately 1250-1500 words).  
Times New Roman, 12 pt. font, double spacing, MLA format  
Location: eLearning (TurnItIn)  
Draft due: July 27  
Due date: August 3

You may choose to write about and analyze any of the assigned texts. Please make sure that you have not written about this topic or this text before in a previous class (no matter what level). This essay should make an argument about a text from an historical or cultural context; throughout your essay, you should discuss (at length) how the text you have selected reveals specific information about its historical, geographical, or cultural moment. In addition to your practice of close reading and textual analysis, your argument will also be rooted in external academic research in order to support your interpretation and reading of the text. **This essay must include a Works Cited page, including at least five (5) secondary sources and must adhere to MLA formatting standards.** This essay must be submitted to eLearning on or before the class due date.

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### **Attendance**

**Each student is allowed two (2) missed classes, no questions asked.** Save them for when you really need them. If a student misses three (3) classes, their final course grade will be lowered by one full letter grade. Students who miss four (4) or more classes will receive an “F” for the course. If you miss a class period, it is your responsibility to learn what you missed and retrieve any materials you may need. Make friends with classmates and share notes; do not email your instructor asking if you “missed anything important” on the day you missed class. If you are absent on a day that an assignment is due, it is still due.

You are responsible for your attendance. You must make sure to notify the instructor if you arrive late. Persistent tardiness to class is disrespectful of your instructor and your classmates' time. Please make sure you arrive to class on time. Continually arriving to class late will affect your participation grade. **Two tardies will result in one excused absence for the course; you will be presumed absent if you arrive more than 20 minutes late to class.** Leaving class before the class is finished will also count as an absence.

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### **Classroom Etiquette and Behavior**

All electronic and communications devices must be turned off prior to class (this means not just putting the device into "vibrate" mode). Do not use such devices during class; if you use a communications device during class, you will be asked to leave and will be marked absent for that class meeting.

Respect each other, especially during classroom discussion. As the study of literature explores understanding how authors see and experience the human condition, we will be reading and discussing contentious cultural or historical issues. Literature is a human experience, and as we will learn in class, many authors use literary means for understanding or dealing with controversial cultural issues. We may not necessarily agree with authors' or our own handling of a specific topic, but please respect each others' insight and contribution to the conversation. Rudeness or lack of professionalism will not be tolerated.

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### **Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

"As a Comet, I pledge honesty, integrity, and service in all that I do."

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### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*