

LIT 1301: Introduction to Literature
Spring 2018
JO 4.102
M-W-F 1:00-1:50
Professor Kenneth Brewer

Professor Contact Information

Kenneth Brewer

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Texas Core Curriculum

This course fulfills a requirement in the Texas Core Curriculum as it is currently offered at UT-Dallas. Thus, it shares certain characteristics and course objectives with other courses that fulfill the same requirement across the university, and among other public colleges and universities in Texas. These objectives will be reflected in assignments and speeches, as well as in the student learning outcomes specific to this course.

If you complete this course successfully, it is fully transferable among all Texas public colleges and universities, and will apply to fulfill the same Texas Core Curriculum requirement that it does at UT-Dallas.

This information explains the statewide uniform requirements for Foundational Component Area 040 Language, Philosophy, and Culture:

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

UTD Catalog Course Description: LIT 1301 Understanding Literature (3-0 R) An introduction to poetry, prose, and drama. Emphasis is on developing knowledge of basic literary forms and authors and strengthening skills for literary analysis.

Objectives:

Critical Thinking (CT): to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

Communication (COM): to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

Personal Responsibility (PR): to include the ability to connect choices, actions, and consequences to ethical decision-making.

Social Responsibility (SR): to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course Description

This undergraduate course introduces students to the vocabulary and methods of literary study, in order to examine the ways in which literature encodes the values and beliefs of authors and their cultures. The complexity of literary texts, drawn from an international range of authors, requires innovative and creative practices of reading. Students will be able to decode complicated forms of communication and present their readings in rigorous arguments of their own. The course places literary works within social contexts, such that students gain practice in understanding the various places literature holds within different cultures. As a result of this class, students will be able to identify important literary features, discuss complicated texts, appreciate cultural differences across the globe, and make better choices when confronted with cultures other than their own.

This course has no prerequisites.

Course Learning Objectives

1. Students will analyze literary texts in ways which demonstrate comprehension, creativity, and innovation. (CT)
2. Students will present written and oral interpretations of complex literary texts. (COM)
3. Students will investigate the ways in which different social and cultural contexts affect the meanings of literary texts. (CT, PR, SR)
4. Students will analyze the social and cultural contexts within which characters make ethical choices. (CT, PR, SR)

Textbook

Mays, Kelly J., ed. *The Norton Introduction to Literature*. W. W. Norton & Company: Shorter 12th edition, 2015. 0393938921.

eLearning/Blackboard

We will be using the online learning system in this class for the submission of assignments, exams, and delivery of course information. Please visit as soon as possible so that you are familiar with the interface.

Academic Calendar

Assignments are subject to change. Please check e-Learning site for the course for announcements.

Syllabus

Date	Unit	Reading Due	Assignment Due
M January 8	<i>Introduction to Course: What is Literature?</i>		
W January 10	<i>Fiction</i>	<ul style="list-style-type: none"> • 1-9 • Carver, 	Quiz In-Class

		"Cathedral" 32-42	
F January 12	Plot	<ul style="list-style-type: none"> • 1885-89 • 145 • Updike, "A&P" 163-67 	Short Writing (eLearning)
W January 17		<ul style="list-style-type: none"> • 43-48 • 85-87 • Oates, "Where Are You Going, Where Have You Been" 125-38 • Bambara, "The Lesson" 146-52 	eLearning Quiz
F January 19		1890-95	
M January 22	Narration and Point of View	<ul style="list-style-type: none"> • 174-78 • Bierce, "An Occurrence at Owl Creek Bridge" 599-605 	Short Writing eLearning
W January 24		<ul style="list-style-type: none"> • Poe, "The Cask of Amontillado" 178-84 • Saunders, "Puppy" 186-93 	Quiz eLearning
F January 26			Exam 1 at Testing Center
M January 29	Character	<ul style="list-style-type: none"> • 218-25 • Borges, "The House of Asterion" 279-82 • Faulkner, "Barn Burning" 	Quiz eLearning

		225-38	
W January 31	Setting	<ul style="list-style-type: none"> • 284-90 • Chekov, "The Lady with the Dog" 290-301 • 329-33 	
F February 2		1895-1902	Short Writing eLearning
M February 5	Symbol and Figurative Language	<ul style="list-style-type: none"> • 334-39 • Hawthorne, "The Birth-Mark" 339-51 	Quiz eLearning
W February 7	Theme	<ul style="list-style-type: none"> • 383-87 • Mukherjee, "The Management of Grief" 432-45 	Quiz In-Class
F February 9		1902-09	
M February 12		Melville, "Bartleby the Scrivener: A Story of Wall Street" 661-87	Quiz eLearning
W February 14		<ul style="list-style-type: none"> • 519-24 • Chopin, "The Story of an Hour" 523-25 • Perkins Gilman, "The Yellow Wallpaper" 526-37 	Quiz eLearning
F February 16			Exam 2 Testing Center
M February 19	<i>Poetry</i>	699-712	Quiz eLearning
W February 21		712-25	
F February 23		1910-22	Short Writing

			eLearning
M February 26	Speaker	<ul style="list-style-type: none"> • 735 • Bishop, "Exchanging Hats" 752-53 • Cofer, "The Changeling" 754-55 • Hayes, "Mr. T-" 757 	Quiz eLearning
W February 28		<ul style="list-style-type: none"> • Wordsworth, "She Dwelt Among the Untrodden Ways" 742 • Whitman, "I celebrate" 743-44 • Hughes, "Ballad of the Landlord" 744-45 • Brooks, "We Real Cool" 745-46 	Quiz In-Class
F March 2		1923-28	
M March 5	Situation and Setting	<ul style="list-style-type: none"> • 762 • Dove, "Daystar" 762 • Pastan, "To a Daughter Leaving Home" 762-63 • Marvell, "To His Coy Mistress" 764-66 	Quiz eLearning
W March 9		<ul style="list-style-type: none"> • Arnold, "Dover Beach" 766-67 • Li-Young Lee, 	

		"Persimmons" 771-73	
F March 9			Exam 3 at Testing Center
M March 19	Theme and Tone	<ul style="list-style-type: none"> • 794 • Dunbar, "Sympathy" 802 • Larkin, "This be the Verse" 817-18 	Quiz eLearning
W March 21	<ul style="list-style-type: none"> • Language • Visual Imagery 	<ul style="list-style-type: none"> • 822 • Roethke, "My Papa's Waltz" 825 • 834 • Shakespeare, "Shall I compare thee to a summer's day" 844 	
F March 23		1928-33	Short Writing eLearning
M March 26	<ul style="list-style-type: none"> • Symbol • The Sounds of Poetry 	<ul style="list-style-type: none"> • 848 • Keats, "Ode to a Nightingale" 854-56 • Mos Def, "Hip Hop" 893-95 	Quiz eLearning
W March 28	Internal Structure	<ul style="list-style-type: none"> • 897 • Coleridge, "Frost at Midnight" 902-04 • Olds, "The Victims" 904 	Quiz In-Class
F March 30		1934-52	Quiz eLearning
M April 2	External Form	<ul style="list-style-type: none"> • 918 • Shakespeare, 	Quiz eLearning

		<p>“My mistress’ eyes are nothing like the sun” 933</p> <ul style="list-style-type: none"> • C. Rossetti, “In an Artist’s Studio” 936 	
W April 4	<i>Drama</i>	Wilson, <i>Fences</i> 1178-1239	
F April 6		1152-65	Short Writing eLearning
M April 9		<ul style="list-style-type: none"> • 1178-87 • Shakespeare, <i>Hamlet</i> Act 1 1350-72 	Quiz In-Class
W April 11		<i>Hamlet</i> Act 2 and Act 3 1372-1410	Quiz eLearning
F April 13			Project Due
M April 16		<i>Hamlet</i> Act 4 and Act 5 1410-44	Quiz In-Class
W April 18		Chekov, <i>The Cherry Orchard</i> 1616-54	Quiz eLearning
F April 20		<i>The Cherry Orchard</i>	
M April 23		Review	
W April 25			Exam 4 at Testing Center

Assignments & Grading Policy

Below are the required assignments for this course. I will provide more detailed information as the due dates approach. Please feel free to contact me with any questions you may have about assignments.

Short Writing Assignments and Quizzes: 30%

Short (250-word) response writings will be frequently assigned. These assignments will (usually) be submitted through the e-Learning site for the course. They are due when class begins and will not be accepted late.

In-class quizzes aim to stimulate class discussion, gauge reading comprehension, and prepare students for exams. Quizzes are based on readings, lecture material, and class discussion. In addition, there are in-class group assignments that will be rigorously graded.

There are also quizzes on eLearning that will gauge reading comprehension and review class discussion.

You are allowed ONE makeup of an in-class assignment (for example, a quiz) and ONE makeup of an online assignment. The makeup may be used for a missed assignment, an assignment you did not do your best on, or a combination of those. Makeups must be completed within one week of the date of the assignment.

The makeups cannot be used for exams.

Exams: 40% (10% each)

Exams cover course material, both from the reading and class discussion. We will discuss the format and content of the exams as the due dates approach.

Project: 20%

Requirements for the Project will be discussed later in the course.

Class Participation: 10%

Participation includes attending class, participating in discussions and in-class activities, and visiting me in my office as often as possible. The majority of classroom time will consist of discussion: for the class to be rewarding, it is imperative that you do the reading and come to class prepared to talk and listen actively. In writings and exams, you are expected to draw on class discussion. Participation in class activities is necessary to pass this class. Promptness and regular attendance are essential and will affect your grade. You must arrive, prepared, to class on time and stay for the class period.

Note on laptops etc: If you are using your laptop or phone for non-class related activities, it is really obvious to me and to your classmates (for example, you laugh at the wrong times). Your participation and overall class grade will suffer accordingly. If you have a laptop out it is highly likely that I will put you to work answering questions that come up in class discussion.

Office Hours

You are strongly encouraged to take advantage of my office hours to talk about class materials, your papers, and anything else that might help you.

The policies that comprise the rest of the syllabus may be accessed online:

<http://go.utdallas.edu/syllabus-policies>