**Introduction to Literature-English 102.701**

**Online --Spring 2013**

**Instructor:** Mrs. Linda Fretterd Earls, Associate Professor of English

**Office Location:** Caroline Center, Room 202E

**Office Hours:** M/W 11:30-12:45 WYE MILLS, T/TH 10:00-11:15 CAMB Multi-Service Center, T/TH ONLINE, or by appointment

**Phone:** (410) 822-5400, (410) 758-1537, or (410) 228-4360: EXT. 2316

**NOTE:** You may also leave a message for me with the Division Secretary, Mrs. Carolyn Causey (ext. 2322) or with Mrs. Angela Harmon (ext. 2306)

**Fax:** (410) 827-5814

**E-mail addresses:** [learls@chesapeake.edu](mailto:learls@chesapeake.edu) (best way to reach me) or through our ANGEL course mail  Note:  I do not check SKIPJACK mail!

The second semester of composition emphasizes rhetorical devices and the writing of critical essays. Forms of literature are introduced for study. **No late assignments will be accepted for any reason!**

**COURSE CONTENT:**

A) **Reading-Short fiction, a novel, poetry, and several plays are read and discussed during seminars. The assignments are listed; some changes may be made at the discretion of the instructor. It is essential that you read all of the assignments during the designated class. Procrastination will result in an overwhelming workload and may even result in failure of the course.**

B) **Writing-You will be expected to write: a 3-4 page (typed) short story analysis, one drama review (2 pages typed), and a research paper (6-8 pages typed) on one short story or play from the syllabus. (Please take advantage of assistance facilities, such as the Academic Support Center and the Academic Computing lab.)**

C) **Tests-Two unit (short fiction and poetry) tests (multiple choice, matching,and short answer), one 500-word essay on Wes Moore's novel, and a final examination (85% will be based on the drama unit, but 15% will consist of cumulative literary terms) are required. There will be no make-up exams offered!**

D) **Research-You must compose a thesis-driven analysis of the theme of a short story you have chosen to write about from those selected on the syllabus. You must defend your theme with quotes and support not only from the story itself, but also with support from professional critics (outside sources)/at least three. This will be a semester-long, multi-staged project. I must see every stage of the process. I will not accept a final draft if I have not seen every stage along the way!**

F) **REQUIRED TEXTS:**

   ISBN: 978-0-205-5516-0
2. **Moore, Wes. The Other Wes Moore: One Name, Two Fates.** New York: Spiegel & Grau, 2011.
   ISBN: 978-0385528191-1

**CRITERIA:**

A) **Attendance-Posts are workshops for exchanging and analyzing ideas. They will also be used to study together for the exams and to share ideas for papers. Participation in discussion is an essential part of**
developing skills and understanding literature. **Failure to contribute substantive, regular weekly discussions in the posts will affect your grade!**

While it is not required, it is encouraged that you use the Academic Support Center several times, or e-mail your work to them. The professionals there will help you devise ideas, start drafts, proofread your writing, fix up the grammar mistakes, offer suggestions, etc. Please feel free to contact me often also. I will not correct all grammar mistakes, etc., but I will offer suggestions for improvement on the content of your written assignments.

B) Evaluation*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Short story paper</td>
<td>100</td>
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<tr>
<td>Fiction test</td>
<td>100</td>
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<tr>
<td>Novel essay</td>
<td>100</td>
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<tr>
<td>Research thesis</td>
<td>10</td>
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<tr>
<td>Research note cards</td>
<td>10</td>
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<tr>
<td>Research Bibliography</td>
<td>10</td>
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<tr>
<td>Research outline</td>
<td>20</td>
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<td>Research rough draft</td>
<td>50</td>
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<td>Poetry essay</td>
<td>100</td>
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<td>Poetry exam</td>
<td>100</td>
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<tr>
<td><strong>Research paper</strong></td>
<td>200</td>
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<tr>
<td>Drama review</td>
<td>100</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>200</td>
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*TOTAL 1,100 points

**The Final Exam and the Research paper must be completed successfully in order to pass the class. Failure to submit either assignment will result in failure for the course.**

--- The only extra credit which will be offered is: if you go to see any dramatic performances throughout the performances, please send me the “proof” (scan the playbill, ticket stub, or as many details as you can), and you will automatically receive 5 extra points at the end of the semester. You will not have to write an additional drama review. You may only attend three extra credit plays, for a maximum of 15 extra credit points. These points will be added to your final grade, at the end of the semester.

C.) Tentative determination of Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>985-1100</td>
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<td>B</td>
<td>875-984</td>
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<td>C</td>
<td>765-874</td>
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<td>D</td>
<td>655-764</td>
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<td>F</td>
<td>below 655</td>
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**COURSE OBJECTIVES:**

1) Search, read, make notes on, and evaluate literary criticism on a particular topic. Develop a thesis statement and write a paper supporting it, utilizing internal evidence from a literary work and external criteria found in secondary sources on the subject. Present the results of this study in the accepted **MLA** form for a research paper.

2) Read and respond in writing to assigned works of literature distinguishing between internal evidence (quotes within the story) and external criteria (quotes from critical sources). Be able to analyze the parts of a literary work, in terms of literary devices and whole meaning.

**LEARNING OUTCOMES:**

1) Students will recognize differences in literary genres (e.g., short story, novel, poetry, drama, etc.)

2) Students will critically analyze and discuss literary texts.

3) Students will write a competent, college-level literary analysis that includes several critical references.
4) Students will read a variety of authors representing the cultural diversity of world literature.
5) Students will discuss competently the major components of literary texts: plot, theme, tone, symbol, and character.

**COURSE CONTENT:**

A) Fiction
1) Read specified short stories and evaluate them on the basis of the elements of fiction studied.
2) Be able to discuss ways in which characters, setting, and symbolism can be used to contribute to the theme of a short story, and be able to give specific examples of support.
3) Complete one written analysis of a story and the fiction exam (based on the literary terms and the stories we read).

B) Novel
1) Read a novel and evaluate popular themes within the work.
2) Compare and contrast style, technique, thematics, characterization, content, and form between short fiction and the novel.
3) Respond to the content (plot, key passages, themes, characters, etc.) in an essay.

C) Poetry
1) Read and discuss specified poems pointing out imagery, diction, metrical patterns, and literary devices by which the poet creates an affective reaction.
2) Present an explication of a poem and complete the poetry exam based on the devices studied.

D) Drama
1) State major characteristics of some of the following periods of the theatre: Greek, Elizabethan, and Modern.
2) Read specified plays and be able to use the terminology employed by literary critics in discussing them.
3) Watch and critique a performance of a play and complete a final exam based on the plays and literary terms we discussed.

**Academic Support Services:**

**Academic Support Center (new building, L 105) Ext. 251 asc@chesapeake.edu**
Monday through Thursday 9:00 a.m. to 6:30 p.m.
Friday 9:30 a.m. to 1:00 p.m.
Sunday 1:00 p.m. to 5:00 p.m.

**Learning Resources Center/Library (new building), ext. 450**
Monday through Thursday 8:00 a.m. to 9:00 p.m.
Friday 8:00 a.m. to 4:30 p.m.
Saturday 10:00 a.m. to 4:00 p.m.
Sunday 1:00 p.m. to 5:00 p.m.

**Testing Center (new building, L 133), ext. 344**
(Note: Students must bring a photo i.d. & show up at least one hour before the testing center closes in order to make up an exam).
Monday and Thursday 12:00 p.m. to 9:00 p.m.
Tuesday/Wednesday/Friday 8:00 a.m. to 4:30 p.m.
Sunday 1:00 p.m. to 5:00 p.m.

**Cambridge Multi-Service Center/Academic Computing Lab**
Ext. 601, or (410) 228-5754
Monday through Thursday 9:00 a.m. to 6:30 p.m.
Friday 9:00 a.m. to 1:00 p.m.

ACADEMIC INSTRUCTION EMERGENCY MANAGEMENT PLAN:

In the event that Chesapeake College needs to close for an extended period of time due to a flu pandemic, severe weather event, or other emergency situation, consideration will be given to the timing and duration of the closure as follows:

1. Closure during the semester for up to one week – there will be an opportunity to make up work missed without significant alteration to the semester calendar.
2. Closure extending beyond one week (or in situations where classes are cancelled on the same days/evenings over multiple weeks) – the College may extend the length of the semester. Depending on the timing of the closure, scheduled breaks, end of semester dates, and/or the processing of final grades might be impacted.

Students can acquire info. about closures on the College website or by calling 410-822-5400 or 410-228-4360. Chesapeake College courses held at off campus sites will follow the protocol of the host facility.

STANDARDS FOR A "C" PAPER

Developed by the Statewide English Composition Committee
For the Maryland Chief Academic Officers

CONTENT
The "C" paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately and fully attributed.

ORGANIZATION
The "C" paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis sentence, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

STYLE/EXPRESSION
The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some sentences may be ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.
GRAMMAR/MECHANICS
The “C” paper follows the conventions of standard written U. S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

Assignment Schedule*
All Assignments listed for a specific week must be read and completed for that week! Also, while several readings in the textbook contain questions for discussion, you are not required to complete those exercises, unless otherwise instructed to do so.

Week #1 Introduction to course & syllabus
“The Story of an Hour”168-172

Reading a Story 5-6
Plot 14-16
The Short Story 16-17
Point of View 28-33
Character 54-55
“The Yellow Wallpaper”237-251

Week #2 Setting 93-95
Symbol 225-228
“The Chrysanthemums”228-237
“A Rose for Emily” 33-41

Tone and Style 138-141
“Harrison Bergeron” 216-222
“A & P”18-24
Theme 174-177
Writing about Literature 1083-1136

Tentative Research paper topic/ story

Week #3 “Brownies”177-194
“Everyday Use”69-77

Week #4 "Open Boat“106-119
“The Lottery”258-266
“The Lottery”269-272
Rough draft of Short Story Analysis due

Ironic 162-163
Review for Short Fiction Exam
Introduction to the novel The Other Wes Moore

Week #5 Short Fiction Exam
The Other Wes Moore (Chapters 1-3)
Tentative Research Thesis Statement Due
Week #6  Rough & Final Drafts of Short Story Analysis Due

_The Other Wes Moore_ (Chapters 4-6)

Week #7  _The Other Wes Moore_ (Chapters 7 & 8, Epilogue, Afterword & "Call to Action")

Final Discussion about the Novel

Chapter 9 Reading a Poem 377-383
“Out, Out” 385-386
Chapter 10 Listening to a Voice 393-401
“My Papa’s Waltz” 393-394
“For a Lady I Know”
“I Like to See it Lap the Miles” 397
“The Red Wheelbarrow” 406
“Dulce et Decorum Est” 414
Writing a Research Paper 1137-1162

Week #8  Novel Essay Due

“Jabberwocky”
Chapter 12 Saying and Suggesting 437-440
Chapter 13 Imagery 448-461
“The Fish” 450-452
“Not Waving But Drowning”
“To the Virgins to Make Much of Time” 614
“To An Athlete Dying Young”
“Daddy” 630-632
Research bib. due (5 critical & 1 primary source)

Week #9  Chapter 14 Figures of Speech 462-480
“My Mistress’ Eyes” 637-638
“Metaphors” 467
“You Fit Into Me”
Chapter 15 Sound 481-532
“Ballad of Birmingham” 520-521
Rough, yet detailed, research outline due

Week #10  Chapter 16 Rhythm 496-511
“We Real Cool” 500
Chapter 17 Closed Form 512-532
“What Lips My Lips Have Kissed” 522
“Do Not Go Gentle” 526-527
Chapter 18 Open Form 533-547
Chapter 19 Symbol 548-560
“The Road Not Taken” 555-556
“Because I Could Not Stop for Death” 600
“Theme for English B” 404-405
“Harlem” 617
“Ex-Basketball Player” 642-643
Review for Poetry Exam
Chapter 29 Writing a Research Paper 1166-1184
Complete Rough Research Draft (with Works Cited) due

Week #11
Poetry essay due
Revise Research paper

Week #12
Poetry Exam online
Chapter 26 The Modern Theater 793-794

Week #13
Chapter 22 Reading a Play 657-659 & 672-678
Chapter 24 Modes of Drama 679-681
Drama 656
Trifles 659-671

Week #14
Chapter 29 Modern Theater 879-880
Drama Review Due

Week #15
Rough and Final Drafts of Research Paper due
Final Exam

*NOTE: Changes may be made to the schedule; stay tuned! Have a great holiday!

THE ENGLISH 102 RESEARCH PAPER, A CRITICAL ANALYSIS--EARLS
INSTRUCTIONS: Write a well-developed literary analysis which traces and supports one theme in one of the short stories we've read from the syllabus. **YOU MUST CHOOSE A STORY FROM THE SYLLABUS!** Consider, what is the author’s main message/reason for writing? It might help to turn to what professional writers have said about the work, but you don’t necessarily have to agree with their ideas. You may want to acquaint yourself with the author’s work by looking at some biographies, but don’t limit your research to studies on the author’s life and times. In fact, you should only allude to no more than ONE biography in your paper. Biographical information can be mentioned BRIEFLY in the introduction, but the primary focus for the entire paper should be the theme you’ve found. Develop a thesis statement which emphasizes the theme you will be examining—from the beginning to the end of the work you’ve selected. Write a critical analysis of the work, which supports your thesis statement. **Do not retell the story**, but rather only elements (the setting, tone, specific lines, characters, actions, symbols, other literary devices, etc.) which support your thesis. Carefully select quotations from the work which illustrate your point for inclusion in your analysis. (Do not use any more than 2 long quotes—over four typed lines—in your research paper.) In addition, read scholarly critical analyses on the literary work and include quotations from them to support your thesis. Formally develop your essay with an introduction, several body paragraphs, and a conclusion. Each paragraph should contain at least 4-5 complete sentences. Make sure that every paragraph relates to your main theme. Transitions between paragraphs are essential for creating a coherent and cohesive paper.
PURPOSE: You are expected to demonstrate the ability to use standard research procedures to evaluate scholarly work, and to present a clearly supported opinion on a subject.

TOPIC: The topic must concern literature and present various critical opinions. You will need the words of at least THREE critics who have written on the story to include within the body of your paper.

FORM & STYLE: Your paper must be 6-8 typed pages in length. Your work will be closely evaluated for its content! You must have a title page, formal outline, 6-8 pages of text, and a Works Cited page (in that order). Parenthetical documentation and all other up-to-date MLA prescriptions must be used. Since this paper is worth more than any other you will submit for this class, get several people to proofread your work, visit the Academic Support Center, and set up appointments with me in order to insure that the paper adequately demonstrates your ideas, hard work, and effort.

NOTE: If you have not submitted a rough outline, or a rough draft, I will NOT accept your final draft. I must see EACH STAGE of the writing process for this paper!

Please visit this link before you begin to conduct your research:
http://www.chesapeake.edu/library/NEW_ENG102_Internet_DRAFT/intro.asp

Topic due: Week #2
Short story rough draft/ no critics: Week #4
Thesis statement due: Week #5
Short story final draft/ no critics: Week #6
Bibliography due: Week #8
Rough outline due/ adding critics: Week #9
Rough draft due/ adding critics: Week #10
Final draft due w/ works cited: Week #15