

Syllabus for
ENG 201—Introduction to Literature
3 Credit Hours
Fall 2003

I. COURSE DESCRIPTION

An introductory course designed for English and writing majors, emphasizing analysis skills and techniques for writing about literature. Uses representative readings from fiction, poetry and drama, with an emphasis on the elements of literature. Exercises include reading from various genres, exploring critical approaches, and writing analytical and evaluative essays.

Prerequisite: ENG 101

II. COURSE GOALS

The course goals are designed to help the students do the following:

- A. become familiar with the history, conventions and elements of the chief literary genres.
- B. learn to read accurately and probingly, use analytical and critical approaches, think synthetically and logically, and write using perceptive analysis, synthesis, and evaluation.
- C. develop the ability to write clearly and maturely with logical arguments well-supported by specific textual examples.
- D. respond appropriately to different literary strategies and critically evaluate works of literature.

III. COURSE OBJECTIVES

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

- 1. demonstrate accuracy in reading by paraphrasing and summarizing;
- 2. identify basic elements of literature including structure, dialogue, plot, point of view, symbol, irony, characterization, theme, and poetic devices and styles;
- 3. demonstrate an understanding of the effective use of literary techniques through writing analytical and critical essays;
- 4. discuss various assigned readings, explaining the works' conventions, historical contexts, and their authors' methods, purposes, accomplishments, and assumptions about their audiences;
- 5. demonstrate ability to write a documented essay, accurately using and citing sources;
- 6. distinguish among various literary genres;
- 7. synthesize sources smoothly and accurately into essays.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies:

- SC 1: Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic);
- SC 2: Applies comprehension, analysis, interpretation, synthesis and evaluation of a auditory, written, and visual messages;
- SC 3: Applies appropriate learning strategies for reading, writing, studying, and researching;
- SC 4: Communicates effectively in speaking and writing, using appropriate language conventions.;
- SC 10: Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print.

IV. TEXTBOOKS

- A. Required
Literature: Reading, Reacting, Writing. Laurie Kirszner and Stephen Mandell, Harcourt College Publishers (New York, 2001)
Homer, The Odyssey, translated by Robert Fagles.
Wharton, Edith. Ethan Frome. New York: Signet, 2000.
- B. Recommended
A college dictionary

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
 2. Double cuts will be assessed for absences immediately preceding or following holidays.
 3. Excessive absences can reduce a student's grade or deny credit for the course.
 4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
 5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
 6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- B. Department Policies and Procedures
1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
 2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English department. Very few incompletes are granted.
 3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late will incur a \$10 late-test fee. These responsibilities will assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
 4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.

5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. obtain information covered during an absence. All work must be completed as scheduled.
 - d. not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating will result in an F for the course.

C. Evaluation Procedures

1. Each student is graded on four major papers, the final examination, and various other exercises, homework, and classroom activities assigned by the instructor. Each student will write at least one paper analyzing each of the three major genres explored in the course: fiction, poetry, and drama.
2. Papers will be evaluated for the following:
 - a. Content
 - 1) The central idea grows from honest grappling with an issue; it is original, insightful, and interesting; and it is convincingly supported by details, examples, and illustrations.
 - 2) The writer is reliable—honestly and sincerely avoiding inaccurate or misleading statements; correctly distinguishing between facts, opinions, and judgments; and acknowledging all borrowings.
 - b. Organization
 - 1) A concise, comprehensive statement of the main idea (a thesis) is the focus of attention.
 - 2) The focus is discernible and consistent in title, introduction, body, and conclusion.
 - 3) Each paragraph contains a controlling idea relevant to the development of the subject.
 - 4) Details and subtopics are arranged in a comprehensible order.
 - c. Style
 - 1) The writer's words reflect a reasonable and responsible attitude toward his or her subject and audience.
 - 2) The language is suitable for subject and occasion.
 - 3) Right words (concrete and specific words) in the right places achieve exactness of meaning.
 - 4) Sentence structure and vocabulary are varied and mature.
 - 5) Phrasing has vitality.
 - d. Mechanics
 - 1) There are no errors in spelling, grammar, or punctuation.
 - 2) In addition to providing correctness, the writer should punctuate to promote clarity of meaning, to stress points that need emphasis, and to control rhythm.

VI. COURSE CALENDAR

Weeks 1-2 Foundations of Western Literature Homer's Odyssey

- Weeks 3-6 Understanding Drama
1. Literary writing: drama
 2. Elements of drama
- Essay #1
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- Weeks 7-11 Understanding Poetry
1. Literary writing: poetry
 2. Elements of Poetry
- Essay #2
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- Weeks 12-15 Understanding Fiction
1. Literary writing, analysis, and evaluation: fiction
 2. Elements of fiction
- Essay #3

VII. ASSESSMENT SUMMARY

<u>Staff</u>	<u>ENG 201</u>	<u>Introduction to Literature</u>	<u>ENGLISH DEPARTMENT</u>
<u>MISSION</u>	<u>MAJOR OUTCOMES</u>	<u>COURSE GOALS</u> Objectives from syllabus:	<u>ASSESSMENT OF COURSE GOALS</u>
<p>The lifestyle at ORU is rooted in the word “wholeness.” ORU seeks to educate the whole person, balanced emphasis placed on the development of the mind, spirit, and body.</p>	<p>Communication: clear, concise, and correct writing. An understanding and application of audience and purpose</p>	<p>demonstrate accuracy in reading by writing summaries, paraphrases, and analytical and critical essays</p>	<p>STIMULI:</p>
<p>GENERAL OUTCOMES</p>	<p>Analysis: ability to analyze literary techniques in the literary genres</p>	<p>identify basic elements of literature; critical reading of various genres and literature in other fields; understanding of basic approaches to ways of knowing</p>	<p>Essays Peer evaluations Group work Oral presentations Journals</p>
<p>1. Spiritual Development</p>	<p>Problem Solving: ability to organize information, construct a thesis, and formulate a solidly supported, well-written critical essay</p>	<p>demonstrate ability to write documented essays, synthesizing sources smoothly, and citing sources accurately</p>	<p>CRITERIA:</p>
<p>2. Physical Development</p>	<p>Global Perspective: ability to trace the historical influence of Greek and Hebrew writings and worldview on later Western literature; ability to show influence of major historical and cultural movements in literature</p>		<p>One of two grading systems A = 90-100% B = 80-89% C = 70-79% D = 60-69% 4.0 scale Teacher evaluation</p>
<p>3. Communication</p>	<p>Aesthetic Responsiveness: ability to describe the aesthetic effects and values of fiction, poetry, and drama</p>		
<p>4. Analysis</p>			
<p>5. Problem Solving</p>			
<p>6. Valuing in Decision Making</p>			
<p>7. Social Interaction</p>			
<p>8. Global Perspectives</p>			
<p>9. Effective Citizenship</p>			
<p>10. Aesthetic Responsiveness</p>			