

Syllabus for
ENG 201/ENG 201H—Introduction to Literature
3 Credit Hours
Fall 2021

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: COMP 102

Honors Distinction: An extra project.

II. COURSE GOALS

The course goals are designed to help the student 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. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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.

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 AND OTHER LEARNING RESOURCES

A. Required Textbooks

Hurston, Zora Neale. *Their Eyes were Watching God*. HarperCollins, 1990

Kennedy, X.L. and Dana Gioia. *The Literature Collection*, Longman. 2020. ISBN: 9780134668468 (Digital and paperback).

A Writer's Reference, 9th Edition, Diana Hacker and Nancy Sommers. Bedford/St. Martins, 2018. ISBN 978-1-319-05744-2

B. Optional Materials:

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;

- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. 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.
- 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

- 2. **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.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to 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. These responsibilities assist the student in professional development.

- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but 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 intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
- b. **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:
 - (1) 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.
 - (2) 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.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) 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.

5. **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.

- a. 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 results in an F for the paper. Flagrant cheating results in an F for the course.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
6. **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 and Modern Languages Department. Very few incompletes are granted.
7. **The Whole Person**— If this course requires a WPA assignment, it is listed in the next section (“Course Policies and Procedures”). Students need to comply as indicated in this syllabus and/or by the instructor.

C. Course Policies and Procedures

1. **Grading**

- a. Each student is assigned four major papers, the final examination, and various other exercises, homework, and classroom activities assigned by the instructor. Each student writes at least one paper analyzing each of the three major genres explored in the course: fiction, poetry, and drama.
- b. Grading Scale--A=90-100%, B=80-89%; C=70-79%; D=60-69%; F=59% and below
- c. Students should not expect extra credit to help raise a grade.

2. **Whole Person Assessment Requirements**

- a. The Aesthetics Development Paper is the WPA artifact that is required for this course.
- b. Students must upload the composition for Outcome 2D (Intellectual Alert—aesthetic appreciation) on Chalk & Wire.
- c. Not electronically submitting or incorrectly submitting the artifact results in a zero for that assignment.

3. **Evaluation**—Papers are 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) as 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) are in the right places and 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) Punctuation promotes clarity of meaning, stresses points that need emphasis, and controls rhythm.

VI. COURSE CALENDAR

Weeks 1-3	Foundations of Western Literature
Weeks 4-6	Understanding Fiction
Weeks 7-11	Understanding Poetry
Weeks 12-15	Understanding Drama

Course Inventory of Oral Roberts University Student Learning Outcomes

ENG 201—Introduction to Literature Fall 2020

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	

4E	Leadership capacity			X	
----	---------------------	--	--	---	--

(Revised 9/15/06)