Course Overview and Description

**English 104** serves as a general introduction to literature and its primary genres (poetry, drama, and fiction). In this course, you will develop analytical and critical thinking skills and gain a deeper appreciation for literature and its writers. The drive behind this course is to ensure that students engage deeply with the text; you will learn to analyze the structure, style, and form of literary works in a deeper (and hopefully, more enjoyable) way. My classroom is a kinetic one; you will be asked to participate actively, both verbally and physically, in the pursuit of a deep engagement with the text and your fellow students.

**Student Learning Outcomes**

At the completion of this course, students will be able to:

1. Demonstrate the reading skill required for the student of literary texts. (LG3)
2. Identify and/or describe some of the varied characteristics of literary texts. (LG3)
3. Demonstrate orally, in writing, or by some other means, a fundamental ability to use some of the techniques and/or methods of literary analysis. (LG 1 and LG 3)
4. Identify and/or describe some of the various social, historical, cultural, and/or theoretical contexts in which literary texts have been written and interpreted. (LG3)


Those SLOs labeled (LG1) relate to UNCG’s *Learning Goal #1 for General Education*, outlined in the guidelines for English 101.

**Required Texts**


**Academic Integrity**

Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are
incompatible with the fundamental activity of this academic institution and shall not be tolerated” (from UNCG’s Academic Integrity Policy). To ensure that you understand the university’s policy on academic integrity, review the guidelines and list of violations at http://academicintegrity.uncg.edu. I expect you to abide by the Academic Integrity Policy.

In this class, we shall use MLA formatting for the citations in all of our projects. I expect you to use this format (and this format alone) for any work turned in to me. If you are unsure of how to cite a work in MLA format, reference the Purdue OWL here: https://owl.english.purdue.edu/owl/resource/747/01/.

Sanctions

In the event that I suspect a student has breached the academic integrity policy of the college, I shall have to take action. The following are possible penalties for academic integrity-related violations, to be determined based on the severity and nature of the breach:

**Grade Reduction**, up to the full value of the assignment

**A Re-write of the Assignment**, which, if undone, will count the same as if the assignment were never turned in to begin with

**A Student-Instructor Conference**, the attendance of which is mandatory

**Academic Integrity Hearing**, in extreme cases, as outlined in UNCG’s academic integrity policy.

Attendance Policy

For classes meeting twice a week, students are allowed a maximum of three absences without a grade penalty. For every absence beyond those allowed, students will be penalized one-half letter grade. Students who miss six classes on a two-day schedule will fail the course.

A student will receive an absence if (s)he is tardy twice during the semester. I consider tardiness 5 minutes late to class. If an assignment has been taken up by the time a student arrives, I reserve sole discretion as to whether or not that assignment is late.

Students who exhibit excessively disruptive behavior, consistently fail to bring required materials to class, or those who fail to turn in assignments, will receive a penalty to their attendance grade (tardy days – up to and beyond an absence). I shall inform you if you have been counted tardy or absent due to behavior issues or consistently missing work.

*Students are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximums allowed above. If a student plans to miss class due to a religious holiday, he or she must notify me at least 48 hours prior to the absence.

Evaluation of Final Course Grade*

20% - Active Reading and Participation (Daily) *SLO 1*

This percentage of the grade will hold the spot usually occupied by reading quizzes. On the first day of class, we shall discuss the techniques of active reading. For each reading assignment, you will be expected to consider questions (which will make up the in-class discussion) and ideas (usually concepts presented in *Lenses*, like metaphor or allegory). You are expected to mark your books as an active reader (or inserted index cards, etc. if you are renting texts), and be ready to discuss the things you’ve marked in class. It is not enough to simply write in the books; you’ll be expected to actively engage with the text (details will be explained on the first day of class) – and be capable of responding to relevant in-class questions based on your markings.

In addition to answering questions put to you, you will find that I run a very kinetic classroom. We shall stand, speak, proclaim, jump, and clap in this class. Students will be expected to participate in such activities as they happen – and refusal to do so will negatively impact this part of the grade. The active reading portion of this percentage is meant to facilitate active classroom participation.

15% - Scansion (3 @ 5% each; 8/28, 9/9, 9/18) *SLO 2*

During the Poetry section of the course, you will learn scansion and metrics. You will scan three poems or excerpts (8-14 lines) at 5% per poem. In addition to accurate rhythmic analysis, you will mark the structures of the meter, when applicable (iambics, trochees, etc.). These assignments will be graded based on the accuracy of rhythm and correct recognition of structure.

20% - Staging question (10/6) *SLO 3, 4*

As a group, you will choose and address a staging issue in one of the plays from the syllabus. Your choice of text should be short and should present a different problem than the ones we
address in the classroom. You will turn in a printed copy of your text selection with markings representing your suggestions for how to address the issue in question, a short description of the alternate staging choices you’re rejecting, a 3-page essay explaining how the group’s answer to the staging question it chose affects the meaning of the play, and some form of visual representation of the solution in action (either clear pictures or, if possible, video).

5% - Genre Assignment (10/28) SLO 4
I shall provide a section of Seamus Heaney’s modern poetic translation of Beowulf via Blackboard. In this assignment, you will re-read the Tolkien (prose) translation of the same section, then discuss how the different genres affect each translation. This assignment is not about discussing which version is better or worse; it is about understanding how generic differences in texts affect their meaning.

10% - Character Sketch (11/11) SLO 2
You will write a character sketch of one of the characters from the fiction section of the course. This assignment will require you to use the relevant terms from Lenses to provide an academic description of the character and an analysis of the character’s function in the text. This assignment will be 3-4 pages long and must be cited correctly.

30% - Final Essay (Final Exam Period) SLO 1, 2, 3, 4
At the end of the course, you will turn in a final analytical essay which uses your choice of text from the syllabus and performs extensive close reading work (heavy with cited examples from the text) to construct an argument about the text in question. I expect you to demonstrate a detailed understanding of the critical techniques we apply in class. This project will offer an original argument about the text which is informed by our discussions in class and your personal thoughts about, and interpretations of, the text. The assignment will produce a well-written, double-spaced, 5-6 page essay.

* For a detailed description of each assignment, check Blackboard! These descriptions are only for the course evaluation; full requirements, due dates, etc. will be found in the “Course Documents” folder on Blackboard.

Late Policy

Late work will be penalized a total of ten (10) points per day late. Assignments are due at the beginning of class. If a student shows up tardy to class, I reserve the right to count their work as a day late. If a student is consistently late with assignments, attendance penalties may occur (see “Attendance Policy”). After four days, if an assignment has not been turned in, it counts as a zero (0) in the final grade, unless prior arrangements are made with the instructor. Please note: I reserve the right to accept work after four days or not. My decision to accept a project late will depend on your participation and trends of behavior throughout the semester.

Electronics Policy

I do not allow the use of electronics in my classroom. Phones must be on SILENT (not vibrate) and laptops are not allowed in my classroom. You must print any reading assignments from Blackboard and bring the papers to class.

The Office of Accessibility Resources and Services
Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources and Services on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: ours@uncg.edu.

Assistance
You may require extra assistance with your assignments. If so, you should be sure to avail yourself of the following options.

The Writing Center. The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing.
project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Located in the Moore Humanities and Research Building (MHRA), room 3211.

The Learning Assistance Center. The Learning Assistance Center offers free services to the entire UNCG undergraduate community and is located in McIver Hall, rooms 101-104, and 150. For help with study skills, contact Erin Farrior, Academic Skills specialist. Telephone: 334-3878; e-mail: lac@uncg.edu.

Email Response Policy
I shall make every effort to respond to your emails within 2 days. If I fail to do so, please email me again, or ask me in class. Do not expect immediate responses to emails.

Course Schedule
NOTE: The following course schedule is subject to minor changes as the class progresses. I shall supply written or email notification in the event of a change to the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Session / Name</th>
<th>Homework Due</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>Welcome / Introduction</td>
<td>Herrick, Robert - &quot;To the Virgins, to Make Much of Time&quot; (Projection)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| August 21| Poetry: Scansion          | Shakespeare: Sonnet 130 (Bb)  
Holm: "Advice" (Bb)  
Longfellow: "The Village Blacksmith" (Bb)  
Lenses (11-32) | August 22 – Drop Deadline!          |
| August 26| Poetry: The Poetry of Love| Marlowe: The Passionate Shepherd (Bb)  
Shakespeare: Sonnet 65 (Bb)  
cummings: "may i feel said he" (Bb)  
Lenses (117-123) | Scansion Practice            |
| August 28| Poetry: The Poetry of Death | Thomas: "Do Not Go Gentle into that Good Night" (Bb)  
Dickinson: "Because I Could Not Stop For Death" (Bb)  
Anonymous: "Oh, Death!" (Bb)  
Lenses (123-128) | Scansion Assignment # 1 Due!   |
| September 2| Poetry: The Poetry of Destruction | Yeats: "The Second Coming" (Bb)  
Frost: "Fire and Ice" (Bb)  
Shelley: "Ozymandias" (Bb)  
Lenses (139-153) | N/A               |
| September 4| Poetry: Free Verse       | Marquis: Archy and Mehitabel  
(Intro, 1916, 1917) | N/A               |
| September 9| Poetry: Free Verse      | Marquis: Archy and Mehitabel  
(1918, 1919, 1920) | Scansion Assignment # 2 Due! |
| September 11| Poetry: Free Verse     | Marquis: Archy and Mehitabel  
(1921, 1922) | N/A               |
| September 16| Drama: Murder        | Shakespeare: Macbeth (Acts 1-2)  
Lenses (33-50) | N/A               |
| September 18| Drama: Murder        | Shakespeare: Macbeth (Acts 3-4)  
Lenses (129-138) | Scansion Assignment # 3 Due! |
| September 23| Drama: Murder        | Shakespeare: Macbeth (Act 5) | N/A               |
| September 25| Drama: Redemption     | Shaw: Saint Joan (Sc. 1-3)  
Lenses (139-153) | N/A               |
<p>| September 30| Drama: Redemption     | Shaw: Saint Joan (Sc. 4-5) | N/A               |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Text</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2</td>
<td>Drama: Redemption</td>
<td>Shaw: <em>Saint Joan</em> (Sc. 6-end)</td>
<td>N/A</td>
</tr>
<tr>
<td>October 7</td>
<td>Drama: Abuse</td>
<td>Vogel: <em>How I Learned to Drive</em> (9-22)</td>
<td>N/A</td>
</tr>
<tr>
<td>October 9</td>
<td>Drama: Abuse</td>
<td>Vogel: <em>How I Learned to Drive</em> (22-40)</td>
<td>Oct. 10 – Last Drop Day!</td>
</tr>
<tr>
<td>October 14</td>
<td>NO CLASS – Fall Break!</td>
<td>NO CLASS – Fall Break!</td>
<td>NO CLASS – Fall Break!</td>
</tr>
<tr>
<td>October 16</td>
<td>Drama: Abuse</td>
<td>Vogel: <em>How I Learned to Drive</em> (40-end)</td>
<td>Staging Question Assignment Due!</td>
</tr>
<tr>
<td>October 21</td>
<td>Fiction:</td>
<td>Tolkien: <em>Beowulf</em> Lenses (71-86)</td>
<td>N/A</td>
</tr>
<tr>
<td>October 23</td>
<td>Fiction:</td>
<td>Tolkien: <em>Beowulf</em> Lenses (93-100)</td>
<td>N/A</td>
</tr>
<tr>
<td>October 28</td>
<td>Fiction:</td>
<td>Tolkien: <em>Beowulf</em> Lenses (89-92)</td>
<td>Genre Assignment Due!</td>
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<tr>
<td>October 30</td>
<td>Fiction:</td>
<td>Chaucer: <em>The Franklin’s Tale,</em> “The Miller’s Tale” (Bb)</td>
<td>N/A</td>
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<tr>
<td>November 4</td>
<td>Fiction:</td>
<td>Steinbeck: <em>Of Mice and Men</em> (1-37)</td>
<td>N/A</td>
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<tr>
<td>November 6</td>
<td>Fiction:</td>
<td>Steinbeck: <em>Of Mice and Men</em> (38-65)</td>
<td>N/A</td>
</tr>
<tr>
<td>November 11</td>
<td>Fiction:</td>
<td>Steinbeck: <em>Of Mice and Men</em> (65-107)</td>
<td>Character Sketch Due!</td>
</tr>
<tr>
<td>November 13</td>
<td>Graphic Novel</td>
<td><em>Maus</em> (5-42)</td>
<td>N/A</td>
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<tr>
<td>November 18</td>
<td>Graphic Novel</td>
<td><em>Maus</em> (43-95)</td>
<td>N/A</td>
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<tr>
<td>November 20</td>
<td>Graphic Novel</td>
<td><em>Maus</em> (96-end)</td>
<td>N/A</td>
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<tr>
<td>November 26</td>
<td>Final Day of Class</td>
<td>Final Day of Class</td>
<td>Final Day of Class</td>
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<tr>
<td>November 27</td>
<td>No Class – Thanksgiving</td>
<td>No Class – Thanksgiving</td>
<td>No Class - Thanksgiving</td>
</tr>
<tr>
<td>December 6</td>
<td>Final Exam Day</td>
<td>Final Paper Due; Attendance Taken</td>
<td>Final Paper Due!</td>
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<tr>
<td>12:00 – 3:00</td>
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