“[Readers] come to see themselves differently by gazing outward rather than inward, by deciphering ink marks on a page. […] The moment of self-consciousness, of individual insight, is simultaneously a social diagnosis and an ethical judgment; a response to a work of art interfuses personal and public worlds; the desire for knowledge and the demand for acknowledgement are folded together.”

–Rita Felski, *The Uses of Literature*

“I believe that one of the principle ways in which we acquire, hold, and digest information is via narrative. […] Narrative is radical, creating us at the very moment it is being created.”

–Toni Morrison, 1993 *Nobel Prize Lecture*

These quotes inspire me, because they help me think about some of the crucial questions that will guide this course: Why do we read? What do we get out of it? What is “narrative” and why is it worth studying? Why are we so drawn to stories about real and imagined people? What are the different ways we read, and how can we develop and hone our interpretive reading skills of different kinds of narrative—both for personal fulfillment and for success in this course? These questions will serve as our jumping off point for the semester, but then you as readers will discover and share new questions that we will explore together through discussion, writing, and individual reflection. We will read narratives from a variety of genres (essays, short stories, poetry, novels, and drama), from a wide time period (nineteenth-, twentieth-, and twenty-first century), and from both American and British literature.

**Required Texts**

(Note: Texts are formatted here in MLA style, not in the order they appear on the schedule.)


Blackboard readings – I post many of our readings on Blackboard so that you don’t have to buy more books than are necessary. You, in turn, are responsible for bringing hard copies of everything to class (no laptops, tablets, e-readers, or cell phones allowed). Failure to bring printed copies will negatively impact your participation grade and I reserve the right to count you absent for the day.
The Day-to-Day Stuff

What You Need to Bring to Class Every Day
- Lenses
- Our readings—hard copies of everything (books and Blackboard)
- Notebook and your favorite pen or pencil—you will need these for in-class writing, note-taking, quizzes, etc.

You must also check your UNCG e-mail daily (even on days we don’t meet), since I will frequently send important announcements via e-mail and Blackboard.

Attendance
As a discussion- and workshop-based course, the work we do together depends on your presence and participation in the conversations, debates, and questions we bring up in class. Therefore, any absences are strongly discouraged and will negatively affect your grade. Per English Department policy, you are allowed three absences without grade penalty, and I do not differentiate between excused and unexcused absences. After your first three absences, every additional absence will result in a one-half letter grade reduction of your final course grade. Upon your sixth absence, you will automatically fail the course.

Life can intervene with even the best plans, however. If extenuating circumstances arise, such as a prolonged illness or a death in the family, you should let me know as soon as possible and contact the Dean of Students Office (http://sa.uncg.edu/dean/, Elliott University Center 210, deanofstudents@uncg.edu, 336-334-5514) so that appropriate accommodations can be made.

You are, by state law, allowed two excused absences due to religious holidays, which do not count toward your total allowed three absences. If you plan to miss class because of your faith, you must notify me in advance of your absence.

Lateness
I will take roll every day at the beginning of class. If you miss roll, you are late, and it is your responsibility to come see me at the end of class to make sure you’re counted as present (sending me an e-mail after class won’t be accepted). Every third time you’re late will count as one absence. If you are more than twenty minutes late for a single class, you will be counted as absent.

Late Work
I do not give credit for late work; therefore, any assignment that is not submitted by the specified deadline will receive a failing grade of zero. I do, however, accept early work; if you know you are going to miss a class, turn in your work before it is due. Computer problems (e.g., computer crashes, printer failure, lack of toner, etc.) do not justify a missed deadline. If your personal computer gives you trouble, leave time to work in one of the computer labs around campus, and remember to save (and save, and save, and save again!) your work as you go.

Make-Up Exams
Similarly, I do not offer make-up exams; you have to be present on the day an exam is scheduled to take the test.
Contacting Me

E-mail: If you have any questions or comments, you can e-mail me at anwilli7@uncg.edu. You can typically expect a reply from me within 24-48 hours, excluding weekends and university holidays. If you do not receive a response within 48 hours, I may not have received your message, so please e-mail me again, mention it to me during class, or stop by my office hours. I expect you to write e-mails that are clear and professional, meaning they should include a salutation, clearly articulated questions and comments, and your name. Because we only meet twice a week, I will also frequently communicate with you via e-mail, so check your e-mail daily and log onto Blackboard often to see if there are any new announcements.

Office Hours: Office hours are a great opportunity for us to talk one-on-one about issues pertaining to the course. You can stop by my office (third floor of MHRA, room 3210, cubicle E) anytime on Mondays from 2:15 to 3:15 or Thursdays from 2:15 to 4:15. If there are occasional days that I know won’t be available during these times, I will make an announcement during class or send out an e-mail. It’s always a good idea to give me a heads-up if you know you want to stop by, but it’s not required. If none of my office hours work with your schedule, let me know and we’ll find a time that works.

Other Important Policies

Academic Integrity
UNCG’s Academic Integrity Policy states, “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.”

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. Incidents of cheating and plagiarism will be reported to the Dean of Students, and sanctions will align with the policies at http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/.

Just so we’re clear: Plagiarism means presenting someone else’s thoughts, ideas, or words as your own, or trying to submit work you’ve done for another class in place of original work for this course. If you use an idea that’s not yours, give credit where it’s deserved by citing your source—whether it’s another writer, a website, a movie you saw, whatever. If you use something word for word (even if it’s just a phrase), use quotation marks in addition to citing your source. If you have any doubts about whether you’re plagiarizing, cite the source anyway, just to be safe. UNCG faculty have discretion in assigning any grade-related sanction for plagiarism, and I take plagiarism very seriously. Any instance of plagiarism will result in a grade of zero for the assignment and may result in failure of the course, depending on the violation. A second offense of any kind, including plagiarizing, falsifying information, or cheating, will result in automatic failure of the course.
Accommodations
Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from accommodations, you must first register with the Office of Accessibility Resources and Services (OARS) on campus before such accommodations can be made. OARS is located on the second floor of the Elliott University Center (EUC), in Suite 215, and is open from 8 a.m. to 5 p.m., Monday through Friday. You can also contact OARs at 336-334-5440 and oars@uncg.edu.

Laptops, Tablets, e-Readers, etc.
No laptop computers, tablets, e-readers (Kindles, nooks, etc.), or other Internet-enabled devices may be used in class. You must print out all Blackboard readings and bring hard copies to class rather than accessing them online during class. Exceptions to this policy will be made only in cases where there is documented evidence of the need for an accommodation. If you have such documentation, please share it with me at the beginning of the semester.

Cell Phones and iPods
All cell phones, smart phones, and iPods should be turned completely off and put away in your bag before class begins. If you foresee an emergency that will require you to access your cell phone, you must notify me at the beginning of class and I will use my discretion. The first time the electronics policy is violated (such as a phone ringing during class or a student is caught text messaging or surfing the web), you will be given a warning. The second and any subsequent times, you will be counted absent for the day.

Behavior and Language
The exchange of ideas in the classroom requires a respect for others. I will not tolerate or excuse lewd, crude, sexist, racist, or homophobic language and behavior. (See policies on hazing, disruptive behavior, and various forms of discrimination at <http://deanofstudents.uncg.edu/policy/>.) As the instructor of this course, it is up to my discretion to determine what inappropriate behavior looks like, and I reserve the right to take any measures necessary to maintain a respectful environment for everyone in our class.

Student Learning Outcomes (SLOs)
These are the student learning outcomes that will drive our work in this course:

1. Demonstrate the reading skill required for the student of literary texts.
2. Identify and/or describe some of the varied characteristics of literary texts.
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.
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.

Grading and Evaluation
Grading Scale: I use the full range of grades from A to F (including plusses and minuses), in keeping with university grading policies. Your final course grade will be based on the components outlined in this syllabus that make up our work for the semester. UNCG defines an A as excellent, a B as good, a C as average, a D as the lowest passing grade, and an F as a failing grade. In adherence
to this scale, you should understand that a C means you successfully met the requirements of the course, not that you did poorly, which would be indicated by either a D or an F. Likewise, an A or B indicates that you exceeded course requirements.

\[
\begin{align*}
A &= 93-100 & B- &= 80-82 & D+ &= 67-69 \\
A- &= 90-92 & C+ &= 77-79 & D &= 63-66 \\
B+ &= 87-89 & C &= 73-76 & D- &= 60-62 \\
B &= 83-86 & C- &= 70-72 & F &= \leq 59
\end{align*}
\]

If you would like to visit with me about a particular grade from an assignment or assessment, our conference must be at least 48 hours after you receive the grade. I will not meet with you unless you email me a two-page, in-depth response (in MLA format) at least 24 hours prior to our meeting that respectfully discusses your concerns over the assignment’s grade in question.

**Evaluation:** Your grade for this course will be determined as follows:

- Quizzes and Informal Writing 20%
- Participation 15%
- Close Reading Essay 15%
- Midterm 25%
- Final Essay 25%

**Quizzes and Informal Writing**

**Quizzes**

This is a discussion-based course; therefore, you must do the readings to be able to contribute thoughtfully in class. I will give quizzes (sometimes announced and sometimes at random) to give you some extra incentive to keep reading carefully throughout the semester. If you’re doing the reading, this should be an easy way to keep your grade up.

**Informal Writing**

I believe writing helps us explore our ideas about the things we read in a crucial and unique way; therefore, I will incorporate a number of low-stakes, short writing assignments in our course. (By low-stakes, I mean that if you follow instructions and just do it, you’ll get an A for this portion of your grade.) These are some of the informal writing you will be asked to do:

- Freewriting: I will frequently ask you to generate some thoughts on the texts by writing continuously for a given time period in class (usually 5-10 minutes). The idea here is to not worry about the quality of your writing (the “flow” or grammar or spelling—whatever might slow you down) and just focus on your thoughts about the text. As a result, I ask that you do not stop writing or look up from your paper until I tell you that our freewriting time is done.

- Discussion prompts: Twice throughout the semester, you will be responsible for posting a discussion prompt on Blackboard 24 hours prior to our class meeting to help facilitate our class discussion. (This means by 11 a.m. on Monday for a Tuesday reading and by 11 a.m. on Wednesday for a Thursday reading.) You will sign up for your discussion prompts at the beginning of the semester, and I will post the sign-up sheet to Blackboard. It is your responsibility to know when you have a discussion prompt due; I will not remind you.
Because prompts are informal in nature, you may write about any issue, idea, theme, character, or question that interests you about the text. There are only three requirements to get an A on this assignment: 1. Each prompt must be at least 250 words long; 2. It must be posted on time (i.e., 24 hours before class) to receive credit; and 3. You must begin your prompt with a short quotation from the text, no more than a few lines. Put your chosen passage at the top in quotation marks and cite the page number, then respond in a thoughtful way for at least 250 words (the quote is not part of your word count).

- Group writing: There will be times when I will ask your small group to produce a short write-up of what you have talked about and how your discussion has shed light on the text we have been reading.

Depending on the work we do together in class, and however inspiration strikes me, I may assign other kinds of informal writing to help us better explore our thoughts about narrative.

Quizzes and informal writing are combined into 20% of your final course grade; I do this to minimize stress over a single quiz or a single writing assignment to provide a more holistic assessment of your day-to-day work for this course.

Participation
We are a large group for a literature course, but it is my goal to hear from everyone and it should be yours, too. Small group discussion and informal writing will help make sure you have an opportunity to explore your ideas and practice the questions and insights you want to share with the larger group. Your participation grade is the logical counterpart to your quiz and informal writing grade—just as it is crucial that you do the reading and thinking, you have to put that preparation to use by sharing your ideas and contributing to our work together as a class. If you are concerned about your participation grade, don’t hesitate to come talk with me.

Close Reading Essay
As *Lenses* tells us, to read is to write, and an important part of the reading process for this course is putting your observations into words on the page in a clear, organized way. Close reading is a habit of mind that we will develop throughout the course, and this assignment gives you an opportunity to practice this kind of reading, organize your thoughts, and dig deeply into a text of your choosing. The essay must have a thesis and supporting textual evidence and must be two full pages, double-spaced, in 12-point Times New Roman font, and formatted in MLA style. I will provide a separate assignment sheet on Blackboard with more information to guide your writing.

Midterm
Our midterm, which counts for 25% of your final course grade, will cover some of the key concepts for the study of narrative literature that we have covered thus far and will involve identification and close reading of the texts we have read to date. Format will primarily be short answer, identification, and analysis.

Final Essay
In lieu of a final, you will be responsible for writing a five-page, thesis-driven essay about a text of your choosing. As with the shorter close reading essay, it must be double-spaced, in 12-point Times New Roman font, and formatted in MLA style. A detailed assignment sheet with more information will be available on Blackboard in the weeks leading up to the essay due date.
Additional Resources

Writing Center
http://www.uncg.edu/eng/writingcenter/
MHRA 3211, askthewc@uncg.edu, 336-334-3125
The Writing Center is an excellent resource for writers of all stages, ages, and abilities (even instructors and professors use the Writing Center!). Trained staff consultants are typically graduate and undergraduate students who can provide assistance at any stage of the writing process. Free one-on-one sessions are available either in person or by phone/online. Please note that the Writing Center gets extremely busy toward the end of the semester; therefore, if you know you want to use their services for your final paper, you should schedule your appointments as early as possible.

Speaking Center
http://speakingcenter.uncg.edu/about/index.php
MHRA 3211, 336-256-1346
The Speaking Center helps students develop confidence and competence in their oral communication. Consultative support includes peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. It is a great resource if you are concerned about your ability to participate in class discussion.

Learning Assistance Center
http://success.uncg.edu/lac
McIver Hall, rooms 101-104, and 150, lac@uncg.edu, 336-334-3878
The Learning Assistance Center (LAC) is an academic support program that provides tutoring, academic skills instruction, and workshops to help students improve their study skills, increase their understanding of course content, enhance their self-confidence, and develop positive attitudes toward learning.
Course Schedule

The following schedule will guide our work throughout the semester; however, it is a flexible document that I may revise as we go. If any adjustments are necessary, I will let you know in class and in writing.

BB = Blackboard reading—Print out all Blackboard readings and bring them to class.

Introduction to Narrative

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>8.19 (T): Introductions and Syllabus</th>
<th>Langston Hughes’s “Theme for English B”</th>
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<tbody>
<tr>
<td></td>
<td>8.21 (R): “To Read is to Write” (Lenses 1-7)</td>
<td>H. Porter Abbott’s “Narrative and Life” (BB)</td>
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<td></td>
<td></td>
<td>Sherman Alexie’s “The Joy of Reading and Writing: Superman and Me” (BB)</td>
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Some Fundamentals and the Short Story

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<tr>
<th>WEEK 2</th>
<th>8.26 (T): “Short Story” (Lenses 51-56, just the first section of “Short Prose”)</th>
<th>“Plot” (Lenses 89-92)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Setting, Atmosphere, and Mood” (Lenses 123-27)</td>
<td>John Updike’s “A&amp;P” (BB)</td>
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<tr>
<td></td>
<td>8.28 (R): “Theme” (Lenses 101-08)</td>
<td>Langston Hughes’s “Sonny’s Blues” (BB)</td>
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<table>
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<tr>
<th>WEEK 3</th>
<th>9.2 (T): “Character” (Lenses 93-99)</th>
<th>“Point of View” (Lenses 109-15)</th>
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<tbody>
<tr>
<td></td>
<td>Elizabeth Strout’s “A Little Burst” (BB)</td>
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<td></td>
<td>9.4 (R): T. S. Eliot’s “Hysteria” (Lenses 247)</td>
<td>Charlotte Perkins Stetson’s (Gilman’s) “The Yellow Wallpaper” (BB)</td>
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</tbody>
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<tr>
<th>WEEK 4</th>
<th>9.9 (T): “Feminist Theory” (Lenses 189-96)</th>
<th>Catharine Maria Sedgwick’s “Cacoethes Scribendi” (BB)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.11 (R): “Symbolism” (Lenses 139-52)</td>
<td>Mary Wilkins Freeman’s “A New England Nun” (BB)</td>
</tr>
</tbody>
</table>
Narrative Poetry

WEEK 5
9.16 (T): “Writing Essays for College Literature Classes” *(Lenses 209-21)*
“Poetry” *(Lenses 11-30)*
Seamus Heaney’s “Digging” (BB)
9.18 (R): Various poems, TBD (BB)

WEEK 6
9.23 (T): Anne Lamott’s “Shitty First Drafts” (BB)
Lucille Clifton’s “new poems” from *Blessing the Boats* (BB)
9.25 (R): Clifton’s “new poems” discussion continued
DUE: 2-page Close Reading

WEEK 7
9.30 (T): Barbara Kingsolver’s “The House Divided / La Casa Dividida” from *Another America / Otra America* (BB)
10.2 (R): **MIDTERM EXAM**

The Novel

WEEK 8
10. 7 (T): Edith Wharton’s *Summer*
10.9 (R): *Summer*
10.10 (F): **Last day to drop course without academic penalty**

WEEK 9
10.14 (T): FALL BREAK/No class
10.16 (R): Alice Walker’s *The Color Purple*

WEEK 10
10.21 (T): *The Color Purple*, “Queer Theory” *(Lenses 197-205)*
10.23 (R): *The Color Purple*
Narrative in Drama

WEEK 11
10.28 (T): Washington Irving’s “The Legend of Sleepy Hollow” (BB)
10.30 (R): Sir Arthur Conan Doyle’s “Scandal in Bohemia” (BB)
“A Scandal in Belgravia” (Season 2, Episode 1, Sherlock TV series, on reserve in library)

WEEK 12
11.4 (T): Tom Stoppard’s The Real Thing
11.6 (R): The Real Thing

Young Adult Narrative

WEEK 13
11.11 (T): Selections from Zitkala-sa’s American Indian Stories
Sherman Alexie’s The Absolutely True Diary of a Part-Time Indian
11.13 (R): The Absolutely True Diary of a Part-Time Indian

WEEK 14
11.18 (T): The Absolutely True Diary of a Part-Time Indian
11.20 (R): Final Paper Workshop

WEEK 15
11.25 (T): Mary Oliver’s “The Ponds,” Last Day of Class Wrap-Up
DUE: Final Essay
11.27 (R): Thanksgiving/No Class

WEEK 16
12.2 (T): Reading Day/No Class

WEEK 17
12.9 (T): You can pick up your graded final essay between 12 noon and 3 p.m. in my office.