The Forms of Literature

Meets MWF 10-10.5 am MAB 206 InstructorTheron Francis, Ph.D. tfrancis@sulross.edu Office: Morelock 112 Office Phone: 8283

Office Hours: MWF, 11 am - 12 pm

T/Th, 11 am – 12 pm or by appointment

REQUIRED TEXTS and other MATERIALS

1. The World's Greatest Short Stories. Ed. James Daley. Mineola, NY: Dover Publications, 2006

- 2. The Best Poems of the English Language: From Chaucer through Robert Frost. Ed. Harold a. Bloom. New York: Harper Collins, 2007.
- 3. Japanese Plays: Classic Noh, Kyogen and Kabuki Works. Ed. Singapore, A.L.Sadler. Tuttle, 2010

Introduction

The goals of this course are to read literature, practice the art of interpretation, and write about literature. We are reading texts in four genres: short stories, poetry, drama, and literary criticism. A genre is a form of writing. Each genre—fiction, non-fiction, poetry, drama, film—has characteristic features. Poems, for example, emphasize rhythm and have lines that turn or rhyme; prose, whether fiction or non-fiction, only incidentally involves rhythm and the lines arbitrarily turn at the end of the page. Genres also represent sub-cultures among writers. Poets are different from novelists, who are closer to but still different than journalists. There is also a different process of creating writing in each genre. Understanding how genres work in terms of form, culture, and process means that you yourself are better able to write in these forms. It also helps you enjoy and think critically about literature.

Literature has always been central to the study of writing. The best examples of writing are models for a writer to emulate. Writing about literature means that you are thinking in the most critical way about ideas. Literature can be thought of as the storehouse of ideas. When you write about literature, you make use of those ideas and reshape our understanding of them. The storehouse would have no value unless we used its contents through writing and discussion. Another way to think about literature is as a conversation. One author says one thing. You respond. When you respond, you engage the author's words. These words are the evidence from which you build your own arguments. Because writing is central to a literature class, we will be have three types of writing projects: concise close readings; a collaborative translation of one work of literature from one genre into another; and a final literary analysis.

COURSE OBJECTIVES:

Instructor's Course Objectives

- 1. Introduce students' to great writers and great works in imaginative literature.
- 2. Develop students' literary tastes and their aesthetic pleasure in reading.
- 3. Introduce students to literary studies and the specialized terminology of these studies.
- 4. Develop critical thinking and critical reading skills by applying theoretical approaches and reflecting on ideological positions.
- 5. Develop students' ability to analyze text, generalize, and think abstractly.

6. Further improve writing competencies acquired in English 1301 and 1302, employing computer technology to do online research, do peer editing, give presentations, maintain online journals, and publish electronically.

7. Develop oral communication skills and debate the ideas of literature.

PROGRAM LEARNING OUTCOMES (English and Education Generalist Requirements at the Undergraduate Level)

Graduating students will demonstrate that they can

- 1. Construct essays that demonstrate unity, organization, coherence, and development
- 2. Analyze literary works by applying principles of literary criticism or theory
- 3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
- 4. Demonstrate creativity or originality of thought in written or multimedia projects
- Compare/contrast and analyze major works and periods within World, English, and American literature.
- 6. Understand how to interpret, analyse, evaluate and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
- 7. Understand the defining elements and characteristics of various literary genres contribute to the meaning of a given work (such as historical fiction, poetry, myths, epics, fables, etc.)

ASSIGNMENTS

A. Translate/Enact (20%)

As a team, translate a piece any of literature from our texts, assigned or not, into another genre. You could, for example, make a short movie or a play based on one of the short stories in our text. Or you could turn a kabuki play into a poem. This happens fairly often in literature. Melville's novel Billy Budd is a prose version of a poem he had written, "Billy in the Darbies." Contrasting two genres will make the conventions of each genre more clear. Present your translation to the class. Your may select any piece of literature from our texts and translate it into any genre, not just the three we are covering.

B. Quizzes (20%, 5 x 40=200)

We will have short quizzes about every other week. There will be no more than five (5) quizzes (40 points each). The purpose of the quizzes is to encourage you to do the reading. The quizzes will mostly involve content and not critical interpretation.

C. Concise Close Readings (20%, 5 x 40=200)

A close reading is an interpretation of a specific passage in a text. Interpretation implies that there is more to be said about a text than a restatement or a summary. Some meanings are connoted, stated indirectly, ironically opposite, nuanced by tone, packed with ideologies or philosophies, alluding to other texts or to events now or in the past. By close reading you explain one perspective on a text's meaning referring to figures of speech, like metaphor, to support your point of view. Your close readings will be pieces of literary analysis from 300 to 500 words in length, which you will submit online through Blackboard. You will turn in five (5) close readings. These will alternate with the quizzes. The purpose of the close readings is to encourage you to read, but also to practice the art of examining evidence in the written word and developing arguments.

D. Literary Analysis Paper (20%)

Compose an interpretive argument about one text or comparing two texts. Provide textual evidence through quotes to support your argument. Fully develop your paragraphs through posing questions, making assertions, explaining the context of a piece of literature, analyzing quotes and reasoning about the meaning of the text. Discuss figurative techniques, like imagery and metaphor.

Submit a peer review work sheet that demonstrates another student in the class has read your paper, offered advice, and proofread the paper. And meet me in my office to discuss your ideas and your writing. (four double spaced pages, MLA style, submitted online through Blackboard) **EC**

Final Exam (10%)

The final exam will be in short essay format. One longer essay topic, for which you will have 40 minutes to write, will be like the diagnostic essay on the first day of class.

D. Class Participation (10%)

Attendance, participation in class discussion, and the support you offer other students all contribute to the class participation grade. Disruptive behavior will also affect the grade.

Grading Breakdown

You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

Projects	Due Date		%	Points
Translate/Enact	Sign-up for dates		10	100
Presentations	Beginning Week Three			
Concise Close Readings	5 on alternating weeks	40 points each	20	200
Quizzes	5 on alternating weeks	40 points each	20	200
Literary Analysis Term	May 6		20	200
Paper				
Final Exam	May 11, 10:15 am		10	100
Class Participation			10	100
Total Points Available			100	1000

Attendance and Class Participation (100 total points)

The class participation grade will be determined by

- a. Attendance
- b. Participation in classroom discussion and problem solving.

Attendance Policy

Two absences are permitted during the semester. One letter grade will be subtracted from the Class Attendance percentage for each additional absence. *More than six (9) unexcused absences will result in the student being dropped from the course with a failing grade.* Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

Classroom Etiquette

The course content is relevant to your undergraduate study as well as your lives. Class time will not be wasted. Also, your peers and professor will appreciate respect and courtesy. So avoid behaviors that might offend or disrupt others (like cell phones and early departures). Please also be careful to avoid excessively argumentative, sexist or racist language that may offend others

and undermine the free exchange of ideas. Sexual harassment among students also threatens each student's sense of security. Anyone can make a mistake now and then, but repeated insensitivity to others will result in being asked to drop the course.

DEADLINES

Unless otherwise specified, <u>all</u> assignments will be turned in at the <u>beginning</u> of class <u>on</u> their due dates. All alternative arrangements must be approved <u>before</u> the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or https://techassist.sulross.edu

Accommodating Students with Disabilities

In compliance with the Americans with Disabilities Act, Sul Ross State University provides reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, as soon as possible please contact Counseling and Accessibility Services:

Mary Elizabeth Schwartze
Accessibility Services Coordinator
Counseling and Accessibility Services
Ferguson Hall Rm. 122
432-837-8399
mschwartze@sulross.edu

Writing Center and Academic Learning Center

The Writing Center is located in MAB 102 and the Academic Learning Center is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there for you. You may contact the Writing Center at extension 8270 and email writing@sulross.edu

Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

Course Calendar

Dates	Activities	Readings to Discuss	Objectives, Resources and Due Dates	
UNIT 1: Short Stori	UNIT 1: Short Stories			
Week One				
1.20.2015	Diagnostic In-class essay			
1.22	Discuss syllabus Discuss Readings	Melville 1		

Week Two		<u> </u>	
1.26	Discuss Readings	Melville 1	
1.28		Maupassant 31	
1.30		Tolstoy 38	
Week Three			1
2.2	Discuss Readings	Tolstoy 38	Close Reading 1 Due
2.4		Machado de Assis 127	
2.6		Machado de Assis 127	
Week Four			
2.9	Discuss Readings	Chekhov 136	Presentation1
2.11		Rilke 150	Quiz 1
2.13		Woolf 192	
Week Five			<u> </u>
2.16	Discuss Readings	Kafka 198	Presentation 2
	Discuss Readings		
2.18		Kafka 198	Close Reading 2 Due
2.20		Mansfield 206	
Week Six			
2.23	Discuss Readings	Mansfield 206	Presentation3
2.25		Kawabata 219	Quiz 2
2.27		Borges 236	
UNIT 2: Poetry			
Week Seven			
3.2	Discuss Readings	Bloom	Presentation 4
J.L	2.30000 Roddings	"The Art of Reading Poetry" p. 1	. 1300manori T
3.4		Wyatt 55	
3.6		Sidney 56	
Week Eight			
3.9	Discuss Readings	Donne 138 – 145	Presentation 5

		Milton 210		
0.40		NATIV 040		
3.13		Milton 210	Close Reading 3 Due	
Week Nine				
3.16	Spring Break	Spring Break	Spring Break	
3.18				
3.20				
Week Ten				
3.23	Discuss Readings	Gray 278	Presentation 6	
3.25		Blake 301	Quiz 3	
3.27		Blake 301		
Week Eleven		•	•	
3.30	Discuss Readings	Whitman 527 -554	Presentation 7	
4.1		Dickinson 574 – 581	Visit professor to discuss term paper	
4.3		Dickinson 574 – 581	Close Reading 4 Due	
Week Twelve			L	
4.6 4.8 4.10	Discuss Readings	William Carlos Williams 843 – 852 H.D. 869 – 876 Jeffers 877 – 880 T.S. Eliot 896 - 900	Last day for instructor initiated drop for excessive absences Presentation 8 Deadline Withdraw or Drop Courses with "W" Quiz 4	
UNIT 3: Japanese Drama: Noh, Kabuki, Kyogen				
Week Thirteen			T =	
4.13	Discuss Readings	Introduction by A.L. Sadler	Presentation 9	
4.15 4.17		Noh	Conference with professor on literary	
			analysis paper	
Week Fourteen		Lati	<u> </u>	
4.20		Noh	Presentation 10	
4.22		And	Peer conference on literary analysis paper	

4.24		Kyogen	Close Reading 5 Due
Week Fifteen			
4.27 4.29	Kabuki		Conference with professor on literary analysis paper
5.1			
Week Sixteen			
5.4	Kabuki		Peer conference on Literary Analysis paper
5.6	Last Day of Class		Quiz 5
			Literary Analysis Due
Week Seventeen			
Monday, 5.11	Final Exam,		
Final Exam, 10:15	which will include an assessment essay that mirrors the first-day		
am -12.15 pm	diagnostic assessment.		