

English 210: Introduction to Literature (3 Credits)

NSU/Canton High School

Spring 2014

M – F in Rm. 116

Contact Information:

Instructor: Laura Jacobs

Office: Rm. 116

Office Hours: 7:45 to 8:10 am and 3:30 to 3:45

Office Telephone: 764-2706 (ext. 116)

Cell Phone: (605) 360-8271 (This is my personal phone number and you are welcome to call or text if you have any questions. Please remember that I have young children and would appreciate no calls after 10 pm. I do not hand this number out so please do not give my number to anyone outside of class.)

Email: laura.jacobs@k12.sd.us

Course Description:

This course will provide students with readings in fiction, drama, and poetry to acquaint students with literature and aesthetic form.

Course prerequisites:

English 101 (Composition) or appropriate student placement based on entry-level assessment (ACT) and acceptance into the Rising Scholars Program. Finally, one recommendation is needed from a junior level English course at Canton High School.

Course learning goals or objectives:

This course meets the SD Board of Regents General Education Goal Number 4:

“Students will understand the diversity and complexity of the human experience through the study of the arts and humanities.”

As a result of taking this course, students will:

- *Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.*
- *Identify and explain basic concepts of literary expression and interpretation.*

In any given section of English 210, students will be able to do at least one of the following:

- *Identify and explain the contribution of other cultures from the perspective of literary expression.*
- *Demonstrate creative and aesthetic understanding.*
- *Explain and interpret formal and stylistic elements of literary art.*

Description of instructional methods:

A variety of instructional methods (lecture, discussion, modeling, small groups, peer review and electronic resources) will be utilized to enhance a wide range of learning styles.

Course requirements:

Required texts:

Barnet, Sylvan, William Burto and William E. Cain. *An Introduction to Literature: Fiction, Poetry, and Drama*, 14th Ed. (New York: Pearson/Longman, 2006.

Harris, Thomas. *The Silence of the Lambs*. United States: Saint Martin’s Paperbacks, 1991.

Additional Supplies:

- One two-pocket paper folder (for daily assignments)
- Lined loose-leaf paper (for daily assignments, journals, and notes)
- Computer Scan Disk (for saving work completed in class)

Class attendance policy:

- You may miss two class periods without penalty. Each miss after two absences will result in your final course grade dropping 2% (ex. If your final course grade is 90%, or an A, but you miss four class periods, your final grade will be an 86% or a B).
- Generally, no distinction is made between “excused” and “unexcused” absences. The exception to this is Canton High School extra-curricular events (you must be a participant or part of the team – not a spectator) which will be excused if I am notified at least one class before the absence. (Extra-curricular events are

scheduled so you know when you will be absent. You must personally come get assignments and turn in work – the coach’s email does not cover you, it simply notifies that you’ll be absent.

- Should you face extenuating circumstances such as hospitalization, extreme illness, or death in the family – contact me as soon as possible so that we can discuss your options and ways to keep you up-to-date with class work.
- Incompletes will be granted at my discretion and only to students who are passing the course at the time they request the incomplete.
- Be advised – taking the full two absences is, as stated, allowable, but any absence may affect your grade for the course, as every day we will be discussing important ideas related to the assigned written essays.
- Arriving late to class or leaving early from class will be counted as an absence. In short, schedule doctor’s appointments, etc. outside of class time.
- Finally, no one missing ten or more class periods will receive a passing grade for this course REGARDLESS OF THE REASON.

Cheating and plagiarism policy:

- Academic honesty is of the utmost importance, to the integrity of the university as well as to you as a student. Anyone who represents themselves as the author of another’s ideas and/or language commits academic dishonesty, and more particularly, plagiarism.
- Thus if you submit work, in part or in whole, that is not your own, whether borrowed, bought, or stolen from a published source or peer, you will receive a zero (not an F) for the assignment and face further disciplinary action, including written exercises and essays.
- To avoid charges of plagiarism, ask for help if and when you need it, but be sure that the final work you submit for a grade represents your effort and learning and not someone else’s.
- During the course, special attention will be given to correct source citation and paraphrasing techniques so that you can avoid “unintentional” plagiarism, which, nonetheless, in this course and any other course, carries the same penalties as intentional plagiarism.

Make-up policy:

- Assignment folders turned in after the due date will lose 10% for the first day they are late and 2% for each subsequent day, including weekends. For example, if an assignment folder is due Tuesday but you turn it in on Friday, you will lose 14%. If you turn it in the following Monday, you will lose 18%.
- Late folders must be turned in – in person to me directly. Do not under any circumstances ask a janitor to open my room nor should you try to slide it under the door. Folders found on my desk after I have locked my door will be docked an additional 10%.

Recycled Work Policy:

- All work submitted for a grade must be original to this course unless approved by me. In other words, do not recycle work from other courses, whether high school courses or college courses, without prior approval.

Evaluation Procedures: Assessments

To demonstrate that students have met SD Board of Regents General Education Goal 4 (stated above), students in this course will:

- respond to the reading assignments in the form of a short response paper and reading journals.
- participate actively in class discussions (both large group and small group) in which they compare their initial responses to the literary works (expressed in reading responses or journal entries) to those of their peers and their professor, and in which they engage in the higher-order analysis of the assigned readings that will prepare them to demonstrate the learning outcomes (above) expected on midterms and final exams, and the small research paper.
- sit three examinations in which they:
 - * demonstrate their completion and recall of all the course’s reading assignments
 - * accurately apply the basic terminology of literary analysis introduced during class discussion
 - * accurately relate each literary work to the author, period, social and cultural context, and national tradition to which it belongs.
 - * differentiate among and compare the values, beliefs, and ideas expressed in literary works representative of culturally or economically defined gender and social-class roles;
 - *do one or more of the following:
 - compare the values, beliefs, and ideas expressed in literary works representative of diverse national traditions and of different historical eras.
 - examine diverse and subtle moral or ethical patterns of interpersonal relationships expressed through the literary imagination.

-produce literary interpretations that evince their comprehension of the formal, aesthetic principles basic to creative literary expression, as well as the critical reading comprehension skills of university-level academics.

Criteria for Assessment:

- Writing using standard American English, including correct punctuation, grammar and sentence structure
- Write logically
- Write persuasively, with a variety of rhetorical strategies (e.g. expository, argumentative, descriptive)
- Incorporating formal research and documentation into their writing, including research obtained through modern, technology-based research tools

The first three criteria are assessed through evaluation of the content and form of student’s formal assignments. The last criterion is primarily assessed through evaluation of the small research paper, although it is also present to a smaller degree in other writing assignments.

Evaluation procedures: Performance standards and grading policy

- Your final course grade will be based on my evaluation of your performance on all graded activities.
- Final grades will be recorded on NSU transcripts.
- Note – all assignments must be completed for you to earn a passing grade for the course.

Quarter 3 and 4– grades will be earned in the following categories:

- Participation and Class Preparedness
- Journals and Reading Responses
- Small Research Paper (3 to 5 pages)
- Midterm #1 and Midterm #2
- Final Exam

Semester Standards and Grading Policy:

Quarter 3 – 40 %
Quarter 4 – 40 %
Final Exam – 20%

Essay and Course Grading Scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79%
D = 60 – 69%
F = 59 % or less

A final grade will appear on an NSU transcript.

Participation & Class Preparedness:

- Regular preparation for and participation in class discussions. This class will consist almost exclusively of discussion, with only occasional and brief lecture. Discussions will be conducted with the class as a whole or in small breakout groups of three students.
- For all class meetings, students are expected to be prepared, by having completed the assigned reading for each day. The course will be conducted in such a way that lack of preparation will be noticeable, and it will count against you if it occurs.
- Quizzes and written responses to the assigned reading will happen throughout each unit. It will not be a daily grade; however, you should be prepared for each day as if there will be a quiz each day.
- Students are urged to volunteer to lead class discussion (for the whole or just a part of a class meeting) or to stage a presentation (individually or in groups – such as a dramatic reading of a scene, a panel discussion, or a scripted dialogue) after giving me at least one week notice. Those who do volunteer will receive a significant bonus for this portion of the course grade.
- In addition, **do not, under any circumstances, text-message others using your cell phone while in class.** This will result in confiscation of the cell phone. It is simply rude to be on the cell phone while you should be participating in a discussion.

Reading Journals:

- Students will have four different styles of reading journals for this semester. The journals will correspond to the units that we cover. The different styles of journal will be the following (1) a question and answer style journal modeled on the Socratic Method, (2) a reader response journal with guided prompts, (3) a character response journal with a timed writing, and (4) a discussion journal.
- The journals can be utilized during discussion to help with prompts or ideas for discussion topics. Journals will be graded twice a quarter after each unit is complete.

Short Research Paper:

- You will plan, draft, revise, and edit one formal research paper. The paper will meet the following criteria: (1) It must incorporate one of the short stories that we read in class, (2) the paper will be three to five pages in length, (3) Chicago Manual Style will be used with footnotes, and (4) at least three sources will be used.

Midterm # 1 & #2:

- There will be an objective section (consisting mostly of multiple-choice questions) and an essay section.
- I will give more details in class about how the exam will be designed and how to prepare for it.
- There will be a review session during the class meeting immediately prior to the midterm exams.

Final Exam:

- There will be an objective section (consisting mostly of multiple-choice questions) and an essay section.
- The final exam is comprehensive and will cover all material that we have studied in the class.
- A review will be given to students to help them study for the test.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT: Northern State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations, please contact the NSU Office of Disability Services (ODS) as soon as possible to discuss your particular needs. The mission of the Office of Disability Services is to provide equal access to university programs, as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student requesting accommodations must submit adequate documentation of disability before accommodations can be provided.

Contact information for the ODS:

Student Center Room 240 – 2nd floor Phone – 605-626-2371 Fax – 605-626-3399

Academic Freedom Statement: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

Northern State University Diversity Statement: Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

Tentative Schedule of Classes

Prepare each reading assignment before coming to class. If classes are cancelled, prepare the material for the next scheduled class. In other words, assume that we will stay on schedule. Any necessary adjustments to the schedule will be announced in class. In short, attend class to stay informed.

- It is expected that you will come to class having read the piece of literature that is listed on that day. It should be considered homework for the night before. You will need to have finished this in order to receive class preparedness points.
- (HW) – An assignment that might normally be done during class, however, due to time constraints it will need to be completed as homework.
- (Due) – This is an assignment that is due on this day.

Third Quarter – Assignments

Fourth Quarter – Assignments

December 30 (Monday) No School – Christmas Break	March 10 (Monday) Introduce Shakespeare and the Tragic Hero : Actions/Decisions & Monstrosity <i>Shakespeare in Love</i>
December 31 (Tuesday) No School – New Year’s Eve	March 12 (Tuesday) <i>Macbeth</i> Act I & II
January 1 (Wednesday) No School – New Year’s Day	March 12 (Wednesday) <i>Macbeth</i> Act I & II
January 2 (Thursday) Introduction to Class Monstrosity or Monstrous Qualities in Literature “The Appointment in Sumara” (P. 73) “The Story of an Hour” (P. 28 – 29)	March 13 (Thursday) <i>Macbeth</i> Act I & II
January 3 (Friday) “In the Gloaming” (P. 118 – 30)	March 14 (Friday) No School – Spring Break
January 6 (Monday) Socratic Seminar over “In the Gloaming”	March 17 (Monday) Journal – Timed Writing
January 7 (Tuesday) “Desiree’s Baby” (P. 82 – 86)	March 19 (Tuesday) <i>Macbeth</i> Act III, IV, & V
January 8 (Wednesday) Socratic Seminar over “Desiree’s Baby”	March 20 (Wednesday) <i>Macbeth</i> Act III, IV, & V
January 9 (Thursday) “The Cask of the Amontillado” (P. 180 – 85)	March 20 (Thursday) <i>Macbeth</i> Act III, IV, & V
January 10 (Friday) Socratic Seminar over “Cask of the Amontillado” Journal – Socratic Method	March 21 (Friday) <i>Macbeth</i> Act III, IV, & V Journal – Timed Writing
January 13 (Monday) “A Good Man is Hard to Find” (P. 192 – 203)	March 24 (Monday) Introduce Modern Theatre and Tragic Hero <i>Fences</i> – Act 1
January 14 (Tuesday) Socratic Seminar over “A Good Man is Hard to Find”	March 25 (Tuesday) <i>Fences</i> – Act 1
January 15 (Wednesday) “The Yellow Wallpaper” (P. 419 – 430)	March 26 (Wednesday) <i>Fences</i> – Act 1
January 16 (Thursday) Socratic Seminar over “The Yellow Wallpaper”	March 27 (Thursday) <i>Fences</i> – Act 1
January 17 (Friday) “A Rose for Emily” (P. 448 – 59) Journal – Socratic Method	March 28 (Friday) <i>Fences</i> – Act 2

January 20 (Monday) No School – Martin Luther King, Jr. Day	March 31 (Monday) <i>Fences</i> – Act 2
January 21 (Tuesday) Socratic Seminar over “A Rose for Emily”	April 1 (Tuesday) <i>Fences</i> – Act 2
January 22 (Wednesday) “One Friday Morning” (P. 476 – 481)	April 2 (Wednesday) Journal – Timed Writing (Due by end of class)
January 23 (Thursday) Socratic Seminar over “One Friday Morning” Journal – Socratic Method	April 3 (Thursday) No School – Teacher In-Service
January 24 (Friday) Introduce Short Research Paper (Due) Journal – Socratic Method	April 4 (Friday) No School
January 27 (Monday) Work in Computer Lab/Library	April 7 (Monday) Review for Midterm #2
January 28 (Tuesday) Work in Computer Lab/Library	April 8 (Tuesday) Midterm #2
January 29 (Wednesday) Work in Computer Lab/Library	April 9 (Wednesday) Midterm #2
January 30 (Thursday) Work in Computer Lab/Library	April 10 (Thursday) Midterm #2
January 31 (Friday) Work in Computer Lab/Library (Due) Research Paper by 6 pm through e-mail	April 11 (Friday) Introduce – Monsters Within
February 3 (Monday) Introduce Poetry: Gilding the Monster or Hidden messages in Poetry	April 14 (Monday) <i>The Silence of the Lambs</i> (Chap. 1 – 5)
February 4 (Tuesday) <i>The Canterbury Tales</i> -- Prologue	April 15 (Tuesday) <i>The Silence of the Lambs</i> (Chap. 6 – 10)
February 5 (Wednesday) <i>The Canterbury Tales</i> -- Prologue	April 16 (Wednesday) <i>The Silence of the Lambs</i> (Chap. 11 – 15)
February 6 (Thursday) <i>The Canterbury Tales</i> -- Prologue	April 17 (Thursday) <i>The Silence of the Lambs</i> (Chap. 16 – 20)
February 7 (Friday) <i>The Canterbury Tales</i> – Prologue Reader Response Journal	April 18 (Friday) No School – Good Friday
February 10 (Monday) <i>The Canterbury Tales</i> – Pardoner’s Tale	April 21 (Monday) No School – Easter Monday
February 11 (Tuesday) <i>The Canterbury Tales</i> – Pardoner’s Tale	April 22 (Tuesday) <i>The Silence of the Lambs</i> (Chap. 21 to 25)
February 12 (Wednesday) <i>The Canterbury Tales</i> – The Wife of Bath’s Tale	April 23 (Wednesday) <i>The Silence of the Lambs</i> (Chap. 26 to 30)
February 13 (Thursday) <i>The Canterbury Tales</i> – The Wife of Bath’s Tale	April 24 (Thursday) <i>The Silence of the Lambs</i> (Chap. 31 to 35)
February 14 (Friday) Reader Response Journal	April 25 (Friday) <i>The Silence of the Lambs</i> (Chap. 36 to 40)
February 17 (Monday) No School – President’s Day	April 28 (Monday) <i>The Silence of the Lambs</i> (Chap. 41 to 45)
February 18 (Tuesday) <i>Sir Gawain and the Green Knight</i>	April 29 (Tuesday) <i>The Silence of the Lambs</i> (Chap. 46 to 50)
February 19 (Wednesday) <i>Sir Gawain and the Green Knight</i>	April 30 (Wednesday) <i>The Silence of the Lambs</i> (Chap. 51 to 55)
February 20 (Thursday) <i>Sir Gawain and the Green Knight</i>	May 1 (Thursday) <i>The Silence of the Lambs</i> (Chap. 56 to 61)

February 21 (Friday) <i>Sir Gawain and the Green Knight</i> Reader Response Journal	May 2 (Friday) <i>The Silence of the Lambs</i> (Movie)
February 24 (Monday) "Richard Cory" (P. 692) "Valentine" (P. 702) "Marks" (P. 722 – 23) "Incident" (P. 691) "For A Lady I Know" (P. 734) "Sympathy" (P. 716) "To the Lady" (P. 880 – 82)	May 5 (Monday) <i>The Silence of the Lambs</i> (Movie)
February 25 (Tuesday) "The Pitcher" (P. 793) "Ozymandias" (P. 779) "The Road Not Taken" (P. 933 – 34) "Minerva Jones" "Dr. Meyer" "Mrs. Meyer" (P. 874)	May 6 (Tuesday) <i>The Silence of the Lambs</i> (Movie)
February 26 (Wednesday) "Do No Go Gentle Into That Good Night" (P. 810) "Not Waving But Drowning" (P. 723 – 24) "Ah, Are You Digging on My Grave" (P. 872 – 73) "Martin Luther King, Jr" (P. 1000 – 01)	May 7 (Wednesday) Review for Final
February 27 (Thursday) "Barbie Doll" (P. 737) "Sonnet 130" (P. 755) "The Sick Rose" (P. 757) (HW) Reader Response Journal	May 8 (Thursday) Review for Final
February 28 (Friday) No School	May 10 (Friday) Final Exam (Objective Portion)
March 3 (Monday) Review for Midterm (Due) Reader Response Journal	May 12 (Monday) Final Exam (Essay Portion)
March 4 (Tuesday) Midterm #1	May 13 (Tuesday)
March 5 (Wednesday) Midterm #1	May 14 (Wednesday) Final Exam (Essay Portion)
March 6 (Thursday) Introduce Shakespeare <i>Shakespeare in Love</i>	May 15 (Thursday) Fun Day for Seniors
March 7 (Friday) <i>Shakespeare in Love</i>	May 16 (Friday) Checkout, Graduation, Last Day for Seniors