

## Introduction to Literature: Fiction

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**ENG 104: Introduction to Literature: Fiction**  
**CRN: 32048**  
**Spring 2016**  
**TR 10:00-11:20**  
**307 Deady Hall**

**Instructor:** Corbett Upton  
**Office:** 375 PLC  
**Hours:** TR 1:00-3:00  
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**Course Description:** This course offers students a broad introduction to the study of literary fiction. Focusing on the works of major writers, students develop analytical skills that will allow them to think, write, and speak intelligently about fiction. The course addresses basic questions about the nature of prose narrative and the interrelated activities of reading, writing, and interpretation. What is a story, and what role do stories play in our cultural and political lives? What validates a particular interpretation of a literary text, and how do various interpretations contribute to our understanding of a story's meaning? Narrative technique, point of view, character development, and other elements of fiction are examined in the course. Weekly readings are substantial in scope and difficulty. Students will be tested on course content and will practice close reading and analysis skills in class discussions and writing assignments. As a basic introduction to a major genre in the field of literary studies, this course satisfies the university's Group Requirement in the Arts and Letters category. It is not recommended for English Majors, who are encouraged to enroll in the department's more historically oriented and comprehensive Introduction to the English Major sequence, ENG 220-222.

### Learning Outcomes:

1. read literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
  2. draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
  3. perform critical, formal analyses of literary texts;
  4. write focused, analytical essays in clear, grammatical prose.
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### Required Texts:

Abe, Kobo. *The Box Man*. New York: Vintage International, 2001.  
Gioia, Dana and R. S. Gwynn, Eds. *The Art of the Short Story*. New York: Pearson, 2006.  
O'Farrell, Maggie. *After You'd Gone*. New York: Penguin, 2000.

**Regular access to CANVAS.**

**Check your UO email account daily.**

**Recommended:** A good dictionary and Bullock, Richard et al. *The Little Duck Handbook*, 2<sup>nd</sup> ed., New York: Norton, 2014 **OR** Hacker, Diana. *Rules for Writers*, 6<sup>th</sup> ed., Boston: Bedford/St. Martin's, 2010. Active reading will require marking significant passages. Plan to access texts accordingly.

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### Assignments and Grading:

Attendance and Participation	5%
Quizzes	10%
Group Presentation	15%
Writing Assignment #1	15%
Writing Assignment #2	20%
Midterm Exam	15%
Final Exam	20%

A- (90%-93.99%), A (94%-96.99%), A+ (97%-100%)  
B- (80%-83.99%), B (84%-86.99%), B+ (87%-89.99%)  
C- (70%-73.99%), C (74%-76.99%), C+ (77%-79.99%)  
D- (60%-64.99%), D (65%-67.99%), D+ (68%-69.99%)  
F 59.99% or below

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**Attendance and Participation:** Punctual, regular attendance is a requirement for this class. You are allowed three absences; each subsequent absence lowers your final grade by 1 step (A to A-, B+ to B, C to C-, etc.). You must be prepared to discuss the reading assignment on the day it is due and to participate in a respectful and lively discussion. Be prepared to read assigned texts closely, share your ideas and ask questions of your peers and your instructor.

**Assignments:**

**Reading Assignments:** All **readings** are due by the beginning of the class time indicated on the course schedule attached to this syllabus. Failure to bring the appropriate texts to class on the assigned days will affect your participation grade.

**Writing Assignments:** All **writing** assignments are due at the beginning of class on the due date listed in the course schedule attached to this syllabus. I am happy to help you in advance of the due date on any assignment. All written work will be graded for form as well as content, so be sure to get help on writing and essay form (including grammar) in plenty of time if you need it. English classes are writing intensive and expect you to write at your best and use writing assignments to demonstrate and improve your writing skills. Refer to the “Essay Checklist” at the end of this document for formatting guidelines. You should also take advantage of the *Teaching and Learning Center’s* Drop-In Writing Lab (4th Floor Knight Library): <http://tlc.uoregon.edu/subjects/writing/>.

**Presentation:** With a group, you will present one of the required readings to the class in order to open up discussion. Your presentation should last about 10-15 minutes, beginning with a focused yet detailed 5-minute summary of the work’s plot and main characters. During the second 5 minutes, you may introduce any material you feel would help the class to engage further with the reading. For example, you might invite the class to apply the reading to a particular text (essay, art, music, etc.) that you have excerpted and photocopied. What methods of analysis might your text suggest or inspire about the original work of fiction? What can we learn by reading the two texts together? Alternately, you might decide to “remix” the story by providing additional points of view or material to the story, or produce a “book trailer” by highlighting particular plot points, or some other creative approach to the assigned reading. Does this context alter the ways in which we read and understand the story or novel? You should feel free to add visual or audio elements to your presentation. At the end of your presentation, you will pose 2 or 3 specific questions you would like the class to consider during discussion. You should begin by reading the assigned text(s) for the day of your presentation and meet with your group early in the term. You must attend class on the day of your scheduled presentation. No make-ups will be allowed.

**Presentation Reflection and Analysis Essay (Writing Assignment #1):** No later than the class period after your presentation, you must submit a formal 3 page “Presentation Reflection and Analysis” essay, which should explain the significance of your project to the assigned course reading, using textual evidence from the reading and your presentation, and reflect on your presentation performance. See “Presentation Reflection and Analysis Essay Guidelines” on CANVAS.

**Analytical Essay (Writing Assignment #2):** For this assignment, you will compose a 5-6 page essay analyzing a passage of your own choosing from one of the novels we’ve read in the second half of the term to demonstrate *how* and *why* the author employs this specific “elements of fiction” in the passage to further the text’s larger aims. See “Analytical Essay Assignment” on CANVAS.

**Peer Support:** An important part of your coursework in this class will include peer support. You will thoroughly read and respond to your classmates’ work during in-class workshops. If you neglect to bring the required copies on the day of peer review, you will not receive the participation points for that class period. More guidelines will be given as the quarter progresses.

**Reading Quizzes:** These quizzes for each class session will ask questions specific to the reading assignments and literary terms for the day or previous days. There are no make-ups.

**Policies:**

**Accommodation:** If you have a documented disability and anticipate needing accommodations in this course, please arrange to meet with me soon, and request that an AEC Advisor send a letter outlining your approved accommodations. Accessible Education Center: uoac@uoregon.edu, (541) 346-1155, <http://aec.uoregon.edu>.

**Mandatory Reporting Policy:** The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring must report that information to the Office of Affirmative Action and Equal Opportunity: (<http://aaeo.uoregon.edu/>).

*The University Health Center and University Counseling and Testing Center provide assistance to and have a greater ability to work confidentially with students.*

**Academic Honesty:** Please review the University policy regarding academic honesty (in *Schedule of Classes*), which will be strictly enforced in this class. If you plagiarize or cheat, you will automatically fail the course.

**Use of Electronic Devices:** Cell-phone use during class is prohibited. Turn off cell phones and music during class. Laptops and tablets for note taking are permitted. Students using laptops and tablets must sit in the front of the lecture hall or next to the instructor during discussions. Texting or surfing the web during class time is distracting and disrespectful to your instructor and your classmates. Students who violate this policy will be asked to leave lecture or marked as “absent (unexcused)” for the class in question; final grades will be negatively impacted.

**Late Work & Incompletes:** No late assignments will be accepted (unless you’ve made arrangements with me well in advance of the due date). Incompletes will be given for documented medical emergencies only.

**Broken Printers & Computer Crashes:** These things happen. However, you should always back up your files. If your computer crashes and you are unable to produce a copy of your work before the beginning of class, your paper will be late. If your printer breaks and you are unable to produce a copy of your work before the beginning of class, e-mail it to me. Do not submit it via attachment; simply paste it into the body of the e-mail. This will not take the place of a hard copy. You must produce a hard copy and deliver it to my office no later than the next day. Remember, your e-mailed paper must arrive before the beginning of class or it will be considered late.

**Course Schedule:**

Note: All writing and reading assignments are due on the day listed. This schedule is subject to change.

Week 1

T 3/29 Introduction to course. In-class exercise.

TH 4/1 **Read:** “Introduction” (3-6); Plot (849-54); Sandra Cisneros, “Barbie-Q” (160-62)  
**Terms:** Short story  
**In-class:** Reading quiz, discussion, group assignments

Week 2

T 4/5 **Read:** Setting (859-60); Nathaniel Hawthorne, “The Birthmark” (357-68)  
**In-class:** Reading quiz, group presentation, discussion

TH 4/7 **Read:** Point of View (857-58); Katherine Mansfield, “The Garden Party” (565-75)  
**In-class:** Reading quiz, group presentation, discussion

Week 3

T 4/12 **Read:** Style (861-62); Jorge Luis Borges, “The Garden of Forking Paths” (55-62),  
**In-class:** Reading quiz, group presentation, discussion

TH 4/14 **Read:** Characterization (854-57); Eudora Welty, “Why I live at the P.O.” (820-29)  
**In-class:** Reading quiz, group presentation, discussion

Week 4

- T 4/19 **Read:** Theme (860-61); Gabriel García Marquez, “A Very Old Man With Enormous Wings” (289-93)  
**In-class:** Reading quiz, group presentation, discussion
- TH 4/21 **Read:** James Baldwin, “Sonny’s Blues” (27-49)  
**In-class:** Reading quiz, group presentation, discussion

Week 5

- T 4/26 **Read:** Alice Walker, “Everyday Use” (810-16)  
**In-class:** Reading quiz, group presentation, discussion
- TH 4/28 **MIDTERM EXAMINATION (Bring a bluebook)**

Week 6

- T 5/3 **Read:** Leslie Marmon Silko, “The Man to Send Rain Clouds” (739-42) and Ursula K. Le Guin, “The Ones Who Walk Away from Omelas” (531-35)  
**In-class:** Reading quiz, group presentation, discussion
- TH 5/5 **Read:** Ha Jin, “Saboteur” (419-27)  
**In-class:** Reading quiz, group presentation, discussion

Week 7

- T 5/10 **Read:** *After You’d Gone* (3-99).  
**Terms:** Literary Genre, Romance  
**In-class:** Contemporary Romance Novel, reading quiz, group presentation, discussion
- TH 5/12 **Read:** *After You’d Gone* (100-193).  
**In-class:** Reading quiz, group presentation, discussion

Week 8

- T 5/17 **Read:** *After You’d Gone* (194-289).  
**In-class:** Reading quiz, group presentation, discussion
- TH 5/19 **Read:** *After You’d Gone* (293-372).  
**In-class:** Reading quiz, group presentation, discussion

Week 9

- T 5/24 **Read:** “An Interview with Kobo Abe” (BB), *The Box Man* (2-62).  
**Terms:** Hard-Boiled Detective Story  
**In-class:** Detective Story, reading quiz, group presentation, discussion
- TH 5/26 **Read:** *The Box Man* (63-111).  
**In-class:** Reading quiz, group presentation, discussion

Week 10

- T 5/31 **Read:** *The Box Man* (112-140).  
**In-class:** Reading quiz, group presentation, discussion
- TH 6/1 **Read:** *The Box Man* (141-178).  
**In-class:** Reading quiz, group presentation, discussion, **Peer Review:** bring 1 copy of Writing Assignment #3 to class.
- F 6/3 **DUE:** Analytical Essay

Finals Week

**Friday 6/10 8:00am in 204 Chapman Hall (Bring a bluebook)**

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### **Essay Checklist**

The following list is meant to assist you in formatting your essays to my specifications. Failure to comply with these specifications will result in lost points from your final grade for that essay.

Your essay must be:

- 1) Typed and of the appropriate length for the assignment
- 2) Double Spaced with one-inch margins
- 3) Stapled
- 4) In Times or Times New Roman 12-point font
- 5) Upper left corner of 1<sup>st</sup> page:
  - a) Name
  - b) Dr. Upton
  - c) ENG 199
  - d) Writing Assignment #3
- 6) Last name and page number in upper right corner of following pages (e.g. Your Last Name 4)
- 7) Document your sources & use correct citation form (MLA format for this course)
- 8) Proofread and spell-check