

**ENG 104: Intro to Fiction**

Fall 2016

Mondays and Wednesdays, 4-520 pm, Lilis 185, CRN12052

**Course Information****Instructor**

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 Office Hours: Mondays and Wednesdays, from 2-330 pm

**Course Overview**

This course introduces students to the study of literature in English. A recent study suggests that reading books of fiction actually increases empathy in the reader. It is with such a theory in mind, perhaps, that so many writers have historically used literary fiction to speak out when they may otherwise feel voiceless. In this class, we will examine the literature of discontent in order to better understand how literary fiction has been used as a tool of resistance, revolution, and lament. This class will pivot around the central question of understanding: can reading stories change the way people see the world? Can a narrative actually enflame, or fan, social change?

To better consider these questions, we will also examine the technical components of good writing; we will break stories apart to see how they work. Through discussion, group work, and critical and creative written assignments, we will determine for ourselves the place and importance of literature in shaping society.

As a basic introduction to a genre in the field of literary studies, this course satisfies the university's Group Requirement in the Arts and Letters category. This course does not count toward the English Major, which requires enrollment in the English Department's more historically oriented and comprehensive Introduction to the English Major sequence, ENG 220-222.

**English Department Learning Outcomes**

Upon completion of this course, students should be able to achieve the following 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, cinematic, and other cultural texts;
4. Write focused, analytical essays in clear, grammatical prose;
5. Employ logic, creativity, and interpretive skills to produce original, persuasive arguments;
6. Employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis.

**Required Texts**

The following texts are required for this course and available in the UO bookstore. Any additional readings will be provided for you on the course **Canvas** site. Please bring the texts with you to class on the days we will discuss them (including printouts of **Canvas** readings).

Kerouac, *On the Road*

Nabokov, *Lolita*

Alexie, *Reservation Blues*

Ridley Scott, *Thelma and Louise*

Ava DuVernay, *Selma*

Abrams, *A Glossary of Literary Terms* (Online Seventh Edition):

[http://www.ohio.edu/people/hartleyg/ref/abrams\\_mh.pdf](http://www.ohio.edu/people/hartleyg/ref/abrams_mh.pdf)

Books are available at the University of Oregon Bookstore, and films are available on Netflix and in the Knight Library Media Center. Additional readings and handouts will be made available as PDFs on the course Canvas site. You will be expected to make hard copies of PDFs and bring them to class on the days we discuss them.

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### Course Work and Grading

**Formatting Guidelines for Written Work**

All written work should be typed and double-spaced, using 12-point Times New Roman font and 1" margins. If possible, print your work double-sided. Use MLA format for quoting and citing sources. Detailed formatting requirements and sample pages will be distributed. Failure to format and cite sources may significantly lower the assignment or essay grade. **There will be no second-chances on written assignments. You need to make it your best work the first time around.**

**Grading Breakdown**

<b>Participation</b>	<b>10%</b>
<b>Biweekly Quizzes</b>	<b>20%</b>
<b>Two Close Reading Responses (10% each)</b>	<b>20%</b>
<b>Two Presentation with written reports (10% each)</b>	<b>20%</b>
<b>Final Essay, 3-5p.</b>	<b>30%</b>
	<b>100%</b>

**Participation**

I expect you to actively participate in each discussion and in small groups, and you should **always bring your book or text to class** so that you will be able to reference the readings we discuss. I will reward students who approach discussion in an enthusiastic, informed, and collegial way. Both your classmates and I will appreciate informed opinions and critical insights.

**Biweekly Quizzes**

You will take a reading quiz every two weeks. The quizzes will be given at the beginning of the class period. I have marked the dates you will have a quiz; thus, if you miss a quiz due to absence or tardiness, it cannot be made up. The quizzes may be fact-based questions about or written responses to the day's readings. It is intended to help you track how carefully you are reading the assigned material.

**Close Reading Responses**

You are required to write **two** two-page “close readings” of passages from the assigned texts (10% each). In the close-reading responses, you need to do a detailed analysis of the passage you choose, including explaining the literary terms, investigating the major themes and tones, elaborating how the diction and metaphors work in the chosen passage. Bring a hard copy of each response to class for submission. These responses are incentives to complete the reading on time, as well as tools to help you process the reading and its arguments/ideas more thoroughly before discussion.

**Presentation with written reports**

Each student will be responsible for serving as a discussion leader twice within this ten-week course. This means you will work extra hard that week to read and understand the material, prepare notes for class, writing a 1-2 page summary focusing on the themes you will present in your group discussion, and lead a discussion of the assigned text. Although you will not give a formal presentation, you will be assessed based on how well you discuss and disseminate the text for your class and on the quality of your written reports. Turn in a hard copy of your written report on the day you lead a discussion.

**Final Essay**

Your final essay, which you will submit as the schedule indicates, will be a literary analysis of 1-2 texts we read for class this term. You will not do any outside research for this paper; you will, instead, explore a critical claim independent to your own insights into the text(s). You are invited to develop an idea from one of your close reading paragraphs; you are also invited (and encouraged!) to come see me in office hours to discuss possible topics. This paper should be formatted according to MLA Style Guidelines (double-spaced, one inch margins all the way around, proper citation of your primary texts, and Times New Roman font). These essays must be written in polished, academic prose.

**Grading**

97-100 A	87-89 B+	77-79 C+	67-69 D+
93-96 A	83-86 B	73-76 C	63-66 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
59 or below F			

***A Note on Grading:*** The University of Oregon considers a C (70%-79%) a passing grade, and in my grading schema you will earn a C for work that is **satisfactory** and meets the minimum requirements. Here “satisfactory” means the quality of your assignments is **good enough** for me. That is to say, completing all assignments as well as adhering to all requirements guarantee you a C grade. If you want to earn higher grades, you must put significant effort into enhancing the quality of your writing. **In my grading scale, B-level grade (B-, B, and B+) means “great,” while A-level grade (A-, A, and A+) indicates “excellent.”** I will follow the criteria listed on the English Department Grading Rubric to grade all your assignments. **Be warned that this class—while a 100-level course—is not an “easy A.” Compared to the department percentage for 100-level courses in spring 2016, I gave less As (less than 30%) but more Bs and Cs.** In order to protect your privacy, I do not discuss your grades before, during, and immediately after class time. I am happy to discuss any questions about grades during my office hours. Please schedule an appointment with me 24 hours later, after my returning of your graded assignments. Also, I will not discuss your final grade over emails during the winter break. If you have any concerns about your term grade, please schedule a meeting with me in winter term.

## Class Policies

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<b>Registration</b>	The only way to add this class is through DuckWeb. The last day to add this or any English class is the Wednesday of week two.
<b>Advisory for Challenging Materials</b>	Be advised that much of what we will read or see in this course contains graphic language, sexual themes, illegal activity, and scenes of often brutal and even obscene violence. If you believe that reading, viewing, and discussing literary or cinematic representations of graphic, disturbing, or offensive material will make it difficult for you to fulfill the requirements of the course, you should not take this course. In addition to challenging materials, writing load of this course is extremely heavy as you can see in grading breakdown. All of your grades are determined by your hard work and writing performances. <b>If the content of this course is too disturbing and if the writing load is beyond your expectation, you should consider another ENG class.</b>
<b>Academic Resources</b>	I encourage you to attend office hours, e-mail me for an appointment, or visit the University's excellent and free tutors either through the Writing Associates Program or the Teaching and Learning Center (TLC). More information about these services can be found at these two sites: <a href="http://english.uoregon.edu/undergraduate/need-help-with-an-english-essay">http://english.uoregon.edu/undergraduate/need-help-with-an-english-essay</a> <a href="http://tlc.uoregon.edu">http://tlc.uoregon.edu</a>
<b>Access</b>	The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or <a href="mailto:uoaec@uoregon.edu">uoaec@uoregon.edu</a> .
<b>Academic Honesty</b>	All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult the <i>Student Conduct Code</i> on the Office of Student Conduct and Community Standards website if you need more information. In cases where academic misconduct has been clearly established, the award of an F for the final course grade is standard practice. Please see me if you have any questions about your use of sources.
<b>Incompletes</b>	Requests for a grade of "Incomplete" must come well in advance of the end of the quarter. Such approval will be granted only in cases when some minor but essential aspect of the course cannot be completed by students through unforeseen circumstances beyond their control.

<b>Attendance</b>	Attendance is required. You may miss the equivalent of one week of class meetings for any reason – I do not distinguish between excused and unexcused absences. Additional absences will each lower your course grade by 1/3. For example, the first additional absence after one week of absences will reduce a B- to a C+, the second additional absence will reduce a B- to a C, and so on. Please notify me <i>ahead of time</i> if you will be late, or leave class early. Being late for more than five minutes without notifying me in advance will be counted as an absence. You are responsible for anything you miss if you are not in class. Any absence after two full weeks of missed class <i>may</i> result in course failure. Any absence after three full weeks of missed class <i>will</i> result in course failure.
<b>Late Work</b>	All assigned work is due at the beginning of class. If you must miss class, turn in your work before our class meeting to receive credit. Late work will drop a full letter grade for each calendar day it is late.
<b>Communication Policy</b>	If you every have concerns regarding any aspect of this course, including attendance, late work, and your assignments as described above, contact me during office hours. While email is the most reliable way to contact me outside of class and office hours, I will not always be able to respond to your messages on short notice. Communicate with me early and openly during my office hours, and we can deal with your questions, concerns, or essays in a mutually productive way. Last-minute emails that are vague, frantic, or demanding will not get you what you want or need. When contacting me (or any other instructor) via email, it is just good protocol to treat your note as formal correspondence. Please use a formal address and closer, an appropriate subject line, and complete words and sentences. I reserve the right to ignore any email that ignores these guidelines.
<b>Cell Phone Use</b>	This is a small, discussion-based class. As such, cell phones are highly disruptive. The ringer must be turned off <i>before</i> the start of class. You may not text, answer or make calls in the writing classroom. <b><i>Any use of cell phone during class time will result in an automatic absence for the day.</i></b> Please do not have your cell phone out in class. If I see yours out, I will mark you absent for the day, but I won't necessarily interrupt class to tell you this. Since this is not a lecture course, personal computers or tablets should not be used during class time.
<b>Personal Computer Use</b>	For this course, I'd really like you to focus on connecting with the literature. Therefore, I'd like you to take necessary notes with pen and paper. Personal computers should not be used during class time.
<b>Technical Problems</b>	Computers, printers, and Internet access can all have problems from time to time. Knowing this, you should always back up your files (I recommend a thumb drive, email folder, or Dropbox). Always give yourself extra time to print—lines at the computer labs and library can be long. I will only grade work that I receive as a <b>hard copy</b> , and I will not print out your work or remind you to bring the hard copy—that is your responsibility. If you are emailing me work in order to let me know that it is done on time, <b>you must attach your document in a Word file AND paste the document into the email.</b> If I am unable to open your attachment and you have not pasted it into the body of the email, I will still consider it late.
<b>Final Reminder</b>	If you have any questions about the syllabus, the teaching, the course, the assignments, feel free to ask. That is why I am here.

**Schedule of Readings and Assignments**  
This schedule is tentative and subject to change

Date	Readings Due	Assignments Due
<b>Week 1</b>		
Mon (9/26).	Course Introduction	
Wed (9/28).	Jack Kerouac, <i>On the Road</i> (pp. 1-79)	
<b>Week 2</b>		
Mon (10/3).	Jack Kerouac, <i>On the Road</i> (pp. 80-148)	
Wed (10/25).	Jack Kerouac, <i>On the Road</i> (pp. 149-223)	Quiz 1
<b>Week 3</b>		
Mon (10/10).	Jack Kerouac, <i>On the Road</i> (pp. 224-307)	
Wed (10/12).	Vladmir Nabokov, <i>Lolita</i> (pp. 9-55, Chap 1-11)	
<b>Week 4</b>		
Mon (10/17).	Vladmir Nabokov, <i>Lolita</i> (pp. 55-89, Chap 12-20)	
Wed (10/19).	Vladmir Nabokov, <i>Lolita</i> (pp. 89-142, Chap 21-33)	Quiz 2
<b>Week 5 (Symbol)</b>		
Mon (10/24).	Vladmir Nabokov, <i>Lolita</i> (pp.145-176, Part Two Chap 1-3)	
Wed (10/26).	Vladmir Nabokov, <i>Lolita</i> (pp. 176-209, Chap 4-15)	
<b>Week 6 (Setting)</b>		
Mon (10/31).	Vladmir Nabokov, <i>Lolita</i> (pp. 209-236, Chap16-20)	
Wed (11/2).	Vladmir Nabokov, <i>Lolita</i> (pp. 236-269, Chap 21-28)	Quiz 3
<b>Week 7 (Tone &amp; Style)</b>		
Mon (11/7).	Vladmir Nabokov, <i>Lolita</i> (pp. 269-309, Chap 29-36)	
Wed (11/9).	Sherman Alexie, <i>Reservation Blues</i> (pp. 3-91)	
<b>Week 8</b>		
Mon (11/14).	Sherman Alexie, <i>Reservation Blues</i> (pp. 93-195)	
Wed (11/16).	Sherman Alexie, <i>Reservation Blues</i> (pp 197-306)	Quiz 4
<b>Week 9</b>		
Mon (11/21).	Ridley Scott, <i>Thelma and Louise</i>	
Wed (11/23).	Class Cancelled, Thanksgiving Holiday	
<b>Week 10</b>		
Mon (11/28).	Ava DuVernay, <i>Selma</i>	Quiz 5
Wed (11/30).	Conclusion	

**Final Essay Due on Dec. 2<sup>nd</sup>, Noon, at PLC 332**