

Introduction to Literature: Fiction

ENG 104: Introduction to Literature: Fiction
CRN: 22203
Winter 2017
MWF 12:00-12:50
300 Villard Hall

Instructor: Corbett Upton
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Hours: M 2:00-5:00, W 2:00-3:00
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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.

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.

Required Texts:

Nicholson Baker. *The Mezzanine*. New York: Grove, 1988.
James Baldwin. *Giovanni's Room*. New York: Vintage International, 2013.
Gwendolyn Brooks. *Maude Martha: A Novel*. Chicago: Third World Press, 1993.
Italo Calvino, *Six Memos for the Next Millennium*. Boston: Mariner, 2016.
Virginia Woolf, *To the Lighthouse*. New York: Harcourt Brace, 1989.
William Saroyan, *My Name is Aram*. New York: Dover, 2013.

Regular access to CANVAS.

Check your UO email account daily.

Recommended: A good dictionary and Bullock, Richard et al. *The Little Duck Handbook*, 2nd ed., New York: Norton, 2014. Active reading will require marking significant passages. Plan to access texts accordingly.

Assignments and Grading:

Attendance and Participation	10%
Daily Assignments	10%
Quizzes	10%
Close Reading Essay	15%
Synthesis Essay	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

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/>.

Daily Assignments: For each reading assignment, write one informal paragraph (at least 5-7 sentences) that analyzes a passage of your choosing and asks a question you have about the passage. *First*, briefly summarize the action of the passage and identify the characters (and note the page number). *Then*, briefly analyze the passage by exploring one aspect of it. For example, what does the passage remind you of? What do you find thought provoking about it? What do you find unique? What do you find confusing about the passage? What do you find beautiful about the passage? What do you dislike about the passage? *Finally*, pose a discussion question about the passage. Keep these assignments in a notebook, and bring them to class with you each day. You may miss one written question without penalty. Along with your daily questions, keep a vocabulary notebook: write down and define any specific terms discussed in the reading and any words with which you are unfamiliar.

I will call on you in class to read these questions aloud, and they will serve as the springboards for our discussions. If I call on you, and you are unprepared, you will lose participation points.

Essays: You will write two 4-5 page literary analysis essays this term: Close Reading Essay (15% of final grade) and Synthesis Essay (20% of final grade). Extended guidelines will be posted on the course Canvas site and assignmentst will be discussed at length during class.

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.

Quizzes: There will be 8 quizzes throughout the term. These quizzes will cover the reading assignments and literary terms and discussions for the day or previous days. There are no make-ups.

Exams: There will be two exams this term, a mid-term and a final exam. Exams will be in-class, cover critical terms and course readings, and consist of multiple choice, short answer, and essays questions. Students should bring a Bluebook to each exam.

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

M	1/9	Introduction to course. In-class exercise.
W	1/11	Read: Earl, “Feeding the Ancestors” (Canvas); Cisneros, “Barbie-Q” (Canvas) Terms: Novel, Form, Plot, Plot Analysis (Canvas)
F	1/13	Read: Dickinson, “Tell All The Truth But Tell It Slant” (Canvas); Calvino, Note on the Text (vii-viii), Author’s Note (1), and “Lightness” (3-35) Terms: Character (Canvas)

Week 2

M	1/16	NO CLASS. Martin Luther King, Jr. Day.
W	1/18	Read: Brooks, <i>Maud Martha</i> (1-59) Terms: Point of View (Canvas) DUE: Quiz #1
F	1/20	Read: Brooks, <i>Maud Martha</i> (60-88)

Week 3

- M 1/23 **Read:** Brooks, *Maud Martha* (89-133)
DUE: Quiz #2
- W 1/25 **Read:** Brooks, *Maud Martha* (134-80)
Terms: Symbolism (Canvas)
- F 1/27 **Read:** Kim, “Monologue for an Onion” (Canvas); Calvino, “Quickness” (37-65)
Terms: Setting (Canvas)
In-class: Close Reading Essay Assignment description

Week 4

- M 1/30 **Read** Baker, *The Mezzanine* (3-34)
DUE: Quiz #3
- W 2/1 **Read:** Baker, *The Mezzanine* (35-56)
In-class: Peer Review: bring 1 copy of Close Reading Essay to class.
- F 2/3 **Read:** Baker, *The Mezzanine* (57-80)
Due: Close Reading Essay

Week 5

- M 2/6 **Read:** Baker, *The Mezzanine* (81-118)
Terms: Style (Canvas)
- W 2/8 **Read:** Baker, *The Mezzanine* (119-35)
Terms: Theme (Canvas)
- F 2/10 **Read:** Ryan, “Blandeur (Cavnas); Calvino, “Exactitude” (67-98)
In-class: Mid-term exam bring blue book

Week 6

- M 2/13 **Read:** Baldwin, *Giovanni’s Room* (3-43)
- W 2/15 **Read:** Baldwin, *Giovanni’s Room* (44-71)
- F 2/17 **Read:** Baldwin, *Giovanni’s Room* (75-102)

Week 7

- M 2/20 **Read:** Baldwin, *Giovanni’s Room* (103-48)
- W 2/22 **Read:** Baldwin, *Giovanni’s Room* (149-69)
- F 2/24 **Read:** Bishop, “The Fish” (Cavnas); Calvino, “Visibility” (99-121)

Week 8

- M 2/27 **Read:** Woolf, *To the Lighthouse* (3-54)
- W 3/1 **Read:** Woolf, *To the Lighthouse* (54-82)
- F 3/3 **Read:** Woolf, *To the Lighthouse* (82-117)
In-class: Synthesis Essay Assignment description

Week 9

- M 3/6 **Read:** Woolf, *To the Lighthouse* (117-70)
- W 3/8 **Read:** Woolf, *To the Lighthouse* (170-209)
- F 3/10 **Read:** Ortiz Cofer, "Quinceañera" (Cavvas); Calvino, "Multiplicity" (123-52); Saroyan, Authors Note (Canvas) and *My Name is Aram* (1-22)

Week 10

- M 3/13 **Read:** Saroyan, *My Name is Aram* (23-91)
In-class: Peer Review: bring 1 copy of Synthesis Essay to class.
- W 3/15 **Read:** Saroyan, *My Name is Aram* (92-128)
- F 3/17 **Read:** Saroyan, *My Name is Aram* (129-51)
DUE: Daily Assignments

Finals Week

DUE: Synthesis Essay & Final Exam

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 1st page:
 - a) Name
 - b) Dr. Upton
 - c) ENG 104
 - d) Close Reading Essay
- 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