ENGL207: Introduction to Literature Syllabus
Summer II 2015

[I celebrate myself, and sing myself]

I celebrate myself, and sing myself,
And what I assume you shall assume,
For every atom belonging to me as good belongs to you.
I loafe and invite my soul,
I lean and loafe at my ease observing a spear of summer grass.

My tongue, every atom of my blood, form’d from this soil, this air;
Born here of parents born here from parents the same, and their parents the same,
I, now thirty-seven years old in perfect health begin,
Hoping to cease not till death.
Creeds and schools in abeyance,
Retiring back a while sufficed at what they are, but never forgotten,
I harbor for good or bad, I permit to speak at every hazard,
Nature without check with original energy.

-Walt Whitman

I. Instructor Information
Dr. Tamara Girardi, Virtual Learning
Harrisburg Area Community College
Office Hours: Wednesdays 2-3 p.m. and by appointment; contact via phone
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II. Course Information
ENGL207: Introduction to Literature, CRNs 1120 and 1147
*Note that your course is cross linked with another Introduction to Literature class. In other words, in D2L, two classes are grouped together. This is primarily to help ensure vibrant discussion. Make a note of which CRN you are enrolled in now, as it will be one of the two above.
Catalog Description: Understanding and increasing human experience through literature. The major literary types (poetry, fiction, and drama) are defined and illustrated through examples drawn from English and American literature, as well as other literatures of the world. (Core A)
Required Materials:

*Literature: Reading Fiction, Poetry and Drama, 6th ed.* by Robert DiYanni

### III. Teaching Philosophy for this Course

Story-telling is a timeless endeavor. I believe we all love a good story. We love to feel for characters and imagine ourselves in predicaments similar to theirs. Literature is all about stories, passion, and humanity. If we read literature to feel it, we will better understand it. My goal in this classroom is to help you all gain an appreciation for great writing and confidence in your reactions to and opinions of that writing.

### IV. Learning Outcomes

Upon successful completion of the course the student will be able to:

- Convey an understanding of great literature, in general, by articulating the interplay of its characters, style, structure, tone, and themes
- Demonstrate a working knowledge of a wide range of works in the major literary genres
- Convey a sense of the relevant history, geography, and culture that influenced the works studied
- Demonstrate an understanding of the impact of race, gender, and class – as well as religious, political, ethnic differences – on literature
- Apply knowledge, reading skills, and values learned from the course in reading similar works
- Use the library and other information sources to research relevant literary criticism, history, and culture.

### V. Policies

a) **Attendance and Late Work:** Students are expected to log into and participate in the D2L shell **at least five times per week.** However, students will be considered absent when they do not complete all of the week’s assignments by the noted deadlines (usually Thursdays and Sundays). Most weekly exercises will be accepted up to one week after the original due date (Major Assignments listed in the syllabus will NOT be accepted late). If assignments are submitted the week after they are due, students will lose 20% of the points available. After one week, makeup work will not be accepted. Also, the instructor reserves the right to overrule this policy if a student has become consistently behind in coursework, and therefore, they are no longer meeting the learning outcomes of the course in a timely manner. If the student falls two weeks behind in the course, the instructor reserves the right to withdraw the student from the course for lack of attendance. **Exams will NOT be accepted late.**
b) **Email:** It is my sincerest intention to help you in any way I can. I want you to be successful in the course, and for that reason and many others, I will respond to your emails most often within 24 hours. However, please be advised I have many students and teach many classes. Therefore I ask that you are as efficient and polite in your emails as possible. Regarding efficiency, please email from your college account, include an appropriate subject line, the CRN for the course, the name of the assignment you’re asking about (if that’s what you’re doing), and as many specifics as possible, so that I can understand your question and respond quickly. Regarding politeness, please address me by name, include a greeting, be respectful in your language, and sign the email with your own name. Although it will pain me to do so, I reserve the right to delete, and not respond to, any emails that do not adhere to this policy. However, you are more likely to receive a response that simply states: Note the email policy on the syllabus. At which point, you will read this and hopefully respond with an efficient and polite email. Finally, it would be wise to embrace this policy for communication with other instructors and members of academic and professional communities.

c) **Appropriate file types:** Appropriate file types for the course are: doc, docx, rtf, or pdf. To ensure your work can be read, you should plan to submit in one of these types. If assignments are submitted in any files other than the ones listed here, I might not be able to open the documents. If you have any difficulty saving in one of the types listed, please let me know, and we’ll work something out.

d) **Discussion Board:** Students often ask how I assess the Discussion Board posts. First, I expect students to respond to my original prompt or question with thoughtfulness and thoroughness. When possible, quote the text or share supplemental ideas from other sources you’ve encountered. Add some value to the discussion with your posts. I will assess these responses based on their quality and whether they add value to the learning in the course. Secondly, I assess whether students respond to the appropriate number of classmates, usually three. Your responses should be similar to those you would give in a face-to-face class setting. In other words, you wouldn’t raise your hand in a classroom to simply say, “I agree.” You would add some value to the discussion by offering a new idea or example. Do the same with your discussion posts. Finally, it is your absolute best interest when it comes to assessment, learning, and performing well in the course overall to read the comments that precede yours AND to log back into the Discussions after you post to read any feedback your posts receive. You can opt to subscribe to all of your posts, so that the responses go directly to your email as well. I will often respond to Discussion posts with feedback and clarifications that could help you, so be sure to engage these discussions often and follow them closely. Not doing so is similar to going to class but not paying attention to what’s going on around you.

e) **Academic Dishonesty:** As per the college’s policy, “Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work.” Consequences for academic dishonesty range from a lower grade on the assignment in question to removal from the course, as described in the Student Handbook. Students should review the handbook for more in-depth explanations of Academic Dishonesty and possible consequences. I reserve the right to administer any of the noted consequences depending on the magnitude of the dishonest act. Furthermore, when in doubt, discuss the choices you are making regarding sources in your essay with the instructor to ensure Academic Honesty.

f) **“W” grades:** If students choose to withdraw within the college-allotted time-frame, they will earn a W grade in the course.
VI. Grading Procedures

According to my teaching philosophy, the purpose of enrolling in college courses is to learn. I believe students who make learning their top priority will earn grades of which they can appreciate and be proud. To learn the best they can, students should strive to read all homework assignments thoroughly and analytically, attend class regularly (signing in to D2L at least five times per week), engage in discussion with classmates and the instructor, complete assigned reading and writing tasks by the posted deadlines.

However, I understand the academic structure of which we are a part. Therefore, grades will be averaged and recorded as follows:

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- 59% and Below F

In honoring effective academic writing, all work will be evaluated according to purpose, organization, coherence, evidentiary support, effective expression, and synthesis. I understand grammatical, punctuation, and spelling errors occur, but students should do their best to edit their work before submission. Significant errors that challenge the instructor’s understanding of the submitted content may affect students’ grades.

VII. Summary of Major Assignments

1. Writing Assignment: Pastiche of “Girl”: During Week One, Part II, we will read Jamaica Kincaid’s “Girl.” Students will then write a pastiche of Kincaid’s work, modeling her structure and style while selecting their own situation and setting. The intention is for students to closely study “Girl,” so they might emulate it in a writing work of their own. Due July 12, Points: 25

2. Short Story Analysis Essay: Students may begin working on this essay assignment as early as the first week of class. For the two-page essay, students should select one short story read in the course and conduct a new critical literary analysis of the essay. For the analysis, students should select one aspect of new criticism and analyze the essay with that aspect in mind. More specific details will be given the first week of class in D2L. Due July 23, Points: Essay 50; Reflection 10
3. Poetry Analysis Essay: Students may begin working on this essay assignment any time during the poetry unit in the course. For the three-page essay, students should select one poem not read in the class and conduct a new historical literary analysis of the essay. For the analysis, students should conduct scholarly research on the historical era the poem was set in and apply that research to a critical analysis to better understand the context and the content of the poem. More specific details will be given in Week Three, Part II in D2L. Due Aug. 2, Points: Essay 50; Reflection 10

4. Final Exam: The final exam will be cumulative with questions from the short story, poetry, and drama units. The exam will include short answer and essay questions. Due Aug. 14, Points: 100

*Note: None of the Major Assignments listed here will be accepted late. The Late Work Policy described in the syllabus above applies to general exercises, not Major Assignments. Plan accordingly.

VIII. STUDENTS IN NEED OF ACCOMMODATIONS:

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here: http://www.hacc.edu/StudentServices/DisabilityServices/Contact-Us.cfm

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (‘PHRAct’) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us.
IX. Advice for Excelling in Online Courses

• A major challenge in distance learning (online) courses is the lack of regular class sessions. It is easy to get behind without a scheduled class meeting. For this reason, it’s a good idea to set a specific time and day to log on and work on the course. SPECIFICALLY, I WOULD LIKE TO SEE YOU LOGGING IN AND PARTICIPATING AT LEAST FIVE TIMES PER WEEK.

• Additionally, abbreviated courses are even more intensive as you will still be expected to meet the learning objectives for the course. Therefore, you are completing 15 weeks of work in only 5 weeks. Staying on deadline is imperative to be successful.

• From the beginning, establish a dialogue with your instructor via e-mail, phone or chat. In addition, the instructor will schedule a phone conversation with each student at the beginning of the semester. Be sure to schedule an appointment and take that time to ask any questions you have about the course or your preparedness for it.

• I check e-mail daily except weekends; therefore, you should get a response within 24-48 hours. If you send an e-mail and you don’t receive a reply within 24-48 hours, please e-mail again or call and leave a voice mail message.

• In addition, you are responsible for checking your grades online. If you submit an assignment through D2L and the grade does not appear in the online Grade book within 3-4 days, feel free to contact me to see if I received it.

• Please do not hesitate to e-mail or call me. An online course is your opportunity to have more dialogue with your instructor. Take advantage of this opportunity.

• If you want an “A” in this course, periodically review the Learning Outcomes section of this syllabus. If you are aligned with those outcomes on an “excellence” level, then you should likely be in the “A” range. Of course, you may also check your grade any time via the D2L grade book.

• If you are having difficulty with the class or a personal issue that could affect your performance or attendance in class, PLEASE SPEAK TO ME ABOUT IT. Together we can come to a solution that is positive for you.

• Understand that literature courses are primarily about reading and analyzing. Please make it a point to keep up with reading assignments. Otherwise participation in journals, writing assignments and success on the final exam will prove very difficult for you.

X. Tentative Course Schedule

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<tr>
<th>WEEK</th>
<th>ASSIGNMENTS</th>
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<tr>
<td>ONE Part I, July 6</td>
<td>Introduction to Course and Literature</td>
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Read Raymond Carver’s “Cathedral” p. 455
Minimalism in Literature
Short Story Analysis Essay Details
Assignments Due Wed. July 9 11:59 p.m. EST

ONE Part II, July 9
Narration and Point of View
Jamaica Kincaid’s “Girl” p. 397
Writing Assignment: Pastiche of “Girl”
Assignments Due Sun. July 12 by 11:59 p.m. EST

TWO Part I, July 13
Symbolism & Subtext: Hemingway’s “Hills Like White Elephants” p. 563; Literature Circle
John Updike’s “A&P” p. 32
Studying Characters
Assignments Due Wed. July 16 11:59 p.m. EST

TWO Part II, July 16
Flannery O’Connor Readings
“A Good Man is Hard to Find” p. 202
“Everything That Rises Must Converge” p. 212
Assignments Due Sun. July 19 11:59 p.m. EST

THREE Part I, July 20
Critics on O’Connor
Critical Approaches to O’Connor
Readings TBA
Essay Due: Short Story Analysis
Assignments Due Wed. July 23 11:59 p.m. EST

THREE Part II, July 23
Introduction to Poetry, Tone, Speaker, Situation
Wilfred Owen “Dulce Et Decorum Est” p. 1166
Expectations of Poetry
Poetry Analysis Essay Details
Assignments Due Sun. July 26 11:59 p.m. EST

FOUR Part I, July 27
Biographical Critical Approach to Sylvia Plath
“Daddy” online
“Lady Lazarus” online
Assignments Due Wed. July 30 11:59 p.m. EST

FOUR Part II, July 30
New Historical Approach to Langston Hughes
“Toast to Harlem” p. 1019
“I, Too” p. 996
Essay Due: Poetry Analysis
Assignments Due Sun. Aug. 2 11:59 p.m. EST

FIVE Part I, Aug. 3
Tragedy and Comedy in Drama p. 1265-1267
Comedy Reading:
The Importance of Being Earnest p. 1937
Assignments Due Wed. Aug. 6 11:59 p.m. EST

FIVE Part II, Aug. 6
Tragedy and Comedy in Drama p. 1265-1267
Tragedy Reading:
*Oedipus Rex*, p. 1307
Assignments Due Sun. Aug. 9 11:59 p.m. EST

SIX Part I, Aug. 10
Exam Review Posted Mon. Aug. 10

***Final Exam Due by Thurs. Aug. 14 at 11:59 p.m. EST***

*To address the needs of students in the course, the schedule and assignments/point totals described in this syllabus may be altered at the professor’s discretion.*