Course Title: ENGL. 115: Introduction to Literature
Course Credits: 3-0-3
(IAI: H3 900)

Prerequisite: Eligibility for English 101

Required materials:

Course description:
Introduction to Literature introduces students to the careful reading, discussion, and written analysis of literature. Students read and discuss poetry, fiction, and drama. The course also includes practice in the skills necessary to write about literature. All work, including that completed in and out of class, will be checked and has an effect on my evaluation of your progress—even if letter grades are not assigned. Consequently, your final grade in English 115 will reflect the knowledge and skills which you develop and demonstrate over the course of the entire term.

Course objectives:
1. To read and comprehend literature;
2. To contribute to oral discussions about literature;
3. To understand the primary genres of literature;
4. To develop an introductory comprehension of critical methods;
5. To write insightful literary analysis;
6. To enjoy literature.

Grading policy:
I will consider mechanics, organization, diction, logic, and sophistication of thinking when evaluating each quiz or exam. Late papers/exams, submitted within one week of their original due date, will have one letter grade deducted. You will also be graded on attendance and on participation. The College and I expect you to attend all of every class period. Class discussion cannot be duplicated or made up. Absences affect your grade as you will have missed discussions that may be critical to understanding the material we will be addressing. If you miss class more than 4 times or are excessively late (3 times = one absence), you will
lose one letter grade. For every absence after that, you will lose 1/2 letter grade. You must
call me about any absence within 48 hours of that absence. However, this does not
guarantee that the absence about which you call will not affect your grade. Consider yourself
a member of this class, which means that you not only have privileges and receive benefits,
but also have responsibilities—both to yourself and your fellow class members. You are
responsible for any work you miss and all information covered during your absence. If you
should decide to drop the course, however, you are responsible for completing the
appropriate notification with the Students Records Office. If you do not, an F may be the
result. Grades will be averaged as indicated below:

<table>
<thead>
<tr>
<th>Project/Examination</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>15%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25%</td>
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</tbody>
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Dishonesty:
The following is the College's policy on academic dishonesty:

“Each student is expected to be honest in his or her class work or in the submission of
information to the College. The College regards dishonesty in classroom and laboratories,
on assignments and examinations, and the submission of false and misleading information to
the College as a serious offense.

A student who cheats, plagiarizes, or furnishes false, misleading information to the College is
subject to disciplinary action up to and including failure of a class or suspension/expulsion
from the College.

In this course, trying to pass off as your own, all or part of someone else's work, whether
that of another student or of a published writer, is a grievous offense. Expect no sympathy!”

Open lab:
Although significant class time will be devoted to the actual writing and revision of your
essays, you will also need to spend additional hours outside of class writing. Much work can
be done at home in the inventing and planning stages, and additional hours on the computer
are available in the Open Lab in C239.

Instructor absence: If I should somehow be delayed, which is highly unlikely, for more than
twenty minutes after the scheduled starting time of the class, you may consider that class to
be cancelled.

Human relations: This course incorporates concepts regarding all races, creeds, sexes, and
ethnic groupings and the belief that they must learn to live together.
Academic early alert system:
If at any time the instructor believes that a student is a risk of being unsuccessful in this course, he/she may notify the Student Learning Center Office. This office will, in turn, contact the student suggesting assistance options available on campus.

RCC academic support:
Learning Resource Center       Ext. 296
Perkins Support               Ext. 202
Student Services Center       Ext. 267
Student Learning Center       Ext. 419
Student Support Services      Ext. 440
Learning Accommodation Services Ext. 379

Instructional methods:
Instructional methods may include lecture, discussion, peer evaluation, and group work.

Human relations:
This course incorporates concepts regarding all races, creeds, sexes, and ethnic groupings and the belief that they must learn to live together.

RCC core values:
Commitment, Respect, Excellence, Accountability, and Diversity

Special needs:
Reasonable accommodations are available for students who have a documented disability. Please notify your instructors during the first week of class of any accommodations needed for particular courses. Prompt notification is necessary to ensure that requested accommodations are available when needed. All accommodations must be approved, in advance, through the Accommodations Services Coordinator in C130, at 362.

Calendar:
All dates and assignments are subject to change; you are responsible for keeping up with changes. Additional readings and exercises will be assigned as needed (for students individually or to the class as a whole). Unannounced quizzes may be given on any reading assignment.

(WK #1) Introduction to course. What is literature, and why read it?
“What is Literature,” Literature. “Reading and Writing about Literature. View videos, Challenge to America, (Pt. #1); Reforming Education.

(WK #2) FICTION—Reading and Writing about Fiction—
Plot—Chopin, “The Story of an Hour” and Faulkner, “A Rose for Emily.”

(WK #3) Plot (cont’d): Gordimer, “Once Upon a Time.”
Character—Updike, “A & P.”
Character (cont'd)—Baxter, “Gryphon” and Mansfield, “Miss Brill.”

(WK #4) Setting—Gilman, “The Yellow Wall-Paper.”

(WK #5) Setting (cont’d)—Alexie, “This is what it Means to Say Phoenix, Arizona” and Olsen, “I Stand Here Ironing.”

Style, Tone, and Language—Hemingway, “A Clean, Well-Lighted Place.”

ESSAY #1, 3 – 5 pages on one short story.

(WK #6) Style, Tone, and Language (cont’d)—O’Connor, “A Good Man is Hard to Find” and O’Brien, “The Things They Carried.”

Theme—Welty, “A Worn Path.”

(WK #7) POETRY—Understanding Poetry:

Reading and Writing About Poetry:

Voice—

Voice (cont’d).

(WK #8) MIDTERM EXAMINATION.

Imagery—

Imagery (cont’d).

(WK #9) Figures of Speech—

(WK #10) Sound—

(WK #11) Form—

(WK #12) Symbol, Allegory, Allusion, Myth—

(WK #13) DRAMA—Understanding Drama—

Reading and Writing About Drama—

Plot—Read and view Miller, Death of a Salesman.

ESSAY #2, 2-3 typed pages on one or two poems.

(WK #14) Character—View Shepherd, True West.

(WK #15) Theme—View Mamet, Oleanna.

(WK #16) Final Exam