

Fall 2019

Lecturer: Jason Siegel

English 200: Introduction to the Study of Literature (3 Credits)

Email: jsiegel@uwsp.edu

Office: 322

Time and Place:

Office Hours: MW 8:15-9:15 AM, F 10:45-11:45 AM

MW 2:00-3:15 PM

Office Phone: (715) 261-6289

Room 241

Course Description:

The purpose of this course is to introduce you to great works of world literature in order to enhance your appreciation of the literary arts and improve your critical reading, writing, and thinking skills. In addition to awakening you to the beauties and pleasures of language, the class is designed to develop interpretative skills that you can use in your daily life. Whether you are reading a newspaper, watching television, surfing the web, absorbing an advertisement, or corresponding via text message or e-mail, the ability to interpret language effectively is crucial to your success. Equally paramount is your ability to communicate through clear, precise, and persuasive prose. We will hone your writing skills through various exercises, handouts, in-class writing and homework assignments, skill-based activities, and essay assignments.

As a course that meets the University's "HU" or humanities requirement, English 200 will ask you to consider literature, not just in its own right, but as part of a larger history and culture. Literature provides a way for us to test, question, criticize, and revise our values by enlisting our participation in fictional worlds that present us with ethical conundrums. Therefore, we will explore and explicate literary works from a number of theoretical perspectives.

For the most part, class will be run as a large informal discussion that will allow you to work through your ideas, bring up any questions you have, and exchange opinions with your classmates in a way that will broaden your perspective on course readings. I will lecture occasionally to provide you with necessary background information, but my role will be that of a facilitator who guides class discussion. Therefore, this class is what you make of it, and its success depends largely on your willingness to participate and make it your own. You will have to keep up with the reading and show up to class with something to say, but if you do, you will find this class to be both enjoyable and rewarding.

Requirements:

Short Essay (3-4 pages)	20% of Grade
Long Essay (4-5 pages)	25% of Grade
Literary Terms Project	15% of Grade
Take-Home Final	20% of Grade
Attendance / Participation	20% of Grade

Essays:

Over the course of the semester you will produce two essays. Each essay must: 1) Make an original, contestable, specific, and persuasive argument about a literary work from the course, 2) Gradually develop your reader's understanding of the text, 3) Display polished and elegant prose, 4) Follow rules of grammar, syntax, and citation, and 5) Be free of typos.

Literary Terms Project:

In order to better understand the texts we discuss this semester, you will need to learn various literary terms by which you can identify the different techniques writers use to add depth and substance to their writing. The Literary Terms Project will give you the opportunity to demonstrate your mastery of two literary terms of your choice. For each term, you will have to: 1) Provide a definition of the term, 2) Find an example of the technique described by the term in any work (poem, play, story, song, novel, movie, etc.), 3) Analyze the author's use of the technique in the work, and 4) Produce your own piece of creative writing (a sentence, paragraph, stanza, or poem) in which you apply the technique.

Required Texts:

The Seagull Reader: Stories, 3rd Edition

Hamlet, William Shakespeare

The Importance of Being Earnest, Oscar Wilde

Hard Times, Charles Dickens

Grades:

Grades are equal to the following percentages:

A+	98-100
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Attendance:

You are allowed two free absences without penalty, but each subsequent absence will lower the participation portion of your grade by half a grade (i.e. from A to A-). If you miss more than six classes, you will automatically fail the entire course.

Policy on Academic Misconduct:

Plagiarism, or taking credit for words or ideas not your own, is a serious offence and will lead to dire consequences. The penalty for plagiarism ranges from failing the course to expulsion from the university. See the *Student Rights and Regulations* handbook for more information about plagiarism and its consequences. If I think you have plagiarized, I will meet with you and refer your name to a disciplinary committee responsible for overseeing the investigation of academic crimes. Except for acknowledged quotations, all of your work is to be written in your own words. You may not copy from a book, another student's paper, a webpage, or any other source.

Course Calendar

Unit 1: Poetry

September

4 W *In Class:* Introduction: **How to Read Literature and Why**
Homework: Read Hemingway, “Hills Like White Elephants” (*Stories* 180-86)

9 M *In Class:* Discuss Hemingway, “Hills Like White Elephants” (*Stories* 180-86)
Homework: Read Frost poems (Canvas)

11 W **Unit 1: Why Poetry Is Not Scary**
In Class: Discuss Frost poems (Canvas)
Homework: Continue Frost poems (Canvas)

16 M *In Class:* Discuss Frost poems
Homework: Read Dickinson poems (Canvas)

18 W *In Class:* Discuss Dickinson poems (Canvas)
Homework: Read Wordsworth poems (Canvas)

23 M *In Class:* Discuss Wordsworth poems (Canvas)
Homework: Read Donne, Marvell poems (Canvas)

25 W *In Class:* Discuss Donne, Marvell poems (Canvas)
Homework: Read Glaspell, *Trifles* (*Plays* 253-68)

30 M *In Class:* Discuss Essay #1
 Discuss Drama
 Discuss *Trifles* (Canvas)
Homework: Continue Glaspell, *Trifles* (Canvas)

Unit 2: Drama

October

2 W **The Play’s the Thing**
In Class: Discuss *Trifles* (Canvas)
Homework: Read Introductory Materials (*Hamlet* xv-xxxiv)
 Read Shakespeare, *Hamlet* (3-69)

7 M **Elizabethan Tragedy: To Read, or Not to Read? Read!**
In Class: Discuss Shakespeare, *Hamlet*, Act 1(3-69)
Homework: Read Shakespeare, *Hamlet*, Act 2(71-119)

- 9 W *In Class:* Discuss Shakespeare, *Hamlet*, Act 2(pp. 71-119)
Homework: Read Shakespeare, *Hamlet*, Act 3(pp. 121-85)
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- 14 M *In Class:* Discuss Shakespeare, *Hamlet*, Act 3(pp. 121-85)
Homework: Read Shakespeare, *Hamlet*, Act 4(pp. 187-235)
SHORT ESSAY DUE
- 16 W *In Class:* Discuss Shakespeare, *Hamlet*, Act 4(pp. 187-235)
Homework: Read Shakespeare, *Hamlet*, Act 5(pp. 237-87)
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- 21 M *In Class:* Discuss Shakespeare, *Hamlet*, Act 5(pp. 237-87)
Homework: Read Wilde, *The Importance of Being Earnest*, Act 1 (1-19)
- 23 W *In Class:* Discuss Wilde, *The Importance of Being Earnest*, Act 1 (1-19)
Homework: Read Wilde, *The Importance of Being Earnest*, Acts 2-3 (21-54)
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- 28 M *In Class:* Discuss Wilde, *The Importance of Being Earnest*, Acts 2-3 (21-54)
Homework: Read Gilman, “The Yellow Wallpaper” (*Stories* 150-67)

Unit 3: Stories

- 30 W **Setting the Scene**
In Class: Discuss Setting
Discuss Gilman, “The Yellow Wallpaper” (*Stories* 150-67)
Homework: Read McPherson, “A Loaf of Bread” (*Stories* 244-64)
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November

- 4 M **Characters with Character**
In Class: Discuss Character
Discuss McPherson, “A Loaf of Bread” (*Stories* 244-64)
Homework: Read Carver, “Cathedral” (*Stories* 61-76)
Read Updike, “A&P” (*Stories* 460-67)
- 6 W **Relying on Narrators**
In Class: Discuss Point of View
Discuss Carver, “Cathedral” (*Stories* 61-76)
Discuss Updike, “A&P” (*Stories* 460-67)
Homework: Read Poe, “The Cask of Amontillado” (*Stories* 390-97)
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- 11 M **Psychoanalyzing Characters**
In Class: Discuss Poe, “The Cask of Amontillado” (*Stories* 390-97)
Homework: Read Joyce, “Araby” (*Stories* 212-18)
- 13 W **Romance and Disillusionment**
In Class: Discuss Joyce, “Araby” (*Stories* 212-18)
Homework: Read Kincaid, “Girl” (*Stories* 228-30)
Read Chopin, “Story of an Hour” (*Stories* 98-101)

- 18 M **Feminist Stories**
In Class: Discuss “Feminist and Gender Criticism” (Canvas 226-34)
 Discuss Kincaid, “Girl” (*Stories* 228-30)
 Discuss Chopin, “Story of an Hour” (*Stories* 98-101)
Homework: Read O’Brien, “The Things They Carried” (*Stories* 333-51)
- 20 W **War and Trauma**
In Class: Discuss O’Brien, “The Things They Carried” (*Stories* 333-51)
Homework: Read Hawthorne, “Young Goodman Brown” (*Stories* 167-80)
LONG ESSAY DUE
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- 25 M **Religious Allegory**
In Class: Discuss Hawthorne, “Young Goodman Brown” (*Stories* 167-80)
Homework: Read Dickens, *Hard Times*, Book 1, Ch.I-IX (pp. 1-47)
- 27 W *In Class:* Discuss Dickens, *Hard Times*, Book 1, Ch.I-IX (pp. 1-47)
Homework: Read Dickens, *Hard Times*, Book1, Ch. X - Book 2, Ch. I (pp. 47-92)
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Unit 4: The Novel

December

- 2 M *In Class:* Discuss Dickens, *Hard Times*, Book1, Ch. XII - Book 2, Ch. I (pp. 47-92)
Homework: Read Dickens, *Hard Times*, Book 2, Ch II-VII (pp. 93-134)
- 4 W *In Class:* Discuss Dickens, *Hard Times*, Book 2, Ch II-VII (pp. 93-134)
Homework: Read Dickens, *Hard Times*, Book 2 Ch VIII-Book 3 Ch II (pp. 134-177)
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- 9 M *In Class:* Discuss Dickens, *Hard Times*, Book 2 Ch VIII-Book 3 Ch II (pp. 134-177)
Homework: Read Dickens, *Hard Times*, Book 3 Ch III-End (pp. 177-223)
- 11 W *In Class:* Discuss Dickens, *Hard Times*, Book 3 Ch III-End (pp. 177-223)
LITERARY TERMS PROJECT DUE
 Final Exam Review
Homework: Take-Home Final due Wednesday, Dec 18

Take-Home Final due Wednesday, December 18th at 12:15 PM