



## ENGL 2120: Introduction to Literature

2022 Spring Session	
<b>Total Class Sessions: 25</b> <b>Class Sessions Per Week: 5</b> <b>Total Weeks: 5</b> <b>Class Session Length (Minutes): 145</b> <b>Credit Hours: 4</b>	<b>Instructor: Staff</b> <b>Classroom: TBA</b> <b>Office Hours: TBA</b> <b>Language: English</b>

### **Course Description:**

This course aims to help students develop abilities to interpret literature with analytical and critical thinking skills. Students are required to read short stories, novels, poetry and drama and write papers as well. We will examine the terms and methods of formal study of literature: structure, character, style, etc.

The class will start with the reading of the story of Beowulf and end with modern takes on the same story. Then we will progress to novels. We will discuss in class how styles and elements of literature can change over time and space. Hopefully, students will develop a deeper understanding of literature and will learn to appreciate literature more.

### **Course Assignments:**

#### **Short Papers:**

Paper 1 Critical Thinking Paper: You will demonstrate your critical understanding of a literary theory and apply that theory in order to formulate and support an argument.

Paper 2 Creative Response Paper: You will write a creative response to one of the works we have read in class and a 2-3 page analysis of your work and its relationship to the source material.

#### **Presentations:**

At the beginning of the semester, you will sign up for a presentation date. You will present for 10-15 minutes on one of the texts we are studying in class. Presentations will include background about the text and relevant background about the author and will answer one question proposed by the instructor about how the text uses a literary form or employs a literary technique or is part of a literary genre.

#### **Final Paper:**

For your final paper, you will write an 8-10 page literary analysis/research paper. You will choose a piece or pieces we have read throughout the semester, including your long works, formulate an argument about it, and support and contextualize that argument with evidence from the text, as well as with evidence from outside sources. There will be several steps in this process, including a paper proposal, an annotated bibliography, an outline, a conference with me, a rough draft and peer review, and finally a final draft. A more detailed description of this paper is available on the course blog.

**Final Presentation:**

Your “final” for this class will take the form of a short presentation and question-and-answer session about your final paper. Before finals week, you will submit an abstract of your and you will review your classmates’ abstracts and post questions about them. We will have a mini-conference during our Finals session during which you will be organized into panels depending on your topic and you will each present briefly about your paper. After everyone in your group presents, we will open the floor for questions about the papers. Your “final” grade will be based on your abstract, the questions you post, your short presentation, and your answers to the questions you receive.

**Course Assessment:**

Attendance and Participation	25%
Paper One	15%
Paper Two	15%
Presentation	10%
Final Paper	20%
Final Presentation	15%
<b>Total</b>	<b>100%</b>

**Grading Scale (percentage):**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98-100	93-97	90-92	88-89	83-87	80-82	78-79	73-77	70-72	68-69	63-67	60-62	<60

**Course Materials:**

Dana Gioia, R. S. Gwynn, *The Art of the Short Story (Pearson/Longman)*

Handouts provided by instructor in hard copy

Seamus Heaney, ed., *Beowulf (Norton)*

William Shakespeare, *The Tempest (Bedford)*

John Gardner, *Grendel (Vintage Books)*

**Long Works List:**

*Frankenstein*, by Mary Shelley (novel)

A young Swiss student discovers the secret of animating lifeless matter and, by assembling body parts, creates a monster who vows revenge on his creator after being rejected from society.

*The Hobbit*, by J. R. R. Tolkien (novel)

Set in a time "Between the Dawn of Færie and the Dominion of Men," *The Hobbit* follows the quest of home-loving hobbit Bilbo Baggins to win a share of the treasure guarded by the dragon, Smaug.

***Oryx and Crake***, by Margaret Atwood (novel)

The novel focuses on a post-apocalyptic hermit character named Snowman, living near a group of primitive human-like creatures whom he calls Crakers. Flashbacks reveal that Snowman was once a boy named Jimmy who grew up in a world dominated by multinational corporations and privileged compounds for the families of their employees. The novel alternates between present narrative and flashbacks.

***The Odyssey***, by Homer (poem)

The poem mainly centers on the Greek hero Odysseus and his journey home after the fall of Troy. It takes Odysseus ten years to reach Ithaca after the ten-year Trojan War, during which he encounters monsters, gods, sorceresses, and many more deadly situations and creatures. In his absence, it is assumed he has died, and his wife Penelope and son Telemachus must deal with a group of unruly suitors.

***Buried Child***, by Sam Shepard (play)

Buried Child is a piece of theater which depicts the fragmentation of the American nuclear family in a context of disappointment and disillusionment with American mythology and the American dream, the 1970s rural economic slowdown and the breakdown of traditional family structures and values.

***Richard III***, by William Shakespeare (play)

After a long civil war between the royal family of York and the royal family of Lancaster, England enjoys a period of peace under King Edward IV and the victorious Yorks. But Edward's younger brother, Richard, resents Edward's power and the happiness of those around him. Malicious, power-hungry, and bitter about his physical deformity, Richard begins to aspire secretly to the throne—and decides to kill anyone he has to in order to become king.

**Blackboard:**

All other readings (plays, critical texts) will be available on Blackboard site. You must either PRINT OUT a hard copy of the texts OR DOWNLOAD the PDF file onto your computer that you bring to class. Either way, you must take extensive notes for yourself that you can refer to during discussions.

\*Due to copyright restrictions you may not share the course password with anyone not enrolled in the course. This restriction is essential to a good faith assertion of fair use in electronic reserves service.

**Course Format and Requirements:**

The main contents of each lecture are listed in Course Schedule. Before each class, Students are required to follow the course schedule, finish pre-reading content marked in *Italic* in schedule, and get well-prepared for the in-class discussions. All assignments must be submitted at the beginning of class the day they are due, or according to other instructions as given. Work submitted at the end of or after class, even on the day it is due, will be considered late. All work



submitted for this class must be typed in Times New Roman, 12 pt. font, double spaced, with 1” margins, spell-checked, and in black ink. At the top, left-hand corner of the first page, include your name, the course number: ENG 151, and the date. Your title should be centered under that, in normal Times New Roman, 12-pt font. Header information on each page should include the student’s last name and page number. Each paper, essay, or other assignment should include a separate Works Cited page including correct MLA citations of every work quoted in the assignment, including the primary source.

**Attendance:**

Attendance is important for this class as it weighs 25% of the total score. We will start each class with in-class writing on a question relative to the learning subjects. This writing functions as your attendance ticket for the day. I will collect the responses after the in-class writing period and use them to record attendance. If you arrive to class more than ten minutes late, you will not be allowed to make up the in-class writing. You will not be marked absent, but you will not receive any of the attendance points for that day, so be sure to come to class on time.

Participation in in-class discussions, in-class writing, group work, etc., is essential for a class like this. Part of your course grade will be based on your active and engaged participation in class.

Repeated unexcused absences will hurt your grade. The grades for attendance and participation you can achieve are listed as follows:

25%	2 absences or less
20%	3 absences
15%	4 absences or more

**Academic Integrity:**

Students are encouraged to study together, and to discuss lecture topics with one another, but all other work should be completed independently.

Students are expected to adhere to the standards of academic honesty and integrity that are described in the Chengdu University of Technology’s Academic Conduct Code. Any work suspected of violating the standards of the Academic Conduct Code will be reported to the Dean’s Office. Penalties for violating the Academic Conduct Code may include dismissal from the program. All students have an individual responsibility to know and understand the provisions of the Academic Conduct Code.

**Special Needs or Assistance:**

Please contact the Administrative Office immediately if you have a learning disability, a medical issue, or any other type of problem that prevents professors from seeing you have learned the course material. Our goal is to help you learn, not to penalize you for issues which mask your learning.

**Course Schedule:**

Class 1:

Introduction of the course



Go through syllabus, assignment, course policy, etc.  
Sample Writing 1

Class 2:  
Intro on long work list: go through all the authors  
Start Reading Beowulf

Class 3:  
Beowulf

Class 4:  
In-class writing on Beowulf and review  
The Art of the Short Story

Class 5:  
The Art of the Short Story (Cont.)  
Review on grammar 1

Class 6:  
The Art of the Short Story (Cont.)  
Instructions on Paper 1

Class 7:  
Review on grammar 2  
Q&A on Paper 1

Class 8:  
Paper 1 DUE  
In-class discussion and review on Paper 1  
Start Reading The Tempest

Class 9:  
The Tempest (Cont.)  
In-class writing on The Tempest and review

Class 10:  
Topics on Critical Approaches  
Topics on elements of fiction

Class 11:



History on development of fiction  
Topics on fiction (Cont.)

Class 12:  
Topics on poem  
Instructions on Paper 2

Class 13:  
Paper 2 DUE and review  
Topics on argument

Class 14:  
Grendel  
In-class writing on Grendel and review

Class 15:  
Review on Beowulf and Grendel stories

Class 16:  
Topics on literature relating to Grendel vs. Beowulf

Class 17:  
Topics on critical analysis  
Bring Paper 1&2 and analyze with method learned on critical thinking

Class 18:  
Intro to final Paper  
Topics on structure and theme 1  
Topics on format and citation 1

Class 19:  
Topics on structure and theme 2  
Topics on format and citation 2  
Review on Grammar 2

Class 20:  
Topics on first 2 long work  
In-class critical analysis  
Discussion and review on in-class writing



Class 21:

Topics on first 2 long work

In-class critical analysis

Discussion and review on in-class writing

Class 22:

Topics on first 2 long work

In-class critical analysis

Discussion and review on in-class writing

Class 23:

Q&A on Final Presentation 1

Topics on last 2 long work

In-class critical analysis

Discussion and review on in-class writing

Class 24:

Q&A on Final Presentation 2

Final Paper Review and in-class discussion

Class 25:

Final Paper Due

Final Presentation