

Mt. San Antonio College
Department of English, Literature, & Journalism
ENGL 1B: Introduction to Literary Types
Summer 2005

Instructor: Sandra Alagona
Section: 075975, MTWTh 9:45 a.m - 12 p.m.
Room: 26D-110
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Course Description

Engl 1B emphasizes "critical analysis and interpretation (written and oral) of fiction, poetry and drama."

Course Texts

REQUIRED:

Kirszner & Mandell, *Portable Literature*, 5th edition with Lit21 CD-Rom Ver. 1.5

Chaucer, *Canterbury Tales*

A good college dictionary

Additional critical essays to be distributed in class

RECOMMENDED:

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 6th ed.

Course Requirements

1. Five essays (4-5 pages, **minimum** 1,000 words, each) with appropriate documentation
2. Group-led discussion presentations (facilitated by reading journal)
3. One reading journal
4. All assigned readings and exercises
5. Homework & quizzes
6. Active participation in class discussion (facilitated by reading journal) & peer draft workshops
7. Midterm exam
8. Final exam

Course Objectives

This course aims to develop your ability to think, write, and interpret literary texts *critically*. You will study different literary genres and their respective characteristics to better understand their structure and use in order to formulate a more sophisticated analysis of the readings through argumentation.

Policies & Procedures

A. Attendance

*Attendance is mandatory for the **first** and **second** days of this class.* Plan to attend all scheduled class sessions. An absence or tardiness will be excused for illness or personal emergency **ONLY**. The English Department adheres to the College's policy on attendance and requires that any student missing six (6) class hours be dropped from the course. Any student missing **four** consecutive classes without making an effort to contact me beforehand will be dropped. Keep in mind, however, that three tardies (**5 minutes is tardy**) **OR** three times leaving class early (**15 minutes is early**) are equivalent to one absence. Any information you miss is your responsibility to attain. If excessive absences occur after the final day to withdraw

from the course, the student will receive a failing grade in the course.

B. Pagers and Cellular Phones

Learning academic skills is the priority of this class. Therefore, any unnecessary interruptions are both out of place and inconsiderate. Ensure that any electronic communication devices being carried are set in some form of inaudible mode (ie. silent mode) before beginning the class. **DO NOT** text message during class. **I reserve the right to answer ANY phone calls made to your cell phone received during class time; I WILL confiscate your phone if you text message during class.**

C. Appropriate Student Conduct

R-E-S-P-E-C-T. This is college, not high school and I expect students to conduct themselves accordingly. Any student who disrupts our learning environment will be given ONE verbal warning. If disruptions continue, such students will be told to leave the classroom and will be reported to the Chair of the English Department as well as the Dean of Students; appropriate action will then be taken by the College. Just as you expect me to respect you, I expect you to respect me and respect your fellow classmates. **I will not tolerate anything less.**

D. Late Work

Because life is unpredictable, it may be inevitable that you may feel the need to turn in an assignment after its due date. However, this is highly discouraged. As a compromise, I will accept papers in my mailbox (26D-211) or email inbox until 6 p.m. of the following day when an assignment is due. For example, if essay 3 is due on Tuesday, September 12, the latest you may turn this in is by 6 p.m. on Wednesday, September 13. I will not accept any papers after this. Any assignments due during an absence will be due on the day you return to class. For your benefit, please let me know if you are going to miss class.

D. Quizzes

I reserve the right to quiz you on any material presented or discussed in class or assigned as homework. Expect a quiz at every class period. Quizzes **cannot** be made up.

E. Group-Led Discussion Presentations

During the semester, you and your group members will have the chance to lead the class's discussion on the assigned reading(s) of the day with your questions, thoughts, insights, and/or issues with the reading(s). Each group member will be responsible for contributing two questions/insights to the presentation. Each class session will begin with a group-led discussion. The rest of the class will also be required to bring in their own questions and issues with the reading(s) in response to the group leading the discussion that day. These presentations will be exercises in critical and analytical reading and thinking.

F. Rough Drafts

In response to a question provided by the instructor, students will write a draft of an essay and submit it for in-class peer review. The draft should be a polished argument meant to persuade an audience. Here writers demonstrate their argumentative skills. Rough drafts may be typed or handwritten, but MLA format must be used regardless (**standard** 12 pt. font, double-spacing) and MLA style citations. Drafts must be a **minimum** of three complete pages. Drafts must include a minimum of one quote from the assigned readings pertaining to that topic.

Parenthetical citations must be used to identify the quotes, and quotes must be referenced on a works cited page. Late drafts will not be accepted. Drafts that do not meet the minimum requirements will not be accepted. Students who do not submit drafts for peer review will not be allowed to submit that essay for a grade. Students who do not participate in the peer review workshop will not be allowed to submit an essay on that topic.

G. Peer Review

Students will submit drafts of essays for peer review. In-class peer review workshops will start promptly at the beginning of class. It is imperative that the entire class participates in the peer review process. Students who do not participate in the peer review workshop will not be allowed to submit an essay on that topic.

H. Essays

Essays will be due at the beginning of class on the day due. Essays must be accompanied by the comments made during the peer review process. Essays must be a **minimum** of four complete pages and all final drafts and its citations must be formatted in MLA format according to the standards outlined in the *MLA Handbook* 6th edition (drafts submitted in a different size font will not be graded—and I **will** know!)

I. Rewrites & Extra Credit

I do not allow rewrites after a final draft has been submitted and graded. Similarly, I do not allow extra credit, so please do not ask for any.

J. Reading Journal

To facilitate and improve your reading comprehension and critical analysis, you are required to keep a reading journal to record your thoughts, questions, reactions, and ideas raised by reading assignments.

K. Plagiarism

Plagiarism is unacceptable and seriously treated in this class. Plagiarism is an intentional representation of the words or ideas of another as if they are your own. It not only cheats the author of his/her ideas, but it cheats you as well. Plagiarism will carry the penalty of automatic failure for the assignment and possible failure for the course. In addition, any instances of plagiarism will be reported to the English department and to the Student Affairs Office as per the Mt. SAC bulletin. A substantial difference in a student's writing raises suspicion of plagiarism. To avoid plagiarism, therefore, quote when necessary and **ALWAYS** acknowledge your source—this includes direct quotes, indirect quotes and paraphrasing.

NOTE: I HAVE ZERO TOLERANCE FOR THIS ACT.

Grading

In evaluating your work, I will assess mastery in the following areas:

- clearly stated & thoroughly supported thesis
- sophistication of interpretation & analysis
- coherence & organization of essay as a whole
- college-level command of language & mechanics

Essays	50% of final grade
Midterm	10% of final grade
Presentations	15% of final grade
Quizzes	5% of final grade
Homework	5% of final grade
Reading Journal	5% of final grade
Final exam	10% of final grade

GRADE SCALE

A (4.0)	90-100%
B (3.0)	80-89%
C (2.0)	70-79%
D (1.0)	60-69%
F (0)	any grade below 60%

Note: A grade of Incomplete (I) is given only in a documented emergency situation which prevents you from taking the final exam. Be prepared to document this emergency by both a physician and a dean of the college or school in which you are enrolled.

Use of Computers: Plan to use your word processing skills when writing. Because word processing software facilitates revision, using one will enhance your ability to revise and may improve your grade. Computers are available for student use in the Humanities Computer Lab located in 26D-106. As an added precaution, **save** all your work to floppy disk in labs as well as to hard-drive on home computers.

Note: The Humanities Computer Lab has printers available to you as well, so there is no excuse for not having your paper available when it is due. Also, if you have a corrupted floppy disk and cannot retrieve your paper, the Humanities Computer Lab also has a program that will retrieve your paper intact.

Tutoring: English tutoring is available *free of charge* to Mt. SAC students in the WRAC (26D-102-106) and also in the Tutoring Center (bldg. 6). **I require you to make use of this free service when revising rough drafts.**

Schedule of Assignments

I reserve the right to make changes to this syllabus as I deem necessary

Week	Date	Topics/Readings
1	Jul. 5	Introductions & Re-acquaintance <i>Unit 1: The Short Story: Plot & Point of View</i> Introductions; intro to course; MLA review; plagiarism; Charlotte Perkins Gilman, "The Yellow Wallpaper"
	Jul. 6	Ch. 1: Reading & Writing about Literature Ch. 2: Understanding Fiction, Defining Fiction, pp. 37-40 Tillie Olsen, "I Stand Here Ironing" Edgar Allan Poe, "The Cask of Amontillado" William Faulkner, "Barn Burning"
	Jul. 7	Ch. 3: Plot, pp. 47-50 Ch. 6: Point of View, pp. 136-141 William Faulkner, "A Rose for Emily" Kate Chopin, "The Story of an Hour" Lorrie Moore, "How to Talk to Your Mother (Notes)" Essay 1 assigned
2	Jul. 11	DUE: Rough draft essay 1 <i>Unit 2: Short Story: Style, Tone, and Language; Character; Symbol and Allegory; Theme</i> Ch. 7: Style, Tone, and Language, pp. 175-80 James Joyce, "Araby" Ernest Hemingway, "A Clean, Well-Lighted Place"
	Jul. 12	Ch. 4: Character, pp. 71-73 John Updike, "A&P" Katherine Mansfield, "Miss Brill" Charles Baxter, "Gryphon"
	Jul. 13	DUE: Essay 1 due Ch. 8: Symbol and Allegory, pp. 205-09 Nathaniel Hawthorne, "Young Goodman Brown" Shirley Jackson, "The Lottery" Raymond Carver, "Cathedral"
	Jul. 14	Ch. 9: Theme, pp. 241-45 D.H. Lawrence, "The Rocking-Horse Winner" Alice Walker, "Everyday Use" Essay 2 assigned

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- Jul. 18 **DUE: Rough draft essay 2**
Unit 3: Poetry
 Ch. 11: Understanding Poetry, pp. 339-42
 Marianne Moore, "Poetry"
 Nikki Giovanni, "Poetry"
 Archibald MacLeish, "Ars Poetica"
 Defining Poetry, pp. 342-43
 William Shakespeare, "That time of year thou mayst in
 me behold"
 Louis Zukofsky, "I walk in the old street"
 e.e. cummings, "l(a"
 Reading Poetry, pp. 345-46
 Recognizing Kinds of Poetry, pp. 346-47
- Jul. 19 Ch. 12: Discovering Themes, pp. 348-51
 Adrienne Rich, "A Woman Mourned by Daughters"
 Raymond Carver, "Photograph of My Father in His
 Twenty-Second Year"
 Judith Ortiz Cofer, "My Father in the Navy: A Childhood
 Memory"
 Theodore Roethke, "My Papa's Waltz"
 Dylan Thomas, "Do not go gentle into that good night"
 Lucille Clifton, "My Mama moved among the days"
 Seamus Heaney, "Digging"
 Christopher Marlowe, "The Passionate Shepherd to His
 Love"
 Thomas Campion, "There is a garden in her face"
 William Shakespeare, "My mistress' eyes are nothing
 like the sun"
 Edna St. Vincent Millay, "What Lips My Lips Have Kissed"
 Rupert Brooke, "The Soldier"
 Wilfred Owen, "Anthem for Doomed Youth"
 Robert Lowell, "For the Union Dead"
 Wislawa Szymborska, "The End and the Beginning"
- Jul. 20 **DUE: Essay 2 due**
 Ch. 13: Voice
 The Speaker in the Poem, pp. 365-66
 Emily Dickinson, "I'm nobody! Who are you?"
 Leonard Adamé, "My Grandmother Would Rock Quietly
 and Hum"
 Langston Hughes, "Negro"
 Janice Mirikitani, "Suicide Note"
 The Tone of the Poem, pp. 375-76
 Amy Lowell, "Patterns"
 William Wordsworth, "The World Is Too Much with Us"
 Robert Herrick, "To the Virgins, to Make Much of Time"
 Irony, pp. 383-84
 Robert Browning, "Porphyria's Lover"
 Anne Sexton, "Cinderella"
 Dudley Randall, "Ballad of Birmingham"

- Jul. 21 Midterm exam
Essay 3 assigned
- 4 Jul. 25 **DUE: Rough draft essay 3**
Unit 4: Poetic Language and Form
Ch. 14: Word Choice, Word Order, pp. 397-98
Sipho Sepamla, "Words, Words, Words"
Word Choice, pp. 398-99
Walt Whitman, "When I Heard the Learn'd Astronomer"
Adrienne Rich, "Living in Sin"
Robert Pinsky, "ABC"
Theodore Roethke, "I Knew a Woman"
Levels of Diction, p. 406
Margaret Atwood, "The City Planners"
Mark Halliday, "The Value of Education"
Richard Wilbur, "For the Student Strikers"
Word Order, pp. 413-14
Edmund Spenser, "'One day I wrote her name upon the strand"
e.e. cummings, "anyone lived in a pretty town"
Emily Dickinson, "My Life had stood—a Loaded Gun"
- Jul. 26 Ch. 15: Imagery, p. 421
Ch. 16: Figures of Speech, p. 431
Jane Flanders, "Cloud Painter"
Simile, Metaphor, and Personification, p. 432
William Carlos Williams, "Red Wheelbarrow"
Wilfred Owen, "Dulce et Decorum Est"
William Shakespeare, "Shall I compare thee to a summer's day?"
Langston Hughes, "Harlem"
Audre Lorde, "Rooming houses are old women"
Marge Piercy, "The Secretary Chant"
Hyperbole and Understatement, p. 442
Sylvia Plath, "Daddy"
Andrew Marvell, "To His Coy Mistress"
Margaret Atwood, "you fit into me"
Metonymy and Synecdoche, p. 450
Apostrophe, p. 451
Richard Lovelace, "To Lucasta Going to the Wars"
Allen Ginsburg, "A Supermarket in California"

- Jul. 27 **DUE: Essay 3 due**
 Ch. 18: Form, pp. 477-82; 493-94
 Read example poems of your choosing from this section
 Ch. 19: Symbol, Allegory, Allusion, Myth
 Symbol, p. 506
 Allegory, p. 511
 Allusion, p. 515
 Myth, pp. 519-20
 William Blake, "The Sick Rose"
 Robert Frost, "For Once, Then, Something"
 Emily Dickinson, "Volcanoes be in Sicily"
 Christina Rossetti, "Uphill"
 Delmore Schwartz, "The True-Blue American"
 William Butler Yeats, "Leda and the Swan"
 T.S. Eliot, "Journey of the Magi"
- Jul. 28 **DUE: Essay 4 assigned**
 Ch. 17: Sound
 Rhythm, pp. 455-56
 Meter, pp. 457-60
 Alliteration and Assonance, p. 464
 Rhyme, pp. 466-67
 Walt Whitman, "Had I the Choice"
 Gwendolyn Brooks, "Sadie and Maud"
 Emily Dickinson, "I like to see it lap the Miles—"
 Alfred, Lord Tennyson, "The Eagle"
 Richard Wilbur, "A Sketch"
 W.H. Auden, "As I Walked Out One Evening"
 Matthew Arnold, "Dover Beach"
 George Gordon, Lord Byron, "She Walks in Beauty"
 *T.S. Eliot, "The Love Song of J. Alfred Prufrock"
 John Keats, "When I Have Fears"
 Sylvia Plath, "Metaphors"
 Sylvia Plath, "Mirror"
 Phillis Wheatley, "On Being Brought from Africa to America"
- 5 Aug. 1 **DUE: Rough draft essay 4**
Unit 5: Narrative Poetry: The Canterbury Tales
 "The Prologue"
- Aug. 2 "The Knight's Tale"
 Words between the Host and the Miller
 "The Miller's Tale"
- Aug. 3 **DUE: Essay 4 due**
 Words of the Host to Chaucer
 "Chaucer's Tale of Sir Topaz"
 The Host Stops Chaucer's Tale of Sir Topaz
 "Chaucer's Tale of Melibee" (in synopsis)
 Words of the Knight and the Host
 "The Nun's Priest's Tale"
 Words of the Host to the Nun's Priest

- Aug. 4 The Pardoner's Prologue
 "The Pardoner's Tale"
 The Wife of Bath's Prologue
 Words between the Summoner and the Friar
 "The Wife of Bath's Tale"
 Essay 5 assigned
- 6 Aug. 8 **DUE: Rough draft essay 5**
 Unit 6: Drama
 Ch. 21: Understanding Drama, pp. 595-610
 Reading Drama, pp. 621-22
 Ch. 22: Plot, pp. 623-26
 Sophocles, *Oedipus the King*
- Aug. 9 Ch. 23: Character, pp. 698-708
 William Shakespeare, *Hamlet*
- Aug. 10 **DUE: Essay 5 due**
 Ch. 24: Staging, pp. 906-10
 Margaret Edson, *Wit*
- Aug. 11 Final Exam