English 123 Critical Thinking about Literature #64707 – Fall, 2015

Instructor: Lisa Yanover
Class Days & Times: TTh 9:30-11:20
Location: Room 1633
Office Hours: M 12:30-2:10, T 11:30-12:20, W 12:30-2:10, Th 11:30-12:20, & by appointment
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Catalog Description (from the NVC course outline):
English 123 develops critical thinking, reading, and writing skills through the study of logical reasoning, the analysis of literary texts, and the generation of written arguments. Literature will provide subject matter for approximately 6,000-8,000 words of argumentative essays; however, the course will emphasize the abilities to analyze, criticize, and reason inductively and deductively. Transfers to CSU, UC.

Statement from the English Department to all students enrolled in this course:
This course builds upon composition and research skills covered in English 120; therefore, your professor will assume mastery of these skills in this course.

Student Learning Outcomes:
By the end of this course, students will be able to:
1. Demonstrate critical reading, writing, and research strategies.
2. Demonstrate the essentials of academic argumentation.
3. Demonstrate basic literary theory as it relates to the development of an argument.

Course Objectives:
Students can expect to read and analyze 50-100 pages of literary texts per week. Writing assignments totaling approximately 6,000-8,000 in literary analysis and thesis-driven arguments are required. Upon completion of the course, students will be able to:

READING
1. Read and critically evaluate college-level literary texts, developing the ability to "interrogate" a text by forming the appropriate analytical questions necessary for literary criticism.
2. Analyze the logical reasoning involved in literary devices, inductively analyze literary texts, and identify figurative language.
3. Observe and critique the logical fallacies, assumptions, and reasoning -- inductive and deductive -- that motivate characters, drive plots, and affect the writer's decisions.
4. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.

CRITICAL THINKING and WRITING
1. Apply the principles of the writing process to generate increasingly sophisticated and complex writing assignments that analyze literary texts.
2. Evaluate and employ textual evidence to support sound, thesis-driven arguments that avoid logical fallacies and anticipate refutation through concession and recognition of counter-arguments.
3. Use a variety of critical approaches to literary analysis; e.g., formalistic, reader-response, mythical, historical, psychological, sociological.
4. Correctly use the most current MLA manuscript format and system of parenthetical citation and documentation to incorporate textual evidence from primary sources and critical evidence from secondary sources.
5. Conduct substantial revision of progressively more challenging written arguments that employ the techniques of literary criticism; e.g., precis, analysis, explication, interpretation.
Required Texts:
1. Janet E. Gardner *Reading and Writing about Literature: A Portable Guide*, 3rd Ed. (RWL)
2. *No Fear Shakespeare’s The Tempest*.
3. Lorraine Hansberry’s *A Raisin in the Sun*.
4. English 123 Photocopied Reader (123 Reader).
5. Selected readings on my website.

*Bring the assigned readings to class. Consider them your admission ticket.*
You need to buy the first three texts. (They are available at the bookstore, and the cost for all three is around $20.) I am providing each student with one free copy of the Photocopied Reader. (If you lose yours, the texts are available in pdf format on my website. You will need to print them and bring them to class.)

Recommended Texts:
A grammar and usage handbook and a 2009 MLA Handbook to cover document and Works Cited formatting, such as Diana Hacker’s *Rules for Writers*, Macmillan ISBN: 9780312647360 or Mike Palmquist’s *The Bedford Researcher* (no grammar/usage handbook included). The online OWL Purdue website is also a useful resource for both grammar and MLA formatting.

Student Responsibilities:
It is the student’s responsibility to be informed about the contents of the syllabus. Do not ask me what is due or about policies until you have first read or reread the syllabus. I am happy to clarify instructions for assignments, but please refer to the syllabus or assignment handouts for basic information, such as deadlines, point values, submission policies, etc.

Class Format:
This class utilizes a seminar format, which means that most classes will involve student-centered discussion rather than teacher-centered lecture. The success of this class as well as student success in it is based on student participation, including the sharing of students’ thoughts, ideas, observations, questions, and interpretations based on students’ unique and varied backgrounds, understanding, and expertise. This class requires “active reading” BEFORE you come to class, which involves marking places that you find interesting or confusing, figuring out the vocabulary, and keeping track of questions that come up for you as you read. These annotations will help you prepare for in-class and out of class assignments. Please be respectful of your peers’ views, ideas, and comments. Listen with an open mind; offer thoughtful responses; and contribute often to the learning community.

Attendance & Classroom Conduct:
This is an intense, fast-paced course, and student success depends heavily on the sharing of ideas among all participants. The policy of this college is that students who miss more than one week’s worth of classes may be dropped, regardless of the reason for the absence. I will follow this policy. In this class, this means you have 2 absences to cover any emergency that might arise. Do not schedule vacation, work, non-emergency medical or counseling appointments, or other activities during class time. Let me know right away (by email) if you must miss a class, and continue to stay in touch. Should you choose to drop, you are responsible for doing so through the registration desk.

Also, please keep in mind if you miss class, you are still responsible for turning in essays and other homework on time, getting assignments and handouts, and checking with classmates regarding material covered in your absence, so that you can come to the next class prepared. If you are unable to get the needed materials or information from a classmate or my website, please come by during office hours; please do not ask me to email you about what you missed. Missed presentations, peer review, and other in-class activities cannot be made up whether due to absence or lateness.

Bring the assigned readings with you to class. Readings assigned for a particular day should be read by THAT day. All papers are due at the beginning of class. Students coming without materials needed in order to participate in class may be sent home.

Turn off and put away all cell phones and other electronic devices for the duration of the class. Arriving late, leaving early, taking excessive breaks, and talking privately or texting are rude and disruptive, and if they become a regular occurrence can lead to your being asked to leave. Homework for this or other classes should be done on your own time. Finally, please do not eat in class.
### Grading Policy:

You are required to write a minimum of 6,000-8,000 words over the course of the semester. To fulfill this requirement, you will be writing:

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>5 Response Papers (500-750 words—40 points each)</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Literary Analysis Essay (minimum of 1,000 of your words AND 5 paragraphs)</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>In-Class Essay Midterm (minimum of 1,000 words AND 5 paragraphs)</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Literary Analysis + Research Essay (minimum of 2,000 of your words AND 8 paragraphs)</td>
<td>250</td>
<td>25%</td>
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<td>Quiz on Integrating Quotations</td>
<td>25</td>
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<td>Quiz on Literary Criticism</td>
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<td>2.5%</td>
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<tr>
<td>Group Presentation about Literary Criticism</td>
<td>25</td>
<td>2.5%</td>
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<tr>
<td>Discussion Participation</td>
<td>25</td>
<td>2.5%</td>
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<tr>
<td>In-Class Essay Final Exam (minimum of 1,000 words AND 5 paragraphs)</td>
<td>150</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1,000 points (100%)</strong></td>
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**Note:** To receive a passing grade in the course, you must complete all essays, including the Midterm and Final Exam, and you must complete at least 4 of the 5 Response Papers.

If you are uncertain about your class standing at any point in the course, please e-mail me to make an office hour appointment.

### The Writing Assignments:

#### MIDTERM & FINAL EXAMS:

Both the midterm and the final are timed in-class essays, handwritten in blue books (unless the student is entitled to accommodations as indicated by DSPS and has provided me ahead of time with formal notification through DSPS of those accommodations.)

**Please note:** Students must take the final exam during the scheduled day/time, so do not schedule trips, work, or other activities that conflict with this class or the final exam schedule until after the semester has ended.

#### THE RESPONSE PAPERS:

Response papers are expected to be brief (3-5 paragraphs, typed, double-spaced, 500-750 words each) and are graded on how well they demonstrate the following criteria:

- understanding of and original thinking about the text(s),
- understanding of the scope and purpose of the assignment and prompt,
- analysis and interpretation of the text(s) based on close reading,
- presentation and support/development of a clear, specific, unified claim (argument) about the meaning, argument, or purpose of the text(s),
- understanding and effective use of a literary criticism to focus, deepen, & support an argument (interpretation),
- clear, logical organization,
- effective integration of quotations, paraphrase, & summary with correct MLA-formatting, in-text citation, & documentation (Works Cited) of secondary sources,
- clear writing with correct grammar and spelling.

The purpose of these papers is to encourage you to explore your ideas and interpretations of the texts, to prepare you to share your unique understanding and perspective during class and group discussion, and to serve as the first step in the process of developing your interpretations into full-fledged analyses in the full-length essays. I recommend bringing 2 copies of your response papers with you to class: one to turn in to me, one to refer to during class.
THE TAKE-HOME ESSAYS:
Essays, like the response papers, are graded on the criteria listed above. In addition, they need to achieve the necessary length (based both on word count and number of paragraphs). Fulfilling the necessary length is considered part of critical thinking. Word count is based on your words; quotations and the Works Cited do not count as your words. Essays that fail to fulfill the minimum length will have points deducted based on the number of missing paragraphs and the percentage of missing words as well as the percentage of quotations.

The take-home essays develop one (or more) of the response papers into a full-length argument and analysis of a single work or multiple works, depending on the assignment. Students will only be allowed to write the Literary Analysis Essay and the Literary Analysis + Research Essay about a text or texts if they have previously written and submitted the response paper about the text(s).

The Literary Analysis Essay and the Literary Analysis + Research Essay are written in 2 drafts. The first draft will be peer reviewed in class; the final draft will be submitted to me, typically a week later. Failure to complete a rough draft and/or to participate in peer review will result in a 10% point deduction of the final essay grade as well as the right to revise the essay. Rough drafts and peer review cannot be made up if missed. Students must be present and bring a typed/printed out copy of the rough draft to class in order to get credit for the rough draft and to participate in peer review.

The Literary Analysis Essay is due (typed, MLA formatted, stapled or paper clipped, and ready to turn in) by the beginning of class on the due date; be sure to submit the graded response paper and stamped rough draft/peer review comments along with the final draft with the final draft on top.

The Literary Analysis + Research Essay is due by the deadline given on the syllabus. The essay must be typed, MLA formatted, with an MLA Works Cited as the final page, and enclosed (but not bound) in an 8 ½ X 11” pocket folder or manila folder. Along with the final draft, include the rough draft/peer review comments and photocopies of sources (highlighting material used in the essay whether quoted, paraphrased, or summarized).

Turnitin.com
All take-home essays and response papers must be submitted to Turnitin.com by 11:59 on the day they’re due. The (content of the) draft submitted to Turnitin must match exactly the copy submitted to me for grading.

- In the case of the response papers, submission to Turnitin is worth 4 points (10%), which will be forefeited if I have to submit the paper for the student; if I have to submit the paper, it will also delay grading and return of the paper.

- In the case of essays, submission to Turnitin is worth 10 points. If I have to submit a paper to Turnitin for a student, there will be an additional 10-point deduction, resulting in the loss of a total of 20 points.

We will be using Turnitin.com as a resource to help us avoid plagiarism as well as to keep the focus on your ideas (and maintain the ratio of 80% your words to 20% quotations). Turnitin.com will be available prior to the due date, so students can check the results and make any necessary changes before the final submission.
**On-Time Submission:**
Papers/Essays are considered on time if they are completed, typed, properly formatted, printed, paper clipped or stapled (folded does NOT count), and ready to be turned in at the beginning of class on the due date (unless otherwise indicated on the syllabus).

Once I have closed the submission period (typically right after roll/within the first five minutes of class), papers and essays will be worth half credit. No exceptions. (Long lines or non-functioning printers in the library, etc., are not valid excuses. Plan and work ahead.) You have 1 Late Pass (see page 9) to use during the semester in case of emergency. It allows you to submit one response paper or one essay up to one week late for full credit. All additional late papers/essays will receive half credit as long as they're submitted by the last day of class before the final exam. If you don’t use the late pass, you may submit it at the end of the semester for 5 points.

I will accept papers/essays by email **before** the beginning of class, but they will receive a grade only (no written feedback; students may of course come in during office hours for oral feedback). Send papers/essays as MS-Word attachments only; links (to Googledocs, etc.) are not accepted. The student is responsible for on-time submission; emails that arrive late, files that will not open, attachments that have been left off of emails, or incorrectly typed email addresses, etc., will result in a late grade. **Please Note:** Only printed copies brought on time to class will receive feedback. Emailing papers/essays on time but then coming consistently late to class is an inappropriate use of this policy and will result in a late grade.

If you must miss class, you are still expected to turn work in on time. You may email it to me or give me a copy ahead of time, or you may have the division secretary in the 1000 building time/date stamp it and then place it in my box, or you may have a fellow student turn it in for you. Students turning it in by proxy (through the division secretary or fellow student) or placing it directly in my box assume all risks involved if the paper goes missing. Email me a backup copy, or bring a printed copy of the paper to the next class and be prepared to use your late pass just in case.

**Note:** The late pass cannot be used on the quizzes, the group presentation, discussion/participation, rough drafts/peer review, the Final Exam, or any work due on the last day of class. Late papers/essays will receive minimal if any written feedback though it is always your right to come in during office hours or by appointment to receive additional in-person feedback on any paper, one with or without comments.

**Revision:**
Students who receive a low or failing grade on the Literary Analysis Essay may be allowed to revise it as long as they completed a rough draft and participated in the peer review and as long as the final draft was complete and submitted on time or with the late pass. Students must receive permission from me to revise.

**Note:** Revision requires substantial changes, including reexamination of the claim (thesis), support, organization, content, and editing. Permission will not be granted to substandard work produced as a result of last-minute effort, typically suggested by a failure to proofread, spell check, and edit as well as insufficient length.

All students who are granted permission to revise must complete the following steps:
1. meet with me to review the essay and assignment within a week of receiving it back from me.
2. address any grammar issues and make the necessary corrections before submitting the final revision to me (the Writing Center is an excellent resource for help on grammar, but remember they’re busy, and they don’t proofread or edit your paper for you.)
3. turn in both the graded first draft and final revision to me by the deadline we agree upon.
   **NO EXCEPTIONS.**
4. Besides turning in a hard copy, you’ll need to email the revision to me, so I can submit it to Turnitin.com.
Group Presentations:
During the semester, students will be doing one group presentation, each group responsible for presenting one literary criticism. Attendance and participation are expected of each group member as the whole group earns the same grade and so depends upon one another. Students who are absent from classes on days we are preparing for the presentations may be dropped from their group and will automatically lose the 25 points. Students may also be asked by me to leave the group and will forfeit the points if I learn that they are not meeting their responsibilities (e.g., not showing up for meetings, not communicating with the group about schedule changes or conflicts, not doing their share of the work, etc.). Students who fail to attend (or are late, which amounts to the same thing) on the day of their presentation will also automatically lose the 25 points, and their groups will have to go on without them.

Participation in Discussion:
Participation in discussion takes several forms: contributing to discussion by offering one’s ideas and observations about a text; extending and sustaining discussion by listening and responding to others’ ideas, asking clarifying questions, and responding to questions, offering and discussing supporting evidence, etc.; and coming in with focusing discussion questions. While much of discussion is spontaneous and organic, arising in and from the moment, it is also dependent on thoughtful and thorough preparation ahead of time. With this in mind, I will provide some general questions to prompt and focus discussion and writing assignments, but students will be equally if not primarily responsible for coming to class with typed questions about the assigned texts reflecting relevant topics we’ve been exploring, such as literary devices, the literary criticisms, etc.

Campus Policy on Academic Integrity:
All written work for this course is to be original (written by you specifically for this course). Plagiarism or cheating of any kind will result in a failing grade on that assignment. Plagiarism includes copying and pasting elements from online sources without proper citation, having someone else write (or substantially rewrite) part or all of your essay, and even submitting papers you wrote for other classes in this class. Students who plagiarize or cheat on more than one occasion may be failed from the course and/or referred to the Vice President of Student Services for discipline sanction. Please review Napa Valley College’s policy on Academic Honesty in the NVC catalog available online at: http://www.napavalley.edu/academics/Catalog/Documents/current_nvc_catalog%20upd%20032415.pdf.

We will review plagiarism as part of the class and will be using Turnitin.com to help us avoid it, but you should be sure to talk to me anytime during the semester if you have further questions. Academic honesty is critical to your success in college.

Tips for avoiding unintentional plagiarism:
- Give credit to all outside sources even if you put their ideas into your own words.
- Take careful notes while reading, keeping track of sources consulted.
- Don’t use outside sources to get ideas about readings or topics unless assigned to do so.

Getting Help:
Please do not get help on writing assignments from anyone other than the students in this class, the Instructional Assistants (IA’s) in the Writing Center, and me. For grammar, the Writing Center IA’s are the experts. For help understanding the assignments or how to structure the essays, please seek out your classmates and me. I am available regularly for conferences during office hours and by appointment. You can also reach me by e-mail to ask quick clarifying questions or to set up a conference.
Warning about Use of Outside Sources:
The focus of this class is on your exploration and your original interpretation and analysis of the texts. Do not use outside sources to get ideas as you read the assigned texts or as you write the response papers or essays. Know that every time you use an outside source, whether you use its words or “just” its ideas, you must give credit to the source and identify everything that you take from it, quoting, paraphrasing, summarizing, citing, & documenting correctly following MLA formatting guidelines and providing me with printouts of the source(s) including bibliographic information (title page, copyright page, etc.). Keep in mind that only the Literary Analysis and the Literary Analysis + Research Essay (and papers that apply New Historicism) require you to use research. Also, even in these essays, the focus is on your own argument, interpretation, and analysis of the text. You need to incorporate the research into your argument, using the research to support, deepen, and broaden your textual analysis, not to replace or overshadow it. It is also expected that at least 80% of an essay will be your ideas and discussion. Quotations do not count as your words.

Do not use study guides, such as SparkNotes or Cliff’s Notes, etc., or random websites (such as individuals’ blogs, etc.) as they typically replace your thinking about the literature rather than support and deepen it.

Do not use Wikipedia (or similar open source sites); it is not reliable because anyone can write or edit the entries, and citations may be missing, incorrect, or made up. Because its information is unreliable, so are ideas you support with that information. Thus using Wikipedia is more likely to damage your credibility and hurt your argument than it is to help it. Individuals’ blogs may also lack credibility due to lack of expertise, missing credentials, and/or failure to cite their sources, etc.

Campus Policy on Disability Access for Students:
Please note that I cannot make special arrangements for a disability unless you have documentation from DSPS. If you feel you may need an accommodation based on the impact of a learning disability, schedule an appointment with Learning Services in the Library and Learning Resource Center (LLRC), room 1766, phone (707) 256-7442. A Learning Disability Specialist will review your needs and determine appropriate accommodations. If you need accommodations for physical or other types of disabilities, schedule an appointment with DSPS Counselor, Sheryl Fernandez, in the Counseling Department located in the 1300 building, phone (707) 256-7220. All information and documentation is confidential. Please feel encouraged to make an appointment with me privately to discuss your specific learning needs in my class.

Goodwill & Extra Credit Points:
I reserve the right at the end of the semester to add up to 25 points to acknowledge and reward students who come to class consistently, on time, prepared with all materials and all work done on time, who demonstrate a positive attitude and good citizenship in the classroom, and who participate fully and constructively. These points are non-negotiable. Don’t ask me how to get them; see above.

Students who don’t use their late pass may submit it at the end of the semester for 5 extra credit points. In addition, there may be limited opportunities to earn 5-10 points for response papers about on or off-campus activities that are announced and approved by me as relevant to the course.

Note: Extra credit points are applied only at the end of the course, and only students who complete all assigned work and who earn a “C” or better in the course are eligible to receive extra credit.
LATE PAPER PASS:

From Student: ____________________________

Please accept my paper/essay, Assignment Name: ________________________________, which was due on __________________________, this one time for full credit though late.

Optional sob story here:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

I understand that this is my one free pass and that any other late papers, regardless of the reason, will receive half credit and no feedback. I understand that because my paper has come in late, it may not be returned to me with the others and may receive only brief written feedback. I recognize that the responsibility for not falling further behind is mine and that I have the option of meeting with you to go over my paper and any questions I might have, so your delayed or limited response does not excuse me from the obligation of keeping up with the class, meeting subsequent deadlines, and continuing to develop my skills as a writer.

Sign below to indicate that you have read and agree to the above statement:

________________________________________________________
Syllabus – English 123 #64707 Critical Thinking about Literature – Fall, 2015*

WEEK 1

8/18 Introduction to the Class & the Syllabus
   **In-Class:** Read & discuss Shirley Jackson’s “The Lottery”

8/20 **Homework Due:**
1. Reread “The Lottery” (123 Reader)
2. Read selected poems (123 Reader)
3. Read David Ives’ play “Words, Words, Words” (123 Reader)
4. Read Chapter 1 “Introduction to Reading and Writing about Literature” pp.1-5 (*RWL*).
5. Read Chapter 2 “The Role of Good Reading” pp.6-20 (*RWL*).
6. Read an “Introduction to Rhetoric” (123 Reader).
   **Note:** Bring your 123 Reader to class (and to every class).
   **In-Class:** Discuss the literary genres & the assigned readings.

WEEK 2

8/25 **Homework Due:**
1. Read “Everything You Need to Know . . . about Integrating Quotations into Your Literary Analysis” (123 Reader & webpage).
2. Take-Home Quiz about Integrating Quotations (25 points)
   **In-Class:** Quiz Demonstrating Integration of Quotations Part 2 (25 points – no makeups)

8/27 **Homework Due:**
3. Read “Logical Fallacies When Writing about Literature” (123 Reader).
   **In-Class:** Introduction to & discussion of Fairy Tales (Group Writing)

WEEK 3

9/1 **Homework Due:**
1. Read the five versions of Cinderella:
   A. Charles Perrault’s “Cinderella” (123 Reader)
   B. Brothers Grimm’s “Cinderella” (123 Reader)
   C. Walt Disney’s “Cinderella” (123 Reader)
   D. the Chinese story “Yeh-hsien” (123 Reader)
   E. the Native American story “The Hidden One” (123 Reader)
2. Read the three versions of Little Red Riding Hood:
   A. Charles Perrault’s “Little Red Riding Hood” (123 Reader)
   B. Brothers Grimm’s “Little Red Cap” (123 Reader)
   C. “Lon Po Po: A Red-Riding Hood Story from China” translated by Ed Young (123 Reader)
3. Read Chapter 5 “Writing about Stories” pp.72-5 (*RWL*).
4. Read Response Paper #1 Assignment (handout & webpage)
5. Read “Tips for Writing the Response Papers” (webpage)
6. Read the “Grading Rubric for Essays and Response Papers” (webpage)
7. Read “MLA Style Formatting” Guide (webpage).
   **In-Class:** Discuss the five versions of Cinderella and the three versions of Little Red Riding Hood, & prepare for Response Paper #1.
9/3  **Homework Due:**
1. **Response Paper #1:** Analyzing the Argument of “Cinderella” or “Little Red Riding Hood.” Respond to one of the questions on the handout (40 points): 500-750 words, hard copy submitted to me by the beginning of class, typed, stapled or paper clipped, & MLA formatted, & electronically submitted to Turnitin.com by the end of the day (11:59 pm).
2. Read Chapter 7 “Writing about Plays” pp.111-4 *(RWL).*
**In-Class:** Watch and discuss Into the Woods Act 1. (Bring to class the libretto, which is in your 123 Reader.)
**Note:** Take notes while you watch if you think you might write about the musical. Pay attention to interpretations of familiar characters or character types, plot setting, etc. as exhibited in the acting, casting, direction, etc. of this retelling.

WEEK 4

9/8  **Homework due:**
1. Read the Into the Woods libretto (123 Reader).
2. Read Response Paper #2 Assignment (handout & webpage).
**In-Class:** Watch and discuss Into the Woods Act 2. & Prepare for Response Paper #2.
**Note:** Take notes while you watch if you think you might write about the musical. Pay attention to interpretations of familiar characters or character types, plot setting, etc. as exhibited in the acting, casting, direction, etc. of this retelling.

9/10  **Homework Due:**
Read the following texts:
1. Tanith Lee’s story “Wolfland” (123 Reader)
2. Angela Carter’s story “The Company of Wolves” (123 Reader)
3. Leslie Marmon Silko’s story “Yellow Woman” (123 Reader)
4. Nadine Gordimer’s story “Once Upon a Time” (123 Reader)
5. Margaret Atwood’s story “Happy Endings” (123 Reader)
**In-Class:** Discuss the assigned readings & prepare for Response Paper #2.

WEEK 5

9/15  **Homework Due:**
1. Read Chapter 6 “Writing about Poems” pp.96-100 *(RWL).*
2. Read the following texts:
   A. Anne Sexton’s poem “Cinderella” (123 Reader)
   B. Anne Sexton’s poem “Red Riding Hood” (123 Reader)
   C. Olga Broumas’ poem “Cinderella” (123 Reader)
   D. Olga Broumas’ poem “Little Red Riding Hood” (123 Reader)
   E. Ronald Blackwell’s poem “Li’l Red Riding Hood” (123 Reader)
   F. Roald Dahl’s poem “Little Red Riding Hood and the Wolf” (123 Reader)
**In-Class:** Discuss the assigned readings & prepare for Response Paper #2.

9/17  **Homework Due:**
1. **Response Paper #2:** Analyzing Arguments about Fairy Tales. Respond to one of the questions on the handout (40 points): 500-750 words, hard copy submitted to me by the beginning of class, typed, stapled or paper clipped, & MLA formatted, & electronically submitted to Turnitin.com by the end of the day (11:59 pm).
2. Read the Literary Analysis Essay Assignment (handout & webpage).
3. Read Tips for the essays (webpage).
4. Read Chapter 9 “Literary Criticism and Literary Theory” pp.166-78 *(RWL).*
**In-Class:** Prepare for the Literary Analysis Essay & Signups for Group Presentations
WEEK 6

9/22  **Homework Due:**
Read about the Literary Criticisms (in preparation for a quiz – see below):
1. New Criticism Reference (123 Reader)
2. Deconstruction Reference (123 Reader)
3. Reader-Response Criticism Reference (123 Reader)
4. Psychological Criticism (123 Reader)
**In-Class:** Prepare for the Literary Analysis Essay, for Literary Criticism Quiz, & for Group Presentations.

9/24  **Homework Due:**
1. A complete, printed out, typed, double-spaced, MLA-formatted Rough Draft of the Literary Analysis Essay of is due at the beginning of class for Peer Review (15-point deduction if missed – no makeups of peer review and no late rough drafts.) To receive credit, the rough draft should be at least 750 words and 5 paragraphs.
**In Class:** Peer Review of the Literary Analysis Essay & Prepare for Group Presentations.

WEEK 7

9/29  **Homework Due:**
Read about the Literary Criticisms and Social Construction/Social Constructs (in preparation for today’s quiz):
1. New Historicism Reference (123 Reader)
2. Social Construction or Social Constructs (123 Reader)
3. Gender Criticism Reference (123 Reader)
4. Marxist Criticism Reference (123 Reader)
5. Postcolonial/Multicultural Criticism Reference (123 Reader)
**In-Class:** Quiz on all 8 Literary Criticisms (25 points – no makeups) & Prepare for Group Presentations & the Literary Analysis Essay.

10/1  **Homework Due:**
The Literary Analysis Essay: An Argument about Fairy Tales. This essay will develop Response Paper #1 or #2 (150 points): minimum of 1,000 of your own words and 5 paragraphs, typed & MLA formatted hard copy submitted to me by the beginning of class and submitted electronically to Turnitin.com by the end of the day (11:59 pm). Please submit the final draft, the peer review draft and comments as well as the graded response paper in the following order, using a small binder clip to bind them:
   A. Final draft on top
   B. Then the peer review draft/comments
   C. And the graded response paper
**In-Class:** Prepare for Group Presentations

WEEK 8

10/6  **In-Class:** Prepare for Group Presentations

10/8  **Group Presentations about the Literary Criticisms**
   Group #1: New Criticism
   Group #2: Deconstruction
   Group #3: Reader-Response Criticism
   Group #4: Psychological Criticism

**Homework Due for Groups 1-4:** Typed, photocopied handout for the whole class including me (if you want me to make copies, email it to me no later than 11:59 pm the day before class).
**In-Class:** Presentations Day 1 & Prepare for Presentations Day 2.
**Note:** Please be on time as presentations cannot be delayed, rescheduled, or made up if missed.
WEEK 9

10/13 **Group Presentations about the Literary Criticisms**
- Group #5: New Historicism
- Group #6: Gender Criticism
- Group #7: Marxist Criticism
- Group #8: Postcolonial and Multicultural Criticism

**Homework Due for Groups 5-8:**
Typed, photocopied handout for the whole class including me (if you want me to make copies, email it to me no later than 11:59 pm the day **before** class).
**In-Class:** Presentations Day 2 & Prepare to read Shakespeare’s *The Tempest.*
**Note:** Please be on time as presentations cannot be delayed, rescheduled, or made up if missed.

10/15 **Homework Due:**
Read Act 1 of Shakespeare’s *The Tempest.*
**In-Class:** Watch/Discuss Act 1 of Shakespeare’s *The Tempest.* Prepare for Midterm.

WEEK 10

10/20 **Homework Due:**
Read Acts 2 & 3 of Shakespeare’s *The Tempest.*
**In-Class:** Watch/Discuss Acts 2 & 3 of Shakespeare’s *The Tempest.* Prepare for Midterm.

10/22 **Homework Due:**
Read Acts 4 & 5 of Shakespeare’s *The Tempest.*
**In-Class:** Watch/Discuss Acts 4 & 5 of Shakespeare’s *The Tempest.* Prepare for Midterm.

WEEK 11

10/27 **Homework Due:**
Bring 2-3 large sized blue books to class. Do not write on them.
**In-Class:** Prepare for Midterm

10/29 **In-Class:** Midterm Essay about Shakespeare’s *The Tempest* (150 points, MLA format, in-class essay, handwritten in blue books).

WEEK 12

11/3 **Homework Due:**
Read Aimé Césaire’s *A Tempest* (123 Reader).
**In-Class:** Discuss Césaire’s *A Tempest* (re: Shakespeare’s *The Tempest*) & Prepare for Response Paper #3.

11/5 **Homework Due:**
**Response Paper #3:** Analyze Aimé Césaire’s *A Tempest* (in relation to Shakespeare’s *The Tempest*) using one of the literary criticisms to make an argument about its message/meaning or purpose. (40 points): 500-750 words, hard copy submitted to me by the beginning of class, typed, stapled or paper clipped, & MLA formatted, & electronically submitted to Turnitin.com by the end of the day (11:59 pm).
**In-Class:** Read Susan Glaspell’s play “Trifles.” (123 Reader)
WEEK 13

11/10 **Homework Due:**
1. Read Euripides’ play *Medea.* (123 Reader).
2. Reread Glaspell’s play “Trifles.” (123 Reader)
   **In-Class:** Discuss Euripides’ play *Medea* & Glaspell’s play “Trifles,” & Prepare for Response Paper #4.

11/12 **Homework Due:**
Read Charlotte Perkins Gilman’s story “The Yellow Wallpaper” (123 Reader).

WEEK 14

11/17 **Homework Due:**
**Response Paper #4:** Analyze Glaspell’s “Trifles,” Euripides’ *Medea,* & Gilman’s “The Yellow Wallpaper,” using one of the literary criticisms to make an argument about their message/meaning or purpose. (40 points): 500-750 words, hard copy submitted to me by the beginning of class, typed, stapled or paper clipped, & MLA formatted, & electronically submitted to Turnitin.com by the end of the day (11:59 pm).
**In-Class:** Read & discuss Milcha Sanchez-Scott’s “The Cuban Swimmer” (123 Reader).

11/19 **Homework Due:**
1. Read Lorraine Hansberry’s *A Raisin in the Sun.*
2. Reread Sanchez-Scott’s play “The Cuban Swimmer.” (123 Reader)
   **In-Class:** Discuss Hansberry’s play *A Raisin in the Sun* & Sanchez-Scott’s play “The Cuban Swimmer” & Prepare for Response Paper #5

WEEK 15

11/24 **Homework Due:**
Read Franz Kafka’s novella *The Metamorphosis* (123 Reader)
**In-Class:** Discuss Kafka’s novella *The Metamorphosis,* Sanchez-Scott’s play “The Cuban Swimmer,” & Hansberry’s *A Raisin in the Sun,* & prepare for Response Paper #5 & for the Literary Analysis + Research Essay.

11/26 **THANKSGIVING – NO CLASS**

WEEK 16

12/1 **Response Paper #5:** Analyze Hansberry’s *A Raisin in the Sun,* Sanchez-Scott’s “The Cuban Swimmer,” & Kafka’s *The Metamorphosis* using one of the literary criticisms to make an argument about their message/meaning or purpose. (40 points): 500-750 words, hard copy submitted to me by the beginning of class, typed, stapled or paper clipped, & MLA formatted, & electronically submitted to Turnitin.com by the end of the day (11:59 pm).
**In-Class:** Prepare for the Literary Analysis + Research Essay

12/3 **Prepare for the Literary Analysis + Research Essay**
WEEK 17

12/8  Homework Due:
1. Read Joyce Carol Oates’ story “Where Are You Going, Where Have You Been?” AND Herman Melville’s “Bartleby the Scrivener.”
2. Bring 2-3 large-sized blue books to class in preparation for the final exam.

In-Class:  Discuss & prepare for Final In-Class Essay Exam.

12/10  Homework Due:
A complete printed out, typed, double-spaced, MLA-formatted Rough Draft of the Literary Analysis + Research Essay is due at the beginning of class for Peer Review (25-point deduction if missed – no makeup of peer review and no late rough drafts.) To receive credit, the rough draft should be at least 1,500 words and 8 paragraphs, incorporate at least 3 secondary sources, and have a MLA Works Cited for all secondary sources used. Submit the rough draft to Turnitin before class, so you can check the results (word count, percentage of matching, effectiveness of paraphrase/summary, and accuracy of quotations).

Note:  Bring your secondary sources with you.

In Class:  Peer Review of & Preparation for the Literary Analysis + Research Essay

WEEK 18 FINAL EXAM WEEK

FINAL EXAM:  Thursday, 12/17, 8-10 am

In Class:  An Essay Analyzing Joyce Carol Oates’ story “Where Are You Going, Where Have You Been?” OR Herman Melville’s story “Bartleby the Scrivener” (150 points – Minimum of 1,000 words and 5 paragraphs).

Due:  Thursday, 12/17 by the end of the day.  (Of course, you may turn the paper in earlier.)

Literary Analysis + Research Essay: An Argument for the Relevance of Literary Criticism through the Analysis of Two or Three Works of Literature Using a Single Literary Criticism to Uncover Their Meaning & Research to Deepen & Support Your Analysis (250 points), minimum of 2,000 of your own words and 8 paragraphs, hard copy submitted to me, typed, stapled or paper clipped, & MLA formatted. Make sure you include a complete & correct MLA Works Cited page as the last page of your essay.
1. Turn in photocopies or printouts of all your sources & highlight all material you use.
2. Turn in the rough draft & peer review comments as well as the relevant graded response paper(s).
3. Put everything into a manila or pocket folder. Please do not bind the paper in the folder or use an envelope or binder.
4. Submit the final draft of your essay to Turnitin.com by 11:59 pm.

Turn the essay in to me, or hand it to the Division Secretary in the 1000 building & have her time/date stamp it and put it in my box.

Note:  If you didn’t use your Late Pass, you may submit it for 5 extra-credit points. Write your name on it and turn it in with your final exam or Literary Analysis + Research Essay.

Grades:  To find out your grade in the class, check WebAdvisor Intermediate/Midterm Grade. As soon as I have finished grading everything, I will post the course grade there (as well as in Final Grade, which you won’t be able to see until A&R processes them). You may pick up your graded work the following semester; just email me ahead of time to be sure I bring it in. I keep all work for one semester.

*Syllabus (schedule of assignments) is subject to change. Changes, as needed, will be announced in class.