



College of Liberal Arts & Science

Department of English & Modern Languages

Fall 2016

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Office Hours: TR 12:30-2:30, by Appointment

CRN	Course	Sec	Type	Title	Hrs	Days	Times	Room	Instructor
10695	ENG220	02	Lecture, 100% in Classroom	Introduction to Reading Texts	3	TR	11:00AM-12:20PM	Murphy Hall 109	Crain, J
Maximum Enrollment: 25		This course may be waitlisted through the online registration system.							
Section Seats Available: 7		ADDITIONAL FEE: Humanities Program Fee 21.45 CRED (per Credit Hour fee)							
Full Term		Course Begins: 8/29/2016 Course Ends: 12/16/2016							

ENG 220

ENG 220 Introduction to Reading Texts Credits: 3

Typically Offered: Fall, Spring.

Course Description: A General Studies course designed primarily for English majors emphasizing ways of reading and writing about literature texts.

Expanded Course Description:

English 220 introduces English majors to reading, discussing, analyzing, writing about, and sharing interpretations of "imaginative or creative writing" (Mays 1). The course introduces you to the categories or genres of fiction, poetry, and drama through selected works of literature. You may find yourself wondering about the very nature of literature itself. Even if you do not consider the study of literature "a luxury, a frivolous pastime, even a sinful indulgence" (7), as telling beautiful "lies that 'feed and water our passions' rather than our reason," as contributing to "the rise in immorality" and "irreligion," you may still not enjoy reading, or feel that your academic time is

wasted with content which does not contribute to "'marketable' credentials, knowledge, or skills" (7). Laying aside such reservations, you may, on the other hand, enter into a delightful and liberating escape "from the confines from of our own time, place, and social milieu, as well as our habitual ways of thinking, feeling, and looking at the world" (8) and thereby satisfying your" desire for broader experience--including the sorts of experience we might be unable or unwilling to endure in real life." You may find yourself awakened "to the richness and complexity of language--our primary tool for engaging with, understanding, and shaping the world around us" (9). You may, in fact, by the end of the course, find that something of the literature you have read has changed you and created in you a desire to feel more of "the power and pleasure to be gained from a sustained encounter with challenging reading" (10).

Required Materials:· Mays, Kelly J. *The Norton Introduction to Literature* (Portable), 2014. (NIL)

- Pugh, Tison and Margaret E. Johnson. *Literary Studies: A Practical Guide*. 2014. (LSPG)

Fall 2016			
Walk-In Registration	August 23	Tuesday	
Griffon Edge	August 25-27		
Classes Begin	August 29	Monday	
Labor Day (no classes/campus closed)	September 5	Monday	
Mid-term Grades Due	October 26	Wednesday	
Last day to Withdraw	November 4	Friday	
Registration Begins for Spring	November 7	Monday	
Fall Break (no classes/campus closed)	November 20-27	Sunday-Sunday	
Last Day of classes	December 9	Friday	
Final Exams	December 10-16	Saturday-Friday	
Commencement	December 17	Saturday	
Final Grades Due	December 20	Tuesday	
Campus Closed	December 24-January 1		

- Number of class days - M=13, T=14, W=14, Th=14, F=14, Sa=13; 6 Final Exam days

Course Requirements:

Class notebook (30 points potentially, 15 each semester half).

Critical Essays (10 points each, 7 essays)

Semester Schedule

29 August - 4 September

Orientation. Read pages 1-10 (Mays) as well as introductory materials on plot, narration, character setting, symbol and figurative language, and theme (57-241), taking careful notes. Read Eudora Welty, "Why I live at the P.O." (436) Prepare for discussion of this short story by answering the questions in the chart on page 17. Throughout this class, one requirement will be a notebook based on instructional assignments as well as course readings. This notebook

should be in class with you at all time; you may wish to annotate your initial work as you engage in discussions with your peers.

5 September - 11 September

Write and bring to class an interpretive essay (3 pages minimum, double-spaced, Times New Roman 12) in which you make and support one major idea about mainly plot, narration and point of view, character, setting, symbol and figurative language, or theme in Welty's "Why I live at the P.O." (436) Prepare for discussion of this short story by answering the questions in the chart on page 17. Group members will read and discuss these essays.

Post essay 1 in Moodle by beginning of class, September 8.

12 September - 18 September

Read William Faulkner's "A Rose for Emily" (298). Prepare for discussion of this short story by answering the questions in the chart on page 17. Review materials on plot, narration and point of view, character, setting, symbol and figurative language, or theme. Begin consulting chapter 20 on "The Research Essay." Prepare for discussion of this short story by answering the questions in the chart on page 17.

Write and bring to class an interpretive essay (3 pages minimum, double-spaced, Times New Roman 12) in which you make and support one major idea about mainly plot, narration and point of view, character, setting, symbol and figurative language, or theme in Faulkner's "A Rose for Emily" (298). Use internal MLA citations and bibliographical form. Group members will read and discuss these essays.

Post essay 2 in Moodle by beginning of class, September 15.

19 September - 25 September

Read Flannery O'Connor's "A Good Man is Hard to Find" (404). Prepare for discussion of this short story by answering the questions in the chart on page 17. Review materials on plot, narration and point of view, character, setting, symbol and figurative language, or theme. Prepare for discussion of this short story by answering the questions in the chart on page 17.

Write and bring to class (Sept. 22) an interpretive essay (3 pages minimum, double-spaced, Times New Roman 12) in which you make and support one major idea about mainly plot, narration and point of view, character, setting, symbol and figurative language, or theme in Flannery O'Connor's "A Good Man is Hard to Find" (404). Use internal MLA citations and bibliographical form. Group members will read and discuss these essays.

Post essay 3 in Moodle by beginning of class, September 22.

26 September - 2 October

Read "A Brief Historical Overview of Literary Criticism" and "Literary Theories and Their Applications" (Pugh and Johnson 211-253, 224-256), taking careful notes. Groups will discuss literary theories in class, using notes and previous readings and essays.

3 October - 9 October

Read Kate Chopin's "The Story of an Hour" (277-279). Prepare for discussion of this short story by answering the questions in the chart on page 17. Review assigned readings on literary theory.

Write and bring to class (Oct. 6) an interpretive essay (3 pages minimum, double-spaced, Times New Roman 12) in which you make and support one major idea about Kate Chopin's "The Story of an Hour" (277-279) using mainly a New Critical, New Historicist or Cultural Studies, or Psychoanalytic approach. Use internal MLA citations and bibliographical form. Group members will read and discuss these essays.

Post essay 4 in Moodle by beginning of class October 6.

17 October - 23 October

Pre Mid-term Conferences

24 October - 30 October

Read Nathaniel Hawthorne's "The Birth-Mark" (211). Prepare for discussion of this short story by answering the questions in the chart on page 17. Review assigned readings on literary theory.

Write and bring to class (Oct. 6) an interpretive essay (3 pages minimum, double-spaced, Times New Roman 12) in which you make and support one major idea about Nathaniel Hawthorne's "The Birth-Mark" (211). using mainly a New Critical, New Historicist or Cultural Studies, or Psychoanalytic approach. Use internal MLA citations and bibliographical form. Group members will read and discuss these essays.

Post essay 5 in Moodle by beginning of class October 27.

31 October - 6 November

Read Stephen Crane's "The Open Boat" (245). Prepare for discussion of this short story by answering the questions in the chart on page 17. Review assigned readings on literary theory.

Write and bring to class (Nov. 3) an interpretive essay (3 pages minimum, double-spaced, Times New Roman 12) in which you make and support one major idea about Kate Chopin's "Nathaniel Hawthorne's "The Birth-Mark" (211). using mainly a New Critical, New Historicist or Cultural Studies, or Psychoanalytic approach. Use internal MLA citations and bibliographical form. Group members will read and discuss these essays.

Post essay 6 in Moodle by November 3.

7 November - 13 November

Read "A Brief History of English and England" (13-37), taking careful notes.

14 November - 20 November

Read "A Brief History of American Literature" (38-63), taking careful notes.

21 November - 27 November

Fall Break November 20-27.

28 November - 4 December

Using a historical approach, write an interpretive essay (minimum 3 pages) in which you make and support one major idea about "The Love Song of J. Alfred Prufrock" (679). Emphasize mainly speaker, situation and setting, theme and tone, language: word choice and order, visual imagery and speech, symbol, sounds, internal structure, or external form. Read and take notes on at least two sections in "Understanding the Text" (483).

Post essay 7 in Moodle by December 1.

5 December - 11 December

Pre-Finals Conferences

12 December - 18 December

Final Exams December 10-16

Final Grades Due December 20

Class Policies

Please consult Student Handbook for Policies: Academic Honesty and Due Process (47), Plagiarism (48), Student Due Process Procedure (48), Violation Report (48), Student Appeals Process (51), Class Attendance (54), School Cancellation (77), Rights and Privacy (64), Email/Portal (63), Accessibility (37), Academic Support (37).

<https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/StudentHandbook2016.pdf>

Specific Attendance: Beyond two unquestioned or university-excused absences, students will lose 5 points per class absence. Students must arrive to class promptly or be subject to a potential point loss of 1-5 points over the semester.

Moodle: Please note that all required work will be submitted in Moodle in addition to hard copies that will be available for use during class sessions. In the event of any absence from class on the part of students or instructor, participants will be expected to complete ongoing work and to meet required deadlines within the Moodle environment.

Technology: Computers, tablets, and smart phones may be used only in conjunction with ongoing class work.