LIT 110-04: Introduction to Literature

Professor Harrison
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Hours: TuTh 3:30-4:30 & by appt.

REQUIRED TEXTS

King, Stephen. *The Mist.* (Signet.)
Mays, Kelly J. *The Norton Introduction to Literature.* Portable 11th Ed. (Norton.)
Murfin, Ross C and Supryia M. Ray. *The Bedford Glossary of Critical and Literary Terms* 3rd Ed. (Bedford/St. Martin’s.)
Oates, Joyce Carol. *Beasts.* (Carroll and Graf.)

COURSE DESCRIPTION

LIT 110 introduces (at the college level) and explores the primary genres of literature: poetry, fiction, and drama. The course emphasizes close reading skills and the writing of smart, effective essays of literary analysis. Along the way, we’ll also work diligently on acquiring the critical terms and at least some of the major approaches crucial to the study (and enjoyment) of literary works.

COURSE OUTCOMES (Adapted from the Department of English’s 2010 Assessment Report)

1. Students should be able to distinguish the characteristics of the major literary genres (poetry, fiction, drama) and to analyze specific examples in light of these characteristics.
2. At the same time, students should be able, on the basis of their reading and analysis of individual works, to sharpen, refine, complicate, and challenge their understanding of the major literary genres.
3. Students should also be able, in their reading and analysis of individual works, to look beyond the characteristics of each major literary genre to understand, as much as possible, a work’s particular literary innovations and accomplishments.
4. Students should be able—while drawing on appropriate critical terms and concepts—to state clearly the central themes, concepts, and ideas governing individual works and their respective genres and then, as a separate but related act, to begin to be able to evaluate their literary importance and/or cultural significance.
5. Students should be able to engage thoughtfully with a range of critical terms and perspectives on literary and cultural (and even controversial) issues, including an ability to state clearly the assumptions and premises of their own position.
6. Students should be able to perform a literary close reading (both in class and in writing assignments), demonstrating an ability to interpret insightfully literary texts by thoughtfully integrating quoted passages into larger argumentative claims.
7. Students should be able to write clear, grammatically consistent, and rhetorically effective papers, driven by a thesis and sustained by an ordered, coherent argument or sequence of ideas.

GRADING
- Essay 1 (3+ pages): 20%
- Essay 2 (3+ pages): 20%
- Essay 3 (5+ pages): 25% (A REVISION of either Essay 1 or Essay 2)
- Final Exam: 25%
- Participation: 10%

COURSE REQUIREMENTS
Please note that you must complete all written work to pass LIT 291. You must, in other words, turn in all three essays, and take the final exam. Essays will be deducted ONE letter grade for EACH class period they are late.

Attendance Policy: Since the course involves informed discussions of the readings, attendance and participation are crucial: after THREE absences, your FINAL GRADE will be deducted ONE letter grade for each additional TWO absences.

DEPARTMENT AND UNIVERSITY POLICIES

Department Assessment: The Department of English’s ongoing process of assessing its curriculum requires a committee of professors to read student papers (including exams) to learn how students in general are progressing through the program. Thus, your professor may choose a copy of one of your papers or ask for an electronic version of it to use in this assessment process. (All identifying information—such as name or ID number—will be removed and no evaluation of student work outside the boundaries of the course will play any role in determining a student’s grade.) If you do not want your work used in such a way, please inform your professor and she or he will not forward it to the Assessment Committee. Otherwise, we appreciate your tacit consent.

University Assessment (NB: this language largely provided by the Provost’s Office): Students should also note that this course may require an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university’s writing
program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following writing learning outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. Your work is used anonymously.

Plagiarism: the use of someone else’s ideas or words as if they were your own. To avoid this contravention of the fundamental values of the academy, you must acknowledge, by citation of name, title, and/or page number, work that has influenced your thinking. The University’s official warning can be found in the Student Conduct Code (Academic Conduct), available on the web: http://www.umt.edu/vpsa/policies/student_conduct.php

Disability Accommodation: Students with disabilities will receive reasonable accommodation for coursework. To request accommodation, please contact the professor as soon as possible. For more information, visit the Disability Services website at http://www.umt.edu/dss/ or call (406) 243-2243 (Voice/Text).
SYLLABUS – Class Schedule

Tu Sept 1:  Introduction
Th Sept 3:  *Poetry Unit*
Mays 450-475

**Essay 1: Assigned**

Tu Sept 8: Mays 483-493, 496-500
Th Sept 10: Mays 501-543

Tu Sept 15: Mays 548-585
Th Sept 17: Mays 586-610

Tu Sept 22: Mays 611-616, 620-622, 632-656
Th Sept 24: *Poetry Extravaganza*
Alvarez “Poetry Makes Nothing Happen’?,” Browning “My Last Duchess,”
Dickinson “Tell all the truth,” “The Brain,” “Wild Nights,” Hughes, “Harlem,” “I,
Too,” Marlowe “The Passionate Shepherd to His Love,” Raleigh “The Nymph’s
Reply to the Shepherd,” Rich “At a Bach Concert,” “History,” Williams “The
Dance,” Yeats “Leda and the Swan” + “The Sonnet: An Album”

Tu Sept 29: *Poetry Extravaganza* (cont.)
Alvarez “Poetry Makes Nothing Happen’?,” Browning “My Last Duchess,”
Dickinson “Tell all the truth,” “The Brain,” “Wild Nights,” Hughes, “Harlem,” “I,
Too,” Marlowe “The Passionate Shepherd to His Love,” Raleigh “The Nymph’s
Reply to the Shepherd,” Rich “At a Bach Concert,” “History,” Williams “The
Dance,” Yeats “Leda and the Swan” + “The Sonnet: An Album”

**Essay 1: Due, Including Folder + All Work Related Product**

Th Oct 1:  *Fiction Unit*
Mays 12-16, 30-33, 57-66, 73-101

**Essay 2: Assigned**

Tu Oct 6: Mays 102-121
Th Oct 8: Mays 122-148

Tu Oct 13: Mays 157-178, 196-198
Th Oct 15: Mays 205-211, 226-240

Tu Oct 20: Mays 241-266
Th Oct 22: *Fiction Extravaganza*
Mays 298-306

Tu Oct 27: *Fiction Extravaganza* (Cont.)
Mays 335-359
Th Oct 29: Oates epigraph-76

Tu Nov 3: Oates 77-138
  **Essay 2: Due, Including Folder + All Work Related Product**

Th Nov 5: King 1-115
  **Essay 3: Assigned**

Tu Nov 10: King 116-230

Th Nov 12: *Drama Unit*
  Mays 740-743, 772-783

Tu Nov 17: Mays 1081-1106

Th Nov 19: Mays 1106-1131

Tu Nov 24: Workshop: Essay 3

Th Nov 26: **No Class: Thanksgiving!**

Tu Dec 1: Mays 1131-1164

Th Dec 3: Mays 1164-1190
  **Essay 3: Due, Including Folder + All Work Related Product**

Tu Dec 8: Review for Final Exam

Th Dec 10: Review for Final Exam

Exam Week: **Final Exam**