
LIT 2341: Literary Analysis Course Syllabus

Time: T/Th 5:30-6:45 pm, Class location: FO 2.608
Prof. Christine Hand Jones
Email: christine.rh.jones@utdallas.edu
Office Number: JO 3.901
Office Hours: T/Th: 4:45-5:30 or by appt.

Course Description:

This course will focus on close reading of fiction, poetry, and drama. As an introductory course for literary studies majors, students will learn how to analyze, interpret, and respond critically to literature. The students will be taught to analyze the way the formal elements of literature contribute to its meaning, to analyze literature as a human experience, and to read through historical/cultural lenses. Emphasis will be placed on the development of critical skills through the writing of interpretive/analytical essays. Students will read various genres of literature as well as literature from different time periods. Ultimately, students will learn to differentiate between these genres and how literature has changed over time. Also, students will encounter a range of themes and ideas that pertain to literature throughout the course. This course will provide students with strategies and skills to thrive in higher level literature courses.

Student Learning objectives:

- Students will be able to read texts closely, think critically, and respond to texts in their writing assignments.
- Students will be able to define and recognize elements of fiction, poetry, and drama.
- Students will learn different methods of interpretation and analysis, both textual (elements the text uses to create meaning) and contextual (elements that are outside the text, but which also influence the analysis. Ex: biographical, historical, cultural, socio-political etc).
- Students will learn to analyze literature as human experience, through authorial intention, and through a historical/cultural lens.
- Students will be able to construct effective written arguments with claims and evidence.
- Students will be able to gather, incorporate, and interpret source material in their writing using MLA format.

Required Texts:

Booth, Alison, and Kelly J. Mays, eds. *The Norton Introduction to Literature: Portable 10th Edition*.

New York: Norton, 2011. Print.

ISBN: 9780393911640

Wilde, Oscar. *The Picture of Dorian Gray*. New York: Dover Publications, 1993. Print.

ISBN: 9780486278070

Note: *The Picture of Dorian Gray* is also available as a free e-book through several e-book distributors. If you choose to use the electronic version, please use **the free Google books 1908 Tauchnitz edition**, so that everyone using the electronic version will be able to reference the same page numbers. (Google books also work with most e-readers and tablets). Please only use the digital version if you will be able to bring the copy with you to class either on a laptop or e-reader of some sort.

Assignments and Academic Calendar

T 8/28 Intro. To Lit/Poetry	Introduction, Syllabus, and Course Expectations Discuss: Literature as Human Experience, and representations of human actions; Common misconceptions about Poetry & Fiction;
Th 8/30	Read: pgs. 438-459 Introduce the basics of poetry and close reading Intro. to Analysis; Reader response.
T 9/4 The language of poetry	Read: Roethke: "My papa's waltz," Rich: "Aunt Jennifer's Tigers," Williams: "The red wheelbarrow," "This is Just to Say," Pound, "In a Station of the metro"
Th 9/6	Read: Shakespeare: "Shall I compare thee to a summer's day?," Dickinson: "I dwell in possibility," "Because I could not stop for Death," Pastan: "Marks"
T 9/11	Read: Donne: "Batter my heart, three-personed God," Plath: "Daddy." Chasin "The Word Plum," Hopkins: "Pied Beauty."
Th 9/13 Poetry, meter, and form.	Read: 1244-1272; Pope: "Sound and Sense," pgs. 592-597
T 9/18	Read: Thomas "Do Not Go Gentle into That Good Night," pgs 641-642 Blake, "The Tyger."
Th 9/20	Read: Shakespeare: "Let me not to the marriage of true minds," Sonnets – pgs. 645- 654 Essay 1 topic exploration paper due via email 11:59 pm
T 9/25 Poetry and the Western Tradition	Read: "Betjeman, "In Westminster Abbey," Plath, "Lady Lazarus," 1273-1305.
Th 9/27	Read: Yeats, "The Second Coming," "Leda and the Swan," Essay 1 Rough Draft Due via email by 11:59 pm
T 10/2	Read: Eliot, "Love Song of J. Alfred Prufrock"
Th 10/4	Discuss final paper edits and literary timeline Essay 1 Final Draft Due via email as a .pdf by 11:59 pm
T 10/9	Exam 1 Review
Th 10/11	Exam 1
T 10/16 Fiction	Read: Hemingway, "Hills Like White Elephants," Updike, "A&P"
Th 10/18	Read: Handout – Lorrie Moore "How to become a writer," Morrison, "Recitatif"
T 10/23	Hawthorne, "The Birthmark." Joyce, "Araby;"
Th 10/25	O'Connor: "A Good Man is Hard to Find;"
T 10/30 The novel	Read: <i>Picture of Dorian Grey</i> , chapters 1-8 Discuss traditions/timeline of Western Literature and Historical and Cultural Contexts

Th 11/1	Read: <i>Picture of Dorian Grey</i> , chapters 9-20
T 11/6	Putting it all together: applying what we've learned to the novel. Discuss Plan of Research/paper ideas.
Th 11/8 Drama	Read: Tennessee Williams <i>A Streetcar Named Desire</i> Essay 2 topic paper due via email 11:59 pm
T 11/13	Watch <i>A Streetcar Named Desire</i> (film)
Th 11/15	Watch <i>A Streetcar Named Desire</i> (film)
T 11/20 final paper prep	Library and Research Day Essay 2 Rough Draft Due via email 11:59 pm.
Th 11/22	No Class – Thanksgiving holiday!
T 11/27	Paper conferences (Please show up prepared at your assigned time)
Th 11/29	Paper conferences (Please show up prepared at your assigned time)
T 12/4	Paper conferences (Please show up prepared at your assigned time)
Th 12/6	Final exam review Essay 2 final draft due via email as a .pdf by 11:59 pm.
T 12/11	Final exam: 5:30 pm

Grading

In-class reading responses/free-writes (drop 3)	10%
Attendance/participation (drop 3)	10%
Topic exploration papers and rough drafts	10%
Essay # 1 – 5 pg. analysis	15%
Essay # 2 – 8-10 pg. research and analysis	20%
Literary terms and traditions midterm	15%
Literary terms and traditions comprehensive final exam	20%
Total	100%

Assignment Descriptions

In Class Reading Responses:

We will begin each class day with a 10-minute written response to a prompt. Often, these writing prompts will ask you to discuss that day's assigned readings; other times, the prompts will function as free-writes to guide you in your paper-writing process or to help you develop analytical skills. I am evaluating these responses less according to grammar and length and more according to the thoughtfulness of the content and the demonstration that you have read the assigned readings. No makeups will be given, except in the case of previously documented university activity (such as participation in sports) or religious activity, of which you must notify me at least two weeks in advance. I will drop 3 at the end of the semester.

Essay #1:

This essay will be 5-6 pgs. long (12pt. Times New Roman font, double-spaced). You may choose to analyze and write about any of the assigned poems from the first half of the semester or another poem from the textbook, with approval. Using specific textual support, analyze the reading of your choice, utilizing the skills of close reading practiced in class to make a convincing argument* about the text. Your paper should argue for a particular interpretation of the text, with a focus on an especially revealing element of the text that points to that interpretation. Your thesis should be arguable, and you should use direct quotes from the text to support your claim. Please do not include outside research for this essay; however, you should include a works cited page for the primary source you are analyzing and include in-text citations of the poem's line numbers. This essay must conform to MLA format. Please submit the final draft as a .pdf file.

Essay #2:

This essay will be 8-10 pgs. Long (12pt. Times New Roman font, double-spaced). Like the first essay, you may choose to write about any topic on any of the readings from the semester; however, this essay should make an argument* about the text in relation to its historical/cultural context. Good questions to ask when looking for topics for this essay are, "How does this text reveal something about its historical or cultural moment?" and "How does the historical or cultural context of this text reveal something about its interpretation?" In addition to employing the skills of close reading and analysis by providing specific textual support, this essay will require you to support your argument with external research from scholarly journal articles and/or books. This essay must include a works cited page including at least four secondary sources and it must conform to MLA format. Please submit the final draft as a .pdf file.

*A note on thesis statements:

Successful thesis statements make specific arguments, often arguing both for and against something. For example:

"In 'Daddy,' by Sylvia Plath, the allusions to the Holocaust may seem to indicate _____, but they actually say far more about _____." Or: "While many scholars believe _____, *A Streetcar Named Desire* is really _____." Or: "Although it may seem like an unimportant detail, _____ in 'A Good Man is Hard to Find' is really the key to understanding the motivations of the main character," Or: "While it is true that _____ is an element of the poem that is typical of the time in which it was written, it actually reveals something unique about the poem's theme."

Topic exploration papers and rough drafts:

Topic exploration papers are similar to free-writes or brainstorming, in that their goal is to provide a space to work out your ideas about a piece of literature before committing to more specific ideas in your rough draft and final draft. These are short (2-4 pgs), informal pieces of writing that may address anything of interest to you concerning the proposed topic of your paper. By the end of these exploration essays, you should have a pretty good idea of what your focus and main argument/thesis will be for your actual paper. If the topic exploration essay is in preparation for a research paper, the essay should include at least some consideration of your sources and the thoughts of other scholars on the topic, as well as how these ideas relate to your ideas. Please see pgs. 48-50 and 460-463 for good examples of this type of writing.

Rough drafts should be at least two-thirds of the length of the final draft (essay 1 should be at least 4 pgs and essay 2 should be at least 6-7 pgs) and should show significant thinking and analysis. For the research paper, the rough draft should include most if not all of your sources.

Course Policies

Attendance

Because each class period consists of a mixture of class discussion, group work and freewriting, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day. Be on time - class starts promptly.

Each student is allowed three absences, no questions asked. Save it for when you really need it. **No excused absences or makeup work will be given, except in the case of previously documented university activity (such as participation in sports) or religious activity, of which you must notify me at least two weeks in advance.**

Punctuality

Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late to class will affect your participation grade in the course. Three tardies will result in one absence for the course. Attendance will be taken by your completion of that day's in-class writing assignment. If you arrive after the 10 minutes allotted for the writing, you will be counted tardy, and it is your responsibility to inform me, after class, of your arrival, in order to receive credit for that day.

Class Participation

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your daily written responses, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make with specific passages from the text we are studying.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, research, or entertainment. If you sleep during class or participate in non-class-related activities, I will count you tardy or absent for that day depending on the length of your engagement in those activities.

Late Work

All drafts, including final, must be submitted when and as required in order to successfully complete this course. **A late draft will suffer deductions of 10 points per calendar day. I will not accept final drafts that are more than 5 days late.** If you do not turn in your topic exploration papers or rough drafts on time, I may not be able to give you my feedback before the final paper is due. Please turn these in on time to ensure that you can get proper feedback in time to write the final draft.

I will not allow make-up exams. If you know in advance that you will miss an exam day due to a previously documented university activity or religious activity, you must notify me at least two weeks in advance and schedule a time to take the exam beforehand.

If you are hospitalized or suffer other serious extenuating circumstances, contact me **before** the due date of a paper or before an exam day to discuss the possibility of an extension. An extension may be granted or denied depending on the severity of the circumstances, at the sole discretion of the professor.

Personal Communication Devices

Turn off or silence and put away all cell phones and other personal communication devices before the start of class. Do not use such devices during class. If you have an emergency situation that requires you to have access to your phone, please notify me in advance.

Grading

Grade	Minimum	Description	Grade Points per Semester Hour
A+	97		4.00
A	93	Excellent	4.00
A-	90		3.67
B+	87		3.33
B	83	Good	3.00
B-	80		2.67
C+	77		2.33
C	73	Fair	2.00
C-	70		1.67
D+	67		1.33
D	63	Poor	1.00
D-	60		0.67
F	0	Failure	0

(I will make use of the +/- system in grading as stipulated by *The University of Texas at Dallas Undergraduate Catalogue, 2010-2012.*)

University Policies

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). Penalties may range from failing an individual paper to failing the course. This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Please review additional university policies at <http://go.utdallas.edu/syllabus-policies>.

NOTE: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing.

I have read the policies for LIT 2341 and understood them. I agree to comply with the policies for the Fall 2012 semester. I realize that failure to comply with these policies will result in a reduced grade the course.

Signature: _____ Date: _____

Name (print): _____

UTD e-mail address: _____