

SAINT LOUIS CHRISTIAN COLLEGE

INTRODUCTION TO LITERATURE

GEN201

Fall 2014

Professor Lay

www.proflay.com

SECTION 1: The Course

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

DESCRIPTION

This course is an introduction to the fundamentals of literary study. Students will focus on the interpretation, criticism, and worldview of fiction and poetry. Emphasis is on producing written analysis of selected works.

RATIONALE

A study of a sampling of literature will assist students to understand better the diverse culture they live in and to prepare them for ministry in a global environment.

OBJECTIVES

Educational: Engage modern global, pluralistic, diverse cultures from the standpoint of a robust Biblical worldview. Therefore, the SLCC curriculum aims to integrate thought and life across a broad range of knowledge.

Divisional: Given instruction in the communication skills, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques. Upon completion of the study of humanities, the student will be able to analyze major components of culture and will be able to understand the differences between Christianity and other worldviews.

Course: Introduce the entertainment value of literature—the short story and poetry. Present literary works from diverse perspectives—gender, race, culture, religion, and generation. Identify six major elements of literature—plot, point of view, characterization, symbol, style, and tone. Identify the six substructures of a poem—paraphrasable,

rational, image, metrical, sound and syntactical. Evaluate a work of literature according to its contextual elements—biographical, literary, historical, ideological, and reader. Analyze the worldviews of fiction and poetry and compare and contrast it with the students' Christian worldview. Present an interpretation of a short story through an essay. Create an original work of poetry, write an analysis of the poem, and present the poem orally.

TEXTBOOKS

Gioia, Dana, and R. S. Gwynn. *The Art of the Short Story*. New York: Pearson Longman, 2006.

Schakel, Peter, and Jack Ridl. *250 Poems: A Portable Anthology*. 3rd ed. Boston: Bedford/St. Martin, 2014.

Sire, James. *How To Read Slowly: Reading for Comprehension*. 2nd Ed. Wheaton, IL: Harold Shaw, 1978.

SECTION 2: The Work

READING JOURNAL POSTS

You are to design and produce a literature writing blog using any number of free sites (wordpress, blog.com, etc). You are to post journals on specific assigned short stories, poems, and movies. The specific journal posts are listed on the schedule and the website (www.proflay.com).

SHORT STORY PROJECT

Produce an original work of literature—short story. Develop a creative way to display the work. Analyze the work, following the model for the fiction essay.

ORIGINAL POEM

Produce an original work of literature—poem(s). Develop a creative way to display the work. Analyze the work, following the model for the fiction essay. Present the poem to the class with a brief explanation.

CLASSROOM DISCUSSION

You are to read each assignment and be prepared in class to answer questions from the professor and to ask quality questions based on the text for that day. Also, you will participate in occasional small group projects in class.

Unexcused absences will affect the discussion grade.

SECTION 3: The Grade

READING JOURNALS (5000 PTS)

1. The Storm	50	18. How He Loves Me	50
2. The Lottery	100	19. How Do I Love Thee	100
3. The Ones Who Walk Away from Omelas	100	20. Sonnet 18	100
4. Everyday Use	100	21. Because I Could Not Stop for Death	100
5. Genesis 1-11	100	22. Death be not Proud	100
6. Screwtape Letters 1 to 7	200	23. Harlem	100
7. A Good Man is Hard to Find	200	24. Theme for English B	100
8. To Build a Fire	200	25. We Wear the Masks	100
9. A Clean Well-Lighted Place	200	26. America	100
10. A Very Old Man with Enormous Wings	200	27. Paradise Lost (Book V 561-907)	300
11. A Hunger Artist	300	28. Paradise Lost (Book VI 1-912)	300
12. Jesus Christ Superstar (1 st half)	200	29. To the Virgins	100
13. Jesus Christ Superstar (2 nd half)	200	30. O Captain, My Captain	100
14. God's Grandeur	50	31. Ulysses	100
15. Sonnet 73	50	32. Song of Myself	200
16. Amazing Grace	50	33. Where I Lived, and What I Lived For	100
17. It is Well with My Soul	50	34. Dead Poet's Society Movie (1 st half)	300
		35. Dead Poet's Society Movie (2 nd half)	300

ORIGINAL SHORT STORY (2500 PTS)

Grade	Pts	Description
A	2400	Short story / 1500+ words analysis. Includes an extensive analysis of the work. Analysis exhibits the 4 criteria of an A essay (Content, Style, Grammar, Format). Copies provided for every student.
B	2100	Short Story / 1200+ words analysis. Includes a proficient analysis of the work. Analysis exhibits the 4 criteria of a B essay (Content, Style, Grammar, Format). Copies provided for every student.

C	1900	Short Story/ 1100+ words analysis. Includes an adequate analysis of the work. Analysis exhibits the 4 criteria of a C essay (Content, Style, Grammar, Format) Copies provided for every student.
D	1600	Short Story / 1000 + words analysis. Includes a minimal analysis of the work. Analysis exhibits the 4 criteria of a D essay (Content, Style, Grammar, Format). Copies were not provided for every student.
F	1000	Short Story / 800 + words analysis. Includes an unacceptable analysis or none at all. Analysis exhibits the 4 criteria of an F essay (Content, Style, Grammar, Format). No copies provided.
F	0	Not submitted

ORIGINAL POEM (2500 PTS)

Grade	Pts	Description
A	2400	120+ words/ 1500+ words. Includes an extensive analysis of the work. Analysis exhibits the 4 criteria of an A essay (Content, Style, Grammar, Format). Exceptional presentation in class. Copies provided for every student.
B	2100	120+ words/ 1200+ words. Includes a proficient analysis of the work. Analysis exhibits the 4 criteria of a B essay (Content, Style, Grammar, Format). Proficient presentation in class. Copies provided for every student.
C	1900	100+ words/ 1100+ words. Includes an adequate analysis of the work. Analysis exhibits the 4 criteria of a C essay (Content, Style, Grammar, Format) Adequate presentation in class. Copies provided for every student.
D	1600	80+ words of the length requirement / 1000 + words. Includes a minimal analysis of the work. Analysis exhibits the 4 criteria of a D essay (Content, Style, Grammar, Format). Poor presentation in class. Copies were not provided for every student.
F	1000	50+ words of the length requirement / 800 + words. Includes an unacceptable analysis or none at all. Analysis exhibits the 4 criteria of an F essay (Content, Style, Grammar, Format). Unacceptable presentation in class. No copies provided.
F	0	Poem and/or Analysis was not submitted

CLASSROOM (Extra or Subtraction)

The points will be added or subtracted from your final grade in the class.

Grade	Absences	Questions	Behavior
A	+100 pts	+100 pts	+100 pts

	0-1 absences.	Answers and asks thoughtful questions.	Is respectful and humble, not disruptive or distracting in class.
B	+50 pts 2 absences.	+50 pts Answers and asks questions adequately.	. +50 pts Is respectful and humble; Is rarely disruptive or distracting in class.
C	0 pts 3 absences	0 pts Asks general questions; Answers questions minimally.	0 pts Is mostly respectful and humble; Occasionally is disruptive or distracting in class.
D	-50 pts 4 absences.	-50 pts Usually does not ask questions or provide comments	. -50 pts Is sometimes not respectful and humble; Is regularly disruptive or distracting in class.
F	-100 pts 5 absences.	-100 pts Does not answer or asks questions.	-100 pts Is often not respectful and humble; Consistently disruptive or distracting in class.
F	-150 pts 6-7 absences.	-150 pts Refuses to answers or asks questions.	-150 pts Consistently disruptive or distracting in class; rude and argumentative.

FINAL GRADE (10000 POINTS)

A+ 9800-10000

A 9300-9799

A- 9000-9299

B+ 8700-8999

B 8300-8699

B- 8000-8299

C+ 7700-7999

C 7300-7699

C- 7000-7299

D+ 6700-6999

D 6300-6699

D- 6000-6299

F 0000-5999

SECTION 4: The Schedule

			Aug 21	The Reading History	P/F
Aug 26	1) The Storm (152) Chapter 4 How to Read Slowly Literature Blog web address	50	Aug 28	2) The Lottery (389) 3) The Ones Who Walk Away from Omelas (530)	100 100
Sep 2	4) Everyday Use (809)	100	Sep 4	5) Genesis 1-11 (website) Chapter 5 How To Read Slowly	100
Sep 9	6) Screwtape Letters 1-7 (Online)	200	Sep 11	No Class	
Sep 16	7) A Good Man Is Hard To Find (677)	200	Sep 18	8) To Build A Fire (547)	200
Sep 23	9) A Clean Well-Lighted Place (370)	200	Sep 25	10) A Very Old Man with Enormous Wings (287)	200
Sep 30	11) A Hunger Artist (Online)	300	Oct 2	No Class First Draft of your short story	
Oct 7	12) Jesus Christ Superstar Movie 1974	200	Oct 9	13) Jesus Christ Superstar Movie 1974	200
Oct 14	14) God's Grandeur (95) 15) Chapter 3 How to Read Slowly	50 50	Oct 16	16) Amazing Grace (On-line) 17) It is Well with my Soul (On-Line) 18) How He Loves Me (On-Line))	50 50 50
Oct 21	19) How Do I Love Thee (60) 20) Sonnet 18 Shakespeare (13)	100 100	Oct 23	21) Because I could not stop for death (93) 22) Death be not proud (17) 2 nd Draft of your short story and Analysis	100 100
Oct 28	23) Harlem (140) 24) Theme for English B (138)	100 100	Oct 30	25) We wear the masks (100) 26) America (132)	100 100
Nov 4	27) Paradise Lost (Book V 561-907)	300	Nov 6	28) Paradise Lost (VI 1-912)	300
Nov 11	29) To the Virgins, to make much of time (19) 30) O Captain, My Captain (online) 31) Ulysses (65)	100 100 100	Nov 13	32) From Song of Myself (69-88) 33) Where I Lived, and What I lived for (Chapter 2 Walden) (online)	200 100
Nov 18	34) Dead Poet's Society Movie	300	Nov 20	35) Dead Poet's Society Movie Final Short Story and Analysis	300
Nov 25	No Class Thanksgiving		Nov 27	No Class Thanksgiving	
Dec 2	Poem Presentations in Class		Dec 4	Poem Presentations in Class	
Dec 9	Poem Presentations in Class				

SECTION 5: The Resources

BOOKS

1. Burt, Daniel S. *The Literary 100: A Ranking of the Most Influential Novelists, Playwrights, and Poets Of All Time*. New York: Checkmark, 2001.
2. Clarke, John Henrik, ed. *Black American Short Stories: A Century of The Best*. New York: Hill and Wang, 1996.
3. Cowan, Louise and Os Guinness, Ed. *Invitation to the Classics: A Guide to Books You've Always Wanted to Read*. Grand Rapids: Baker Books, 1998.
4. Fadiman, Clifton and John S. Major. *The New Lifetime Reading Plan: A Classic Guide to World Literature, Revised and Expanded*. 4th ed. New York: HarperCollins, 1997.
5. Foster, Thomas C. *How to Read Literature Like a Professor*. New York: Quill, 2003.
6. Gallagher, Susan V. and Roger Lundin. *Literature Through the Eyes of Faith*. New York: Harper and Row, 1989.
7. Glaspey, Terry W. *Book Lover's Guide to Great Reading: A Guided Tour of Classic and Contemporary Literature*. Downers Grove, ILL: InterVarsity, 2001.
8. Hart, James D. *The Concise Oxford Companion to American Literature*. New York: Oxford Press, 1986.
9. Holman, C. Hugh. *A Handbook to Literature*. 3rd ed. Indianapolis: Odyssey Press, 1978.
10. Jerome, Judson. *The Poet's Handbook*. Cincinnati: Writer's Digest Books, 1980.
11. Lopez, Tiffany. Ed. *Growing Up Chicana/o: An Anthology*. NY: William Morrow, 1993.
12. Miller, Perry. Ed. *The American Transcendentalists: Their Prose and Poetry*. Garden City, NY: Doubleday Anchor Books, 1957.
13. Perkins, John. *With Justice For All*. Ventura, California: Regal Books, 1982.
14. Peters, Thomas C. *Simply C. S. Lewis*. Wheaton, IL: Crossway, 1997.
15. Polonsky, Marc. *The Poetry Reader's Toolkit*. Lincolnwood, Ill: NTC, 1998.
16. Rodriguez, Max, Angeli R. Rasbury, and Carol Taylor. *Sacred Fire: The QBR 101: Essential Black Books*. New York: John Wiley and Sons, 1999.
17. Ryken, Leland. ed. *The Christian Imagination*. Colorado Springs: Shaw Books, 2002.
18. ---. *Triumphs of the Imagination: Literature in Christian Perspective*. Downers Grove, IL: InterVarsity, 1979.
19. ---. *Windows to the World: Literature in Christian Perspective*. Eugene, OR: Wipf and Stock, 2000.
20. Sire, James. *How to Read Slowly*. Wheaton, IL: Harold Shaw, 1989.
21. Trout, James H. ed. *A Sacrifice of Praise: An Anthology of Christian Poetry in English from Caedmon to the Mid-*

Twentieth Century. Nashville: Cumberland, 1999.

22. Veith, Gene Edward, Jr. *Reading Between the Lines: A Christian Guide to Literature*. Wheaton, IL: Crossway Books, 1990.
23. Whitherington, Ben III and Christopher Mead Armitage. *The Poetry of Piety*. Grand Rapids: Baker, 2002.

WEB SITES

1. General Information for African Americans www.everythingblack.com
2. A Guide for Writing Research Papers Based on MLA <http://cctc.commnet.edu/mla.htm>
3. Guide to Grammar and Writing <http://webster.commnet.edu/grammar>
4. Research Paper Information www.Researchpaper.com
5. Librarian's Index to the Internet www.lii.org
6. Library of full text of books, journals, magazines, and newspapers. www.questia.com

SECTION 6: THE Covenant

As a student in Introduction to Literature, I commit to . .

Attend every class period and arrive on time. If I am going to be absent for any reason, I will inform the professor by email or phone and I will explain which class I will miss, the day, and the reason. I understand if I miss eight class periods—regardless of the reason—I will be automatically withdrawn from the class with an F. If you are over 15 minutes late or leave 15 minutes early, you will be counted absent.

Submit all of my work on time. No late work will be accepted unless you submit an appeal for an extension before the assignment is due. My request may be accepted with no penalty, or it may be accepted with a penalty, or it may not be accepted. For school walks, I will submit my work before I miss the class. If I am absent for unforeseen circumstances (illness, weather, death in the family), I will contact the professor. He, however, reserves the right not to accept my late work.

Do my own work. If I commit any act of plagiarism, fabrication, falsification, or deception, I will automatically receive a zero (o) for the assignment, or I will receive a zero (o) for the class. Any cases of plagiarism, etc. will be reported to the academic dean. Additional consequences may apply.

Conduct myself in the classroom in a mature, respectful, and honorable manner. If I engage in any disruptive or inappropriate behavior, I will be asked to leave the classroom, and I will be counted absent. I will not use my cell phone in class.

As a professor of Introduction to Literature, I commit to . . .

Arrive to class on time, be prepared for each class, be present during my office hours, and return assignments in a timely fashion.

Follow the syllabus. If I need, however, to modify this course plan by changing topics, due dates, or even an assignment, I will not add to your current workload, and I will notify you well in advance of the changes.

Treat you in a fair, honest, and respectable manner as a student, as an adult, and as a fellow Christian brother or sister.

Provide academic assistance to best accommodate your learning styles and prayer support for your spiritual growth.

SECTION 7: The Information

MY CHARGE:

If you have a diagnosed learning disability, please see me privately to discuss assessment measures that would enhance your ability to learn.

MY OFFICE HOURS

Tue, Wed, Thu, Fri 8-10 am

Keystone Building, Room 208

MY CAMPUS PHONE

314-837-6777 Ex. 1514

MY CAMPUS E-MAIL

dlay@slcconline.edu

MY WEB SITE

www.proflay.com

MY DISCLAIMER

Please understand that I reserves the right to modify this course plan by changing topics, due dates, or even and assignment as long as it does not add to your workload.

Assignment Zero: Reading History

Assignment: Before the first day of class, answer these questions, and bring the typed answers to class on Thursday, August 21 at 3:00 pm.

1. What were your reading habits from first grade to college?
2. What is your attitude towards reading fiction/poetry?
3. What are some of the most significant works of literature you have read and why?
4. Look in the table of contents of the Short Story book. Which stories have you already read? Please indicate which ones you have read and which ones you enjoyed and did not enjoy.
5. Look in the table of contents of the 250 Poems book. Which poems have you already read? Please indicate which ones you have read and which ones you enjoyed and did not enjoy.
6. Have you ever written an original short story or poem? If so, describe them.