

SAINT LOUIS CHRISTIAN COLLEGE
1360 Grandview Dr.
Florissant, MO 63033

Introduction to Literature
GEN 205N

Professor B. Veech
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Mission Statement

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

COURSE 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 better understand the diverse culture they live in and to prepare them for ministry in a global environment.

OBJECTIVES

Educational:

Assist the student to satisfy the institutional objective of demonstrating a growing appreciation of the multi-cultural world and the resulting implications for ministry (#4).

Divisional:

Fulfill the general education division objective of preparing the student to compose a paper comparing and contrasting the philosophical, historical, artistic, cultural, and religious distinctive in the learner's heritage with those of another people group (#5).

Course:

The student will:

1. Read literary works from diverse perspectives—gender, race, culture, religion, and generation.
2. Respond to literature using current critical approaches.
3. Evaluate literature according to its contextual elements.
4. Analyze the worldview of the literature and compare it with the Christian world-view.
5. Write an analysis of a literary work, focusing on a single idea within the text, breaking the work into literary components, and evaluating the text using a current critical approach.
6. Creatively present a personal interpretation of a short story.

REQUIRED MATERIALS

1. How to Read Slowly by James W. Sire
2. The Art of the Short Story by Dana Gioia and R. S. Gwynn
3. 250 Poems A Portable Anthology (3rd edition) by Peter Schakel & Jack Ridl
4. Class Syllabus – This document, available on the SLCC website, contains hyperlinks to all the required reading web articles.
5. Course Packet– This course packet, available on the SLCC website, contains Reading Response Worksheets and Scoring Rubrics.

COURSE REQUIREMENTS

POLICIES

Submissions

- Final paper must be typed in a clearly readable sized font and in MLA format.
- Any form of plagiarism will not be tolerated. Intentional plagiarism will result in an F for the class. All other forms of plagiarism will result in an F for the assignment.
- Any assignment under the minimum length or submitted incomplete will have a grade reduction of ten percent.

Late Work

- Late work may only be accepted with prior approval from the professor. However, expect a significant grade reduction of at least 10% per class unit.

Electronic Submissions

- Electronic submissions will only be accepted with prior permission from the professor.
- If I request your work as an electronic copy or if you need to send work to me, send it as an attachment to bveech@slcconline.edu
- Important: Write this in the subject heading: Intro to Lit Assignment

Attendance and Behavior Policies

- Class attendance is expected and required. Due to the nature of this non-traditional adult educational program, attendance in class is vital to receiving a quality educational experience. As such, attendance will be carefully monitored.
- Each course meets a total of eleven sessions (including one week of finals) with each session having two individual hours or units. Attendance will be taken during each of the total twenty-two hours or units that the course meets. Missing one whole evening class session is equal to being absent two-hour units. Missing the first or last fifteen minutes of class will constitute a unit of absence.
- Attention in class is expected. Any student who is obviously not paying attention in class will be given notice. If this happens again, the students will be required to leave class. This will result in an absence from the class period. Non-attention involves: sleeping or acting like you are sleeping, any use of a cell phone or other electronic device without the professor's permission, any non-note taking use of a computer or any other kind of electronic device, and any kind of distracting talking, note passing, or inappropriate behavior.

COURSE ASSESSMENT: Each assignment is graded by the weight of the category provide in the syllabus. Assignment requirements are detailed within the syllabus and course packet. It is the responsibility of the student to know and understand the course syllabus and course packet.

COURSE ASSIGNMENTS: You must have a Course Packet for this course in order to do the assignments. The Course packet contains: 1) Reading Response Worksheets and 2) Scoring Rubric for the Critical Analysis Paper.

30% of total grade

Reading Response Worksheets

Each of the written assignment worksheets is due for the class date listed in the syllabus.

Worksheets: You are to examine one or more of the stories and respond to the questions on the assignment worksheet. These worksheets will be assessed based on your ability to apply and analyze the literature using various critical approaches and contextual elements of literature. (Worksheets are in the Course Packet.)

Class Participation & Group Projects

Students may be assigned work in small groups to accomplish specific assignments. These small group assignments cannot be done at a later date since they require group discussion and a sharing of ideas to complete.

25% of total grade

Reading & Quizzes

Reading: In order to take part in the discussion based on the text for that day, you must come to class prepared. This means you must carefully and thoughtfully read the assignments. This may mean reading the assignment more than one time in order to really understand it! Read the literature assigned each week. Additionally, read the biography of the author. For the fiction pieces, author information is provided in the textbook. For the poetry pieces, author information is provided in the on-line resources.

Quizzes: In order to insure that students read the assigned literature each week, a quiz will be given. Quizzes will cover basic information regarding author, background, setting, main characters, and key plot information. Weekly quizzes will be scored on a percentage basis. Quizzes cannot be taken at a later date.

15% of total grade

Critical Analysis Paper

Select a story covered in class and consider an idea presented within the text. Using the various strategies discussed in class, analyze the text. See Critical Analysis Paper Rubric in the Course Packet for further assignment criteria. This paper will not be accepted late. The paper should be a minimum of five pages. It should not exceed seven pages. It must be correctly written at the academic level and in MLA format. A minimum of three sources is required. The sources should be academic in nature. (Sources that are not accepted: courses textbooks, Bible, Wikipedia, dictionaries.) In-text citation and a Works Cited Page must be included in the paper according to MLA formatting standards. Be very careful to cite all sources. Any plagiarism will result in either failing the assignment or failing the course.

Please, refer to the Critical Analysis Paper Rubric for details of the grading requirements provided in the Course Packet.

13% of the total grade

Poetry Writing and Analysis

Write and submit an original poem on any topic. The poem must be a minimum of 12 lines and contain examples of the poetic elements discussed in class. Additionally, a two page typed paper explaining the poetic elements used in the poem must be submitted with the poem. Use the ideas and criteria from the "Poetry Analysis Worksheet" as you write your analysis of your own poem.

12% of the total grade

Final Exam

This comprehensive test will cover the terms, methods of analysis, literary criticisms, and components of the literature read during the semester.

Four Required Reading Sources

I. How to Read Slowly – entire book

II. The Art of the Short Story

1. Herman Melville 599
 - a. Bartleby the Scrivener 600 - 627
 2. Elements of Short Fiction 849 - 862
 3. Kate Chopin 152
 - a. The Storm 153 - 156
 - b. The Story of an Hour 157 - 158
 4. Zora Neale Hurston 377
 - a. Sweat 378 - 388
 5. Ralph Ellison 217
 - a. A Party Down at the Square 218 – 223
 6. Writing About Fiction 863 – 877
 7. Nathaniel Hawthorne 347
 - a. Young Goodman Brown 347 – 357
 - b. The Birthmark 357 – 369
 8. Critical Approaches to Literature 878 – 902
 9. William Faulkner 224
 - a. Barn Burning 225 - 238
 - b. A Rose for Emily 238 - 245
- The Elements of Short Fiction (849 – 862)
10. Critical Approaches to Literature (878 – 904). You should be familiar with the types of literary criticism. It is not necessary to read each literature example.

III. 250 Poems: A Portable Anthology

See Poetry Reading Assignments in this syllabus.

IV. Web Articles and Resources: Click on the hyperlinked title to access the on-line assignment. You do not need to print, but you must have access to these during class because they will form part of the class discussion.

1. (Tim Challies) ["Why Should Christians Read in the Mainstream"](#)
2. (Jim Hendry) [A Christian Approach to Literature](#)

3. (Del Tackett) ["What's a Christian Worldview" by Del Tackett](#)
4. (Del Tackett) ["What's Your View of the World" by Del Tackett](#)
5. (Tracy Munsil) ["What's Your Worldview?" by Tracy Munsil](#)
6. On-line Resource: ["How to Read a Short Story"](#)
7. University of North Carolina: The Writing Center: Literature (Fiction): [Literature - Fiction](#)
8. Hunter College Reading/Writing Center: [Guidelines for Literature Papers](#)
9. Plagiarism Tutorial: <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>
10. Purdue University OWL: [Literary Theory and Schools of Criticism](#)
11. [English 205: Masterworks of English Literature: Critical Approaches to Literature](#)
12. Literature Resources Critical Approaches: ["Critical Approaches to Literature"](#)
13. Shmoop: ["How to Read a Poem"](#)
14. Shmoop: ["Poetry Glossary"](#)
15. Shmoop: ["What is Poetry?"](#)

POETRY READING ASSIGNMENTS:

250 Poems A Portable Anthology (3rd Ed.)

Read the biographical information about each author that is available at the following web sites.

Part One

William Shakespeare

Biography: <http://www.poets.org/poet.php/prmPID/122>

Sonnet 18 (pg. 13)

Sonnet 73 (pg. 13)

John Donne

Biography: <http://www.poets.org/poet.php/prmPID/243>

The Flea (pg. 16)

Death, be not proud (pg. 17)

Elizabeth Barrett Browning

Biography: <http://www.poets.org/poet.php/prmPID/152>

How do I love thee? (pg. 61)

Edgar Allan Poe

Biography: <http://www.poets.org/poet.php/prmPID/130>

The Raven (pg. 60)

Annabel Lee (pg. 63 – 64)

Lord Alfred Tennyson

Biography: <http://www.poets.org/poet.php/prmPID/300>

Ulysses (pg. 65-67)

Crossing the Bar (pg. 67)

Gerard Manley Hopkins

Biography: <http://www.poets.org/poet.php/prmPID/284>

God's Grandeur (pg. 95)

Pied Beauty (pg. 95-96)

PART TWO

Robert Frost

Biography: <http://www.poets.org/poet.php/prmPID/192>

The Road Not Taken (pg. 107 – 108)

Stopping by Woods on a Snowy Evening (pg. 109)

William Carlos Williams

Biography: <http://www.poets.org/poet.php/prmPID/119>

The Red Wheelbarrow (pg. 116)

Spring and All (pg. 117)

Marianne Moore

Biography: <http://www.poets.org/poet.php/prmPID/96>

Poetry (pg. 123)

T. S. Eliot

Biography: <http://www.poets.org/poet.php/prmPID/18>

The Love Song of J. Alfred Prufrock (pg.125-129)

Langston Hughes

Biography: <http://www.poets.org/poet.php/prmPID/18>

The Negro Speaks of Rivers (pg.137)

Mother to Son (pg. 138)

Theme for English B (pg. 138 – 139)

Harlem (pg. 140)

Mark Strand

Biography: <http://www.poets.org/poet.php/prmPID/102>

Eating Poetry (pg. 201)

Introduction to Literature: Class Schedule

The professor reserves the right to modify this course by changing topics, due dates or even assignments as long as it does not add to the current workload.

It is the responsibility of the student to stay up to date with the requirements of the class.

Week 1: October 6

READING ASSIGNMENT DUE

1. Sire Chapter 1 Intro to Reading with the Mind
2. On-line reading assignments:
 - (Tim Challies) ["Why Should Christians Read in the Mainstream"](#)
 - (Jim Hendry) [A Christian Approach to Literature](#)

DISCUSSION TOPICS

- Course Overview
- Why Read Slowly?
- What should Christians read?
- Making an Educated Response to Literature: Reader-Response Criticism Worksheet

Week 2: October 13

WRITTEN ASSIGNMENT DUE: Reader's Response Worksheet – "Bartleby . . ."

READING ASSIGNMENT DUE

1. Sire Chapter 2 Reading Nonfiction
2. "Bartleby the Scrivener: A Story of Wall-Street" H. Melville (pg. 599)
 - a. Audio Link: [Audio: Bartleby the Scrivener](#)
3. On-line Reading Assignments
 - (Del Tackett) ["What's a Christian Worldview" by Del Tackett](#)
 - (Del Tackett) ["What's Your View of the World" by Del Tackett](#)
 - (Tracy Munsil) ["What's Your Worldview?" by Tracy Munsil](#)

QUIZ: "Bartleby..."

DISCUSSION TOPIC:

- Discerning Basic Worldviews
- Herman Melville's Worldview in "Bartleby . . ."

Week 3: October 20

WRITTEN ASSIGNMENT DUE: Worldview Worksheet – "The Storm"

READING ASSIGNMENT DUE

1. Sire Chapter 4 Reading Fiction
2. Kate Chopin (152)
 - a. "The Storm" (pg. 153)
 - i. Audio link: ["The Storm" YouTube](#)
 - b. "The Story of an Hour" by Kate Chopin (pg. 157)
 - i. Audio link: ["The Story of an Hour" LibriBooks Recording](#)
3. On-line Reading Assignment: ["How to Read a Short Story"](#)

QUIZ: "The Storm" & "The Story of an Hour"

DISCUSSION TOPIC: Characteristics of Fiction

Week 4: October 27

READING ASSIGNMENT DUE

1. The Art of the Short Story "Writing About Fiction" (pgs. 863 – 867)
2. On-line Reading Assignments
 - a. University of North Carolina: Writing a Paper on Fiction in Nine Steps [Literature - Fiction](#)
 - b. Hunter College Reading/Writing Center: [Guidelines for Literature Papers](#)
 - c. Plagiarism Tutorial: <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>
 - Take the Plagiarism Pre-Quiz. Then read the Tutorial. Take the Post Quiz and email the results of the Post-Quiz to Professor Veech before the next class. This will be pass/fail quiz grade. It will not be accepted late. QUIZ Email the Plagiarism Post-Quiz to Professor Veech: bveech@slcconline.edu

DISCUSSION TOPIC: Writing About Fiction

WRITTEN ASSIGNMENT: Complete Worksheet: "Writing About Fiction"

Week 5: November 3

WRITTEN ASSIGNMENT DUE:

1. Writing About Fiction Worksheet
2. Fiction Worksheet – Either: "Sweat" or "A Party . . ."
3. Due before class: Plagiarism Quiz sent to bveech@slcconline.edu

READING ASSIGNMENT DUE

1. Sire Chapter 5 The Larger Context
2. Zora Neale Hurston – "Sweat" (pg. 377)
3. Ralph Ellison – "A Party Down at the Square" (pg. 218)

QUIZ: "Sweat" & "A Party Down at the Square"

DISCUSSION TOPIC: Context of Literature: A Deeper Understanding of Literature and Authors

Week 6: November 10

WRITTEN ASSIGNMENT DUE:

1. Context of Literature Worksheet

READING ASSIGNMENT DUE:

1. Sire Chapter 5
2. On-line Reading Assignment:
 - a. Purdue University OWL: [Literary Theory and Schools of Criticism](#) (Make special note of the Typical Questions in each section. These will help to understand the worksheet assignment.)
3. Nathaniel Hawthorne (347)
 - a. "Young Goodman Brown" (pg. 348)
 - i. Audio link: ["Young Goodman Brown"](#)
 - b. "The Birthmark" (pg.357)
 - i. "The Birthmark" (pg. 357)
 - ii. Audio link: ["The Birthmark" YouTube](#)

QUIZ: "Young Goodman Brown" & "The Birthmark"

DISCUSSION TOPIC

- More Context of a Story: Getting the Big Picture and Filling in Some Gaps
- Critical Approaches to Literature: Toward a Thoughtful Response

Week 7: November 17

WRITTEN ASSIGNMENT DUE

1. Critical Approaches to Literature Worksheet

READING ASSIGNMENT DUE

1. William Faulkner (224)
 - a. Barn Burning (pg. 225)
 - i. Popcorn Flix.com: ["Barn Burning" Movie](#)
 - b. A Rose for Emily (pg. 238)
 - i. You Tube Video: [A Rose for Emily You Tube Video](#)

QUIZ: "Barn Burning" & "A Rose for Emily"

DISCUSSION TOPIC

- Critical Approaches to Literature: A Thoughtful Response

Week 8: November 24

WRITTEN ASSIGNMENT DUE

1. Responding to a Story Worksheet (Do this as prewriting & organizing for Critical Analysis Paper.)

READING ASSIGNMENT DUE

1. [Sire](#): Chapter 3
2. [Poetry Part One](#): Syllabus (all poets and assigned poetry): Shakespeare – Hopkins
3. On-line Reading Assignments
 - a. ["How to Read a Poem"](#)
 - b. ["Poetry Glossary"](#)
 - c. ["What is Poetry?"](#)

QUIZ: [Poetry Part One](#)

DISCUSSION TOPIC:

- [Handout](#): Example "Poetry Study – Sonnet 18"
- Characteristics of Poetry

Week 9: December 1

WRITTEN ASSIGNMENT DUE

1. Poetry Analysis Worksheet—Analyze one poem from Part One or Part Two not discussed during class.

READING ASSIGNMENT DUE

1. Poetry Part Two: Syllabus (all poets and assigned poetry): Frost – Strand

QUIZ: Poetry Part Two

DISCUSSION TOPIC: Characteristics of Poetry

Week 10: December 8

WRITTEN ASSIGNMENT DUE

1. Poetry – Writing & Analyzing Your Original Poem
2. Critical Analysis Paper

DISCUSSION TOPIC

Poetry Sharing
Final Exam Review

Week 11: December 15 -- Final Exam

COURSE COVENANT: STUDENTS

As a student at Saint Louis Christian College and in Introduction to Literature, students will:

Attend every class period and arrive on time. If you are going to be absent for any reason, you will inform the professor by email or phone. You will explain which class you will miss, the day, and the reason. If you miss 15 minutes or more of any class, you will be counted absent.

Submit all of your work on time. For school walks, you will submit your work before you miss the class. If you are absent for unforeseen circumstances (illness, weather, death in the family), you will contact the professor. If the professor accepts the absence, you will be penalized one letter grade up to one week late. After one week late, the assignment will receive a zero. The professor, however, reserves the right not to accept late work.

Do your own work. If you commit any act of plagiarism, fabrication, falsification, or deception, you will automatically receive a zero (0) for the assignment, or you will receive a zero (0) for the class. Any cases of plagiarism, etc. will be reported to the academic dean. Additional consequences may apply.

Conduct yourself in the classroom in a mature, respectful, and honorable manner. If you engage in any disruptive or inappropriate behavior, you will be asked to leave the classroom, and you will be counted absent.

COURSE COVENANT: PROFESSOR

As a professor at Saint Louis Christian College and of Introduction to Literature, I commit to:

Arrive to class on time, be prepared for each class, and be available for any student's questions regarding the course or coursework, 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.

LEARNING DISABILITY

If you have a diagnosed learning disability, please see the professor privately to discuss assessment measures that would enhance your ability to learn. You must provide

documentation of this learning disability of Professor K. Duffy. The professor will also inform me about any special arrangements.

INSTRUCTOR: PROFESSOR B. VEECH

OFFICE: KEYSTONE COMPLEX, ROOM 105

Campus E-Mail: bveech@slcconline.edu (Email is the best way to reach me.)

Phone: 314 837-6777 (ext 1125)

DISCLAIMER

Please understand that the professor reserves the right to modify this course plan by changing topics, due dates, or even an assignment as long as the change does not add to the learners' workload.