

English 150: Introduction to Literature

Fall 2018

Instructor: Dr. Julie Williams
Office Hours: T/R, 11 am - 12 pm

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This course is an introduction to the study and appreciation of literature and literary forms. Through reading novels, short stories, poetry, and memoirs we will gain an understanding of how literature shapes the way we see and interact with the world around us. We will analyze, evaluate, and consider works of literature from a range of time periods, cultures, and authors to expand students' appreciation for and enjoyment of literature. By critically exploring literary genres, techniques, and conventions, we will enhance our appreciation of literature and its themes by the end of the semester. Students will engage in close readings of texts and then learn to develop their own interpretations of the literature we read.

Learning Objectives:

1. Read and analyze material. To be successful writers and thinkers, you will consider a number of perspectives, read critically, summarize accurately, and analyze insightfully. These tasks require that you interpret, evaluate, and synthesize a variety of challenging texts.
2. To recognize and describe literary terms and conventions in the genres of memoir, fiction, and poetry.
3. To write brief essays in response to questions about literature.

Assignments and Grading Policies:

Literary Analysis (400 pts): A literary analysis is an argument about a piece of literature that expresses your interpretation or critical evaluation of the work. This is accomplished by examining the literary devices, word choices, or writing structures the author uses within the text. The purpose of a literary analysis is to demonstrate why the author used particular ideas or writing structures to express their ideas, and how the literature influences how we perceive our world. Essays must follow MLA format and be submitted to Learn as Word documents. (4 pages, 200 points each)

Close Reading (100 pts): Close readings of passages form the foundation of literary analysis. For these short assignments, you will analyze a segment of the assigned reading, examining the word choice, symbolism, structure, and underlying meaning of that passage and explain why it is important to the work as a whole. These short assignments can be incorporated into the larger literary analysis assignments. (1 page, 50 points each)

Reading Responses (200 pts): The two reading responses are informal reflections on the readings. These papers are meant to allow you the space to engage with aspects of the text that

you found particularly interesting or puzzling, to practice close reading skills by addressing a short passage from the text, and to explore ideas that you might be considering for potential topics for your literary analysis. They do not need to be thesis driven and can engage with any aspect of the readings we have done. (1-2 pages long, 100 points each)

Class Discussions (300 pts): You are expected to be engaged and actively participate in class discussions. You are expected to be prepared for each week’s discussion by having completed the reading and participate in the exchange of ideas. Points will be given for the quality and thoughtfulness of both your own questions that you bring to the discussions and for your replies to your fellow classmates. (10 discussions, 30 points each)

Point Distribution		Grade	Total Points
Literary Analysis (2 @ 200 points each)	400	A+	970+
		A	930 – 969
		A-	900 – 929
Reading Response Papers (2 @ 100 pts each)	200	B+	870 – 899
		B	830 – 869
		B-	800 – 829
Close Readings (2 @ 50 pts each)	100	C+	770 – 799
		C	730 – 769
		C-	650 – 729
Class Participation (10 @ 30 pts each)	300	D	600-649
		F	Below 600
Total Points	1000		

Attendance Policy: You are expected to “attend” class online just as you would in person. This means logging on to Learn regularly, being prepared to participate actively in discussions, and being prepared to meet due dates. I will require you to participate in online discussions, post discussion questions, and respond to your classmates questions every week to earn your participation points. Students are responsible for submitting weekly assignments on Sundays by 11:59 PM.

- Excused absences include documented hospitalization or other documented, unexpected extreme emergencies; if excessive absenteeism that falls under the purview of “excused absences” continues, I reserve the right to drop students from the course. Please note: doctor’s appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.
- Students who miss the first assignment and do not contact me in the first week will be dropped.

Tutoring: Email Dr. Patricia Gillikin at gillikin@unm.edu for information about free tutoring at the Writing Center.

Late Work: Assignments are due on Learn Sunday evening by 11:59pm. This is the cut-off time, and no assignments will be accepted after this deadline. If you have extenuating circumstances (like a death in the family, illness or a hospitalization), please let me know BEFORE the assignment is due, and we can make other arrangements.

Plagiarism: Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas, downloading and turning in papers from the Internet, or copying passages from sources without proper documentation, or rephrasing an author's ideas and presenting them as the student's new, original thoughts. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the course, or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>.

Email Netiquette Policy: Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails early on is a skill you need as you progress to higher academic levels and career pursuits.
- Emails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, "Essay 1" would be an appropriate subject heading for a question regarding the first essay.
- Emails should also include a salutation. For example, "Dear Dr. Williams" or "Hello Dr. Williams" would be an appropriate salutation. Part of academic discourse is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are "Sincerely," or "Thank you for your help,".
- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Be sure to proofread your email for grammatical errors.

Equal Access: Accessibility Services located in Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me. They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560.
<http://www.unm.edu/~vcadvise/equalaccess.htm>

Student Privacy: Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the

instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNM-VC registrar: (505) 925-8580
<http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Technical Support: If you have questions about computer-related problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems. Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>

Classroom Conduct Caveat: The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment. You are expected to treat your classmates with courtesy and respect. I encourage debate and discussion in the classroom, but I will not allow rudeness or maliciousness in any exchange. UNM students and instructors are bound by the terms of the Student Code of Conduct: <http://pathfinder.unm.edu/policies.htm#studentcode>.

Sexual Harassment and Respectful Campus Policies: The English Department is committed to providing a safe, productive, and harassment-free workplace for instructors and students. For information and assistance, consult the UNM Office of Equal Opportunity at <http://www.unm.edu/~oeounm/index.htm>