English 120: Introduction to Literature

Class time: M-Th 10:30am-12:25pm

Name of Faculty: Dr Kristina Hochwender
Contact details: kh125@evansville.com;
Office hours: TBA

Course Description

In this reading and writing-intensive course, we will explore fiction, poetry, and drama against the backdrop of Harlaxton Manor and our time in England. Encountering Harlaxton’s diverse gardens will illuminate Burnett’s novel *The Secret Garden*, while exploring country manor houses will help to better understand the issues of history, class, race, and landscape that inform poetry celebrating the life of the manor—issues that still inform our lives today. By introducing you to some of the major forms and genres of literature, this class aims to increase your appreciation of the field of literature, and to engage the relationship between art, culture, and place in a vivid way.

Catalogue Description: This course provides an introduction to close reading in the three major genres—fiction, poetry, and drama. Students will learn technical vocabulary appropriate for literary analysis and write frequent papers based on reading and class discussion.

Credit Hour Policy Statement

This class meets the federal credit hour policy of:

- Standard lecture – e.g. 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 hours for each credit.

Over the five weeks of this summer course, this means a minimum time commitment of 135 hours for the 3 hours of course credit. This includes time spent in class as well as time spent outside of class preparing, writing, and revising papers, reading and annotating assignments, studying for quizzes or exams, writing discussion or journal posts, and participating in group discussions or required field trips.

General Education Objective

This course meets the General Education requirements for:

Engagement with Imaginative Expressions of the Human Condition (Enduring Foundations Outcome 2) and for Writing across the Curriculum (Enduring Foundations Overlay E)
# Learning Outcomes and Course Immeasurables

In all my classes, I remind my students as I remind myself that however important it is to know what skills and practices we'll engage during the semester—and it is important—there are also things we don't always measure, and these are important as well. The italicized sections below represent some of my additional hopes for your experience in this course, in reading, in writing, and in personal enrichment.

1. Students will acquire and use a basic vocabulary appropriate to literary studies.
2. Students will analyze and interpret literary texts in three genres, and will practice the art of close reading and literary explication.
3. Students will analyse and interpret individual literary texts with an eye to the language, structure, context, and content of these texts.
4. Students will practice writing proficiency and presentation skills via essays, online discussions, and in-class presentations.

5. *I hope that you find your own experience enriched by language that is beautiful, insightful, challenging, humorous, difficult, and true. I hope you find that writing offers you a way to know yourself and your ideas better, and that in writing your ideas, you discover new ones. I hope you find joy in the process.*

6. *I hope that you extend your understanding of the human experience through the reading of literature this semester. I hope you discover at least one new piece of literature that has personal value, and that you enjoy good conversations about good books.*

7. *I hope you experience the power of your own writing, whether it be to persuade someone about an idea, introduce someone to something they’d overlooked, or simply to find exactly the right word or phrase for the moment.*

8. *I hope that some of what you read in this course will come back to you later, when all the grades are in and the papers are written, and that you will find that the ideas and words you’ve encountered here will influence your thinking in other areas of living, whether academic, civic, or personal. I hope that as you write, you look for ways to connect your words with things you care about, even if those things don’t make it into an essay.*

# Further Information about the Course

## Information Systems:

We will rely extensively on Blackboard; grades, instructions, assignments, and some readings will be posted there; active tourism assignments will be published on Blackboard as well. Please ensure that you are familiar with the site. If you have difficulties, please contact the Office of Technology Services as soon as possible.

All essays and revisions will be posted to Turnitin.com via our Blackboard site. Links for specific assignments will be available on the “Content” page of that site. Assignments being collected for General Education will be posted on LiveText. You can find login instructions on your WebAdvisor account.

## Key Texts: Author, Title, Publisher/Edition, ISBN /ASIN


Henrik Ibsen, *A Doll’s House* (Dover Thrift Edition) 0486-26062-9
Other course materials available on Blackboard, as needed.

### Schedule of Topics and Assignments

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<thead>
<tr>
<th>Date and Topic</th>
<th>Reading Due</th>
<th>Writing Due</th>
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<tbody>
<tr>
<td>Wednesday, May 29 Introduction</td>
<td>In-class.</td>
<td>Introduction journal entry Plagiarism Court</td>
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<tr>
<td>Monday, June 3 Poetry</td>
<td>Sonnets</td>
<td></td>
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<tr>
<td>Tuesday, June 4</td>
<td>Sonnets</td>
<td>Essay 1</td>
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<tr>
<td>Wednesday, June 5</td>
<td>Sestinas Country House poems, to be assigned</td>
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<tr>
<td>Thursday, June 6</td>
<td>Pantoums, Heroic Couplets</td>
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<tr>
<td>Friday, June 7</td>
<td>Elegy, Pastoral, Ode</td>
<td>Essay 1, Revised</td>
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<tr>
<td>Monday, June 10 Fiction</td>
<td><em>The Guernsey Literary and Potato Peel Pie Society</em></td>
<td>Active Tourism 1</td>
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<tr>
<td>Tuesday, June 11</td>
<td><em>The Guernsey Literary and Potato Peel Pie Society</em></td>
<td></td>
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<tr>
<td>Wednesday, June 12</td>
<td><em>The Guernsey Literary and Potato Peel Pie Society</em></td>
<td>Active Tourism 2</td>
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<tr>
<td>Monday, June 17</td>
<td><em>The Secret Garden</em></td>
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<tr>
<td>Tuesday, June 18</td>
<td><em>The Secret Garden</em></td>
<td>Essay 2</td>
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<tr>
<td>Wednesday, June 19 Drama</td>
<td>Anatomy of Gray</td>
<td>Active Tourism 3</td>
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<tr>
<td>Thursday, June 20</td>
<td><em>A Doll’s House</em></td>
<td>Essay 2, Revised</td>
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<td>Monday, June 24</td>
<td><em>Henry IV, part I</em></td>
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<tr>
<td>Tuesday, June 25</td>
<td><em>Henry IV, part I</em></td>
<td>Essay 3</td>
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<tr>
<td>Wednesday, June 26</td>
<td>Final Exam</td>
<td>Active Tourism 4</td>
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### Teaching Methods

This course combines some lecture with discussion and presentation. This course follows a traditional “face to face” format, so you will be expected to attend class daily. As needed, you will also be expected to contribute to online discussions & responses outside of class.

### Assessment and Grading Criteria

**Course Requirements and Assessment:**

- 3 Essays: poetry (essay + revision, 100 points, 20%); fiction (essay + revision, 100 points, 20%); drama (essay, 75 points, 15%)
- Final exam: quotation identification, essay (75 points, 15%)
- Active Tourism assignments (25 points, 5% each, 20% total)
- Attendance, Participation (50 points, 10%)
- total points =500
Grade Distribution
450-500 = A- to A
400-450 = B- to B to B+
350-400 = C- to C to C+
300-350 = D to D+
Below 300 = F
+ and – grades are at the discretion of the instructor

Active Tourism Assignments

**Active Tourism 1:** You’ll memorize a poem of at least 14 lines, and recite it to the class. To accompany your recitation, you’ll write a paragraph explaining your choice and pointing out interesting linguistic highlights from the chosen work.

**Active Tourism 2:** In keeping with our reading of country house poems, you’ll visit Belton House and will write a one-page response linking the conventions of the country house poem with the physical details of the house and landscape. Reflections should include reference to exterior and interior spaces, and should include attention to symbols and materials, as well as to depictions of the family.

**Active Tourism 3:** To enhance the reading of the novels in this course, you’ll tour Harlaxton’s gardens and war sites, and will write a one-page reflection considering the way that such sites illuminate the reading of the novels. Reflections should include attention to the landscape and to Harlaxton’s particular story.

**Active Tourism 4:** In keeping with our reading of Shakespeare’s *Henry IV, part I*, you’ll watch a staged or filmed version of the play, and you’ll write a one-page reflection on your experience of the performance as an adaptation of the original work. Reflections should include staging choices, character interpretations, and the treatment of important moments/speeches in the play.

**Formatting:** Please see the formatting guidelines on our Blackboard page

Attendance Policy

Harlaxton College operates a mandatory attendance policy that is binding on all faculty and students.

In the Summer Semester only ONE unexcused absence will be allowable. Additional unexcused absences will attract an overall grade penalty of a third-of-a-letter grade for each unexcused absence (e.g. one additional unexcused absence would result in an A- being reduced to a B+).

*Students are responsible for the academic consequences of their failure to attend class. If any assessment (e.g. in-class test, exam, paper, presentation, etc.) is missed, there is no expectation or requirement that a faculty member will accept the work after it is due, provide an extension to a deadline, or offer an alternative assessment opportunity for a student with an unexcused absence. However, I do offer a single exception to this rule. Because I acknowledge that there are legitimate reasons to turn material in late, any student may have a one-time 24-hour extension with no penalty and no explanation needed. Simply request the extension, and it will be given.*
Participation

You will participate in this course in several different ways; thoughtful, substantive participation (or the lack thereof) will contribute to your final grade. Plan to participate:

- **a.** Aloud, in the large group setting. Your comments and questions should be thoughtful and related to the literature under discussion. Even if you are not comfortable talking in class, you should plan to participate occasionally. (On the flip side, if you are quite comfortable with large group discussion, leave some spaces for others.)

- **b.** Aloud, in small group settings. We may occasionally break into partner groups for focused discussion, and you should consider it your job to contribute meaningfully with your peers, and also to be able to summarize your discussion for the larger group.

- **c.** Silently. When other students are talking/presenting, please give them your full attention, taking notes when appropriate. The same is true when I am lecturing, which will happen on occasion. Taking notes will help immensely with exam study.

- **d.** In writing. Write in your books; annotate your texts. Note formal devices, themes, connections, and your own personal responses. Highlight, underline, write in the margins. If you hate writing in books, write on post-it notes and attach them to appropriate pages. I may check occasionally for annotation.

Drop/Add and Withdrawal Policy

The course is subject to the UE drop/add policy as modified to apply to a summer semester of study in the UK context.

Disability Policy

It is the policy of the University of Evansville (Harlaxton College) to make reasonable accommodations for students with properly documented disabilities. University of Evansville students should contact the Office of Counselling and Health Education to seek help with this. Students from Partner Universities/Colleges should contact their own relevant student support office. For assistance whilst at Harlaxton students should contact the College Secretary whose office is located adjacent to the Principal’s office.

Written notification to faculty from the College Secretary is required for academic accommodations to be implemented.

Honor Code

All students at the University of Evansville (Harlaxton College) agree to and are bound by the principles and practice of the honor code:

‘I understand that any work I submit for course credit will imply that I have adhered to this Academic Honor Code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.’

The full Honor Code is available online:
[https://www.evansville.edu/offices/deanstudents/downloads/honorcode.pdf](https://www.evansville.edu/offices/deanstudents/downloads/honorcode.pdf)
In practical terms, this means that:

All work submitted for this course must be your own and must be written exclusively for this course. Unauthorized aid can take several forms. The first is plagiarism: any use of another person’s language or ideas without proper citation (including the use of quotation marks) constitutes plagiarism, and is considered a form of academic misconduct. This includes turning in your own work from a previous class. **For purposes of this course, internet sources, including study guide/summary sites (Sparknotes, etc) are considered “unauthorized.”** All work for this course relies on the focal texts and assigned criticism. No other external sources are necessary. For example: you may use the author biographies and glossary at the end of the Strand and Boland text, or you may use the literary dictionary on our “Resources” page, but should not go to the internet for more author information or interpretation. Please avoid going to the internet “to get ideas,” a practice that often results in unintentional plagiarism.

Another form of academic misconduct is too much collaboration. Students who are good friends and who work together on essays often wind up with work that looks too similar, sometimes even incorporating nearly identical wording. For our purposes, you should plan to write essays independently (including the planning process), and if you are taking this class with a friend or roommate, should plan to choose different essay options to ensure independent work. Similarly, while it is ok to get someone else to read your paper in order to get feedback, you should not expect someone else to make corrections for you, to rewrite your sentences, or to point out every error that needs correcting. Once you have finished the plagiarism exercise and quiz, I will presume you understand how to avoid plagiarism and unauthorized aid for this course.