

# English 110: Introduction to Literature

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Spring 2017

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## Course Description

English 110 is an Aesthetic Foundation (AE) course here at Briar Cliff. This means that one of our goals this semester is to give you the ability to comprehend the creative, expressive and structural dimension of literature by expanding your knowledge and appreciation of various literary forms and of their application throughout history.

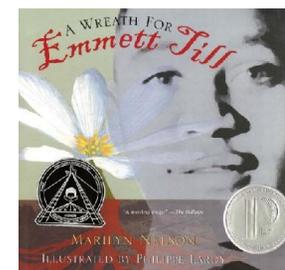
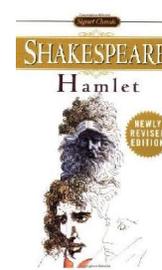
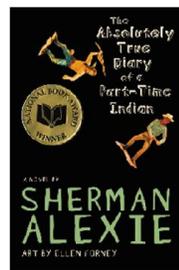
Aesthetic Foundations courses will help students:

- demonstrate an ability to understand and analyze the structure, form, and style of specific works of art, music, literature, drama, or film
- develop an awareness of the aesthetic traditions and the cultural and historical dimensions of specific works of art, music, literature, drama, or film
- understand how form is expressive in a work of art
- come to recognize the value of the arts as an essential form of human expression.

Our course includes texts from five centuries of literature written in English, across two continents. We will read a novel, a play, poetry, short stories, letters, and speeches, all on a wide range of topics: seeking revenge for the murder of a father, coming of age on a Native American reservation, fighting injustice in a world of slavery and oppression, grieving the death of a national leader, understanding how science affects society, or the difficulty of loving people who are very different from ourselves. Despite such variety, this class will only give you a small taste of the different kinds of and types of writing that humans have done in order to express themselves and respond to the world around them. Rather than covering a breadth of literature, we will focus on depth of study. We will have some classes where we spend a whole class period discussing and responding to a single poem—working out how it was written, what it could mean, how it might shape other people’s views of the world.

In other words, we will be looking beyond the idea of literature as *entertainment*—certainly much of what we will read will be entertaining, but most of it will be more than just entertainment. Philip Sidney said that the goal of poetry, and indeed of all literature is “to teach and delight.” Other writers have said that the goal should be to evoke the sublime—the powerful ideas and emotions in our world that are somehow just beyond our ability to fully grasp them, or that are the most difficult to express. By writing about such things, by trying to both teach and delight, these authors hope help us better to understand and confront the world we live in, even the parts we would like to ignore, or that we take for granted.

## Required Materials



### Texts

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little Brown, 2009. ISBN: 978-0316013697  
 Shakespeare, William. *Hamlet*. Revised Edition. Signet, 1998. ISBN: 978-0451526922  
 Nelson, Marilyn. *A Wreath for Emmett Till*. Houghton Mifflin Harcourt, 2009. ISBN: 978-0547076362  
 Printed Course Pack.

### Other Materials

Google Drive and/or Dropbox  
 Daily access to Brightspace and e-mail  
 Notebook and pens or pencils

## Course Outcomes

The elements of in this course are designed to facilitate your growth with regards to five major sets of skills.

EXPECTED COURSE OUTCOMES	METHODS FOR AUGMENTING ABILITIES	METHODS FOR ASSESSMENT
To read texts closely and critically, so as to identify subtle nuances of language and lines of thought	Reading Questions and Exercises Class Discussions In Class Activities	Outlines & Drafts Projects 1-4
To identify, understand, and analyze the elements of well-crafted literature (including structure, form, and style)	Reading Questions and Exercises Class Discussions	4 Essays Projects 1, 3, 4
To thoughtfully engage with complex ideas, and respectfully engage with readers and writers who hold different points of view	Course Readings Class Discussions In-Class Activities	Outlines & Drafts Projects 1, 2, 4
To write clearly and persuasively for a specific audience, expressing your ideas through logical arguments supported by evidence	Outlines & Drafts Individual Meetings	Projects 1, 3, 4 Final Reflection
To develop an awareness of the aesthetic tradition of literature, the cultural and historical dimensions of specific works of literature, and literature's value as a form of human expression	Reading Questions Class Discussions In-Class Activities	Projects 1-4

## Grades

Percentages	
<b>Participation and Professionalism</b>	<b>25%</b>
In-Class Participation and Group Work	30%
Four (4) Individual Meetings with Dr. Taylor	30%
Exercises, Reading Questions, and Quizzes	20%
<b>Logical Outlines and Rough Drafts (4)</b>	<b>20%</b>
Unit 1: Logical Outline	20%
Unit 2: Rough Draft and/or Mock-up	20%
Unit 3: Logical Outline or Rough Draft	30%
Unit 4: Logical Outline or Rough Draft	30%
<b>Unit Essays (4)</b>	<b>50%</b>
Unit 1: Essay or Letter	20%
Unit 2: Essay or Fiction	20%
Unit 3: Essay	30%
Unit 4: Essay	30%
<b>Final Exam Reflection</b>	<b>5%</b>

## Grading Rubric

Grade	Scale	Quality of Work
<b>A</b>	94 - 100.00	<b>An "A" project is superior:</b> it has excellent ideas, logical and compelling organization, precise language, and polished prose. It has a complex, convincing, and interesting argument expressed in a thesis statement; topic sentences and transitions that guide the reader through the logical moves of the argument; extensive, analytic use of any source text(s); and clear expression of the student's own ideas. The paper does not plagiarize, either intentionally or otherwise. The project has been thoroughly revised; it is also extensively proofread, with few or no grammar, spelling, punctuation, or citation mistakes.
<b>A-</b>	90 - 93.99	
<b>B+</b>	87 - 89.99	<b>The "B" project exceeds expectations</b> with above-average, high-quality work. It has a clear thesis, with a

Grade	Scale	Quality of Work
		well-developed and well-organized argument, clearly articulated in transitions and topic sentences. It shows active engagement with any texts, and genuine intellectual work on the part of the author. The project shows substantial improvement from previous drafts. Any grammar, spelling, or punctuation mistakes do not hinder the expression of meaning. All sources are fully cited. The project may have a few structural flaws, or a few weak points, but overall is a strong piece of work.
<b>B</b>	84 - 86.99	
<b>B-</b>	80 - 83.99	
<b>C+</b>	77 - 79.99	<b>The “C” project meets minimum expectations</b> with average or mediocre work. The work has some of the good points listed above, but also has serious flaws. The language is often imprecise; the argument isn’t fully developed or clear. The thesis isn’t immediately apparent or is too vague. The student does not critically engage the texts, only summarizing or “quote bombing.” The project may have large logical or structural problems, but these problems do not hinder the audience’s understanding. A “C” project will also have a few “bright” spots, or areas that might be useful in revising. In short, it has unrealized potential.
<b>C</b>	74 - 76.99	
<b>C-</b>	70 - 73.99	
<b>D+</b>	67 - 69.99	<b>“D” and “F” projects have multiple serious flaws</b> that handicap the work. A thesis or argument is unidentifiable, or the project may be reliant on summary rather than analysis. The language is hard to understand, or ideas may be jumbled in such a way as to hinder the audience’s ability to understand the work. This project may consistently misuse or misrepresent its sources. The project either is difficult to understand or fails to address the assignment goals, prompt, or rhetorical situation. (Note: an “F” for reasons of plagiarism is a 0 on the assignment; other failing grades may have some points attached.)
<b>D</b>	64 - 66.99	
<b>D-</b>	60 - 63.99	
<b>F</b>	0 - 59.99	

## Office Hours and Email

<b>Monday</b>	<b>11:00 AM to 12:00 PM</b>
<b>Tuesday</b>	<b>2:00 to 3:00 PM</b>
<b>Wednesday</b>	<b>11:00 AM to 12:00 PM</b>
<b>Thursday</b>	<b>2:00 to 3:00 PM</b>
<b>Friday</b>	<b>11:00 AM to 12:00 PM</b>

Office hours are held in Heelan Hall 303. You can reserve a 15- or 30-minute timeslot in advance on Starfish. Reservations have first priority, but you can also simply drop by. I am available at other times by appointment, depending on my schedule; **please e-mail me if you cannot come to the scheduled office hours.**

Office hours are a crucial form of class engagement. Students who come to office hours are more likely to improve their skills and do well in the class. When you come to office hours, it helps to have a special question to discuss, a paragraph you want feedback on, or a skill you want to work on. If you’re feeling lost and don’t know what you need to work on, or have multiple issues you want to discuss, I recommend scheduling a longer appointment so we have plenty of time. Of course, if I’m not busy with another student, I’m also happy to talk about more general things like your time at Briar Cliff, your larger educational and professional goals, the latest Marvel movie, etc., so feel to just stop by.

### Email Policy

I try to answer questions via e-mail within 24 hours. I often respond on weekends, but I may take more time. Please plan accordingly. I will not normally comment on whole projects outside of office hours or scheduled individual meetings. However, I am happy to look at small pieces of your work if you provide a particular focus for my comments. For example, if you send me a polite e-mail with a draft of an essay introduction, asking if you have clearly established your argument, I’d be happy to provide feedback by e-mail.

Please follow professional e-mail etiquette when e-mailing all your professors at Briar Cliff, and make sure to use the subject line to indicate which class you are in when e-mailing me.

## Attendance and Participation

### Preparedness, Professionalism, and Participation

I place great value on earnest, enthusiastic engagement of texts. Some of the greatest joy I'll have in class, in fact, will be in hearing your insights and seeing your minds at work. One of our goals is to involve you actively in the learning process rather than simply deluge you with information; to that end, your comments and analysis will provide much of the substance of our class (and much of your grade as well). **Make an effort to say at least one substantial, thoughtful thing in each class** (this can include asking good questions). However, participation is not just about *speaking*, but also listening (evidenced both by taking notes and by your body language in class), attending office hours, working well in small groups during class activities, and behaving professionally.

Please keep in mind the following components of professionalism:

- *Preparedness*: Please arrive in class with the assigned reading, your course pack, and materials for taking notes.
- *Respectfulness*: Please be respectful towards the authors we are reading, towards your fellow students, and towards me. You are welcome and encouraged to disagree with other people's positions so long as you do not use language that is derogatory or insulting.
- *E-mail*: If you have a question about the course, begin by double checking to make sure the syllabus does not answer your question; if it doesn't, then send me a professionally formatted e-mail with the following elements:
  1. A clear subject line, including the course you are taking (Engl 110)
  2. Address me according to my professional title (Dr. Taylor)
  3. Use complete sentences and paragraphs
  4. Sign with your first and last name.
- *Electronic devices*: In class, avoid using electronic devices unless explicitly instructed to do otherwise, as they are often distracting not only to you, but to me and to other members of the class. (Research also indicates that

students who take notes on the computer tend to learn less than students who take notes by hand.)

### Attendance

Class participation is impossible when students do not come to class. In a perfect world, each of you would attend every class, but life has a tendency to not be perfect. I thus offer you **two free absences; additional absences after that will each lower your participation grade 10%**. I recommend you do not waste these free absences on frivolous pursuits, but save them for the inevitable end-of-semester flu or alarm malfunction. **More than 6 absences—3 weeks of class—will result in failing the course.**

Students who don't use any of their free absences may see their grade positively adjusted at the end of term if they are on the cusp between two grades.

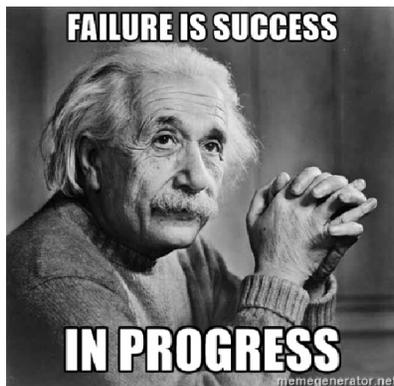
However, I too have had to attend a family member's funeral, been stricken by horrible illnesses that result in hospitalization, and even been chased across campus by hordes of raging Visigoths; what I mean to say is that if you have a legitimate, serious problem, I'm willing to talk and try to work something out if you bring such problems to my attention **as soon as possible!** If you have mandatory absences (for sports or religious observances), they must be brought to my attention in advance, but they will not count against you.

Arriving after class begins will count as **one-half of an absence**. If you are late, you are responsible for seeing me after class to make sure you are marked present; if you do not, it may be counted as a full absence. Students who leave early may be counted absent as well.

## Quality of Failure

One of the greatest hindrances to a student's active learning can be fear of failure: fear of looking silly or stupid in front of a classmate or faculty member, or fear of not getting a good grade on a project. Students have sometimes been taught that they need to be perfect, or as close to perfect as possible, to be rewarded. Students afraid of failure choose not to take risks; they might even choose not to turn work in because it isn't as good as they think it should be.

However, I think that there are things more important than perfection: curiosity, risk taking, persistence, integrity, and self-awareness. Failure can even be an important part of learning. Edward Burger argues that "individuals need to embrace the realization that taking risks and failing are often the essential moves necessary to bring clarity, understanding, and innovation." Rejecting the fear of failure, he writes, can result in "a mind enlivened by curiosity and the intellectual audacity to take risks and create new ideas, a mind that sees a world of unlimited possibilities."



To earn this 5%, you will write a reflection at the time of the final exam in which you discuss the quality of your failure over the semester. You will be graded not on how much you fail, but how you handle failure. Have you been willing to challenge yourself to take risks that might result in failure? Have you been aware of when you have failed, and refused to give up in the face of failure? Have you found ways to use your failure to create something new and interesting? Have you grown from your failures? I hope this grade category will give you the freedom to try new things, and even to fail at them, and to come back having learned something from the experience.

## Logistics and Extensions

All work must be turned in on BrightSpace **one hour before class begins**. Please format all documents and citations according to MLA style unless otherwise noted in the syllabus. Each submitted file name should include your last name, first initial, course, assignment title, and extension.

### Example File Title

Taylor.P.Engl110.Unit1LogicalOutline.docx

While most assignments have word count requirements, these are not hard limits. A few words under is fine (though if you are substantially short, you probably have misunderstood the requirements and will not do well), and if you need to go over, that is fine.

I do not accept late work unless you request an extension by e-mail at least 24 hours in advance, or if you have a documented emergency. If I grant an extension, anything turned in more than 24 hours after the original deadline will still receive a 10% penalty on the final grade for each day it is late. I am willing to make exceptions to this policy in some circumstances if you discuss them with me as soon as is feasible.

Because I do not accept late work, turning in a bad or incomplete project is better than turning in nothing. If you turn in nothing, you will receive a 0; you are likely to still receive some points if you turn in an incomplete project.



## Academic Integrity

### Academic Integrity in Our Class

In this class, I encourage you to build on the ideas and texts of others; this is a vital part of academic life. However, when you use another person's ideas, language, or syntax—whether directly, in summary, or in paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. If you do not, you are guilty of plagiarism, you will receive a zero for the assignment and possibly the course, and you will be referred to the Vice President of Academic Affairs.

Students commit plagiarism if they do ANY of the following:

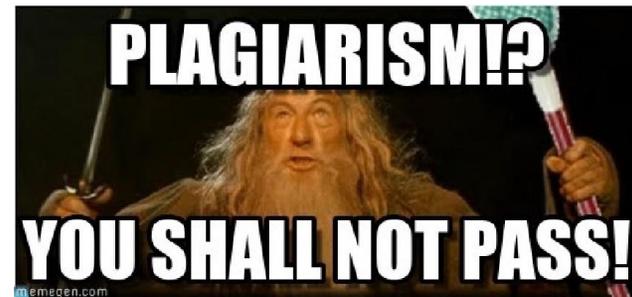
- Use the internet as a source of ideas without citing
- “Cut and paste” text, images, or sound into a project without citing
- Modify material from a source (text, images, sound, etc.) and incorporate into a project without citing
- Submit a project created by someone else, including a tutor, while claiming to be the author.
- Submit a project they created in another course without the permission of both instructors.
- Put another person's ideas “in their own words” without documenting the source.
- Take another person's expressions—a key word, a phrase, or a longer passage—without telling the reader precisely what has been done. This is considered plagiarism even when the student's own ideas are being expressed.

If you have questions about using sources during the semester, consult me, the Writing Center, the Purdue OWL (<http://bit.ly/2fn76eM>) or Harvard's online guide to using sources (<http://bit.ly/21PrHsx>). If you are ever tempted to plagiarize because of stress or lack of time, talk to me first because I can help. Do not let stress tarnish your academic record.

### From the Briar Cliff Catalog

Briar Cliff strives to create an environment where the dignity of each person is recognized. Accordingly, integrity in relationships and work is supported and rewarded, and honesty in academic matters is expected of all students. Actions which are contrary to the spirit of academic integrity will not be tolerated. Any attempt to misrepresent someone else's work as one's own, receive credit for assignments one did not do, obtain an unfair advantage over other students in the completion of work, or aid another student to do the above will be considered a breach of academic integrity. These include:

- Obtaining, disseminating or using unauthorized materials for the completion (by oneself or another student) of an examination, paper or assignment;
- Unauthorized collusion with another student in completing an assignment;
- Submitting as one's own the work of another student or allowing one's work to be submitted for credit by another;
- Copying from another student's paper or allowing one's paper to be copied;
- Computer theft which includes unauthorized duplication of software, unauthorized access into accounts other than one's own and the use of university resources (computer facilities, networks, software, etc) for financial gain; and
- Plagiarism: the representation of another's ideas, statements or data as one's own.



## Mandatory Reporting

As an instructor, I have a mandatory reporting responsibility under The Title IX Educational Act of 1972 which prohibits violence, harassment, and discrimination based on sex and gender. For the sake of Briar Cliff University students' safety and welfare, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Briar Cliff University's campus with Title IX Coordinator or Deputy Title IX Coordinators.

If you wish to contact someone confidentially, you can speak with three people on campus:

- Jeanette Tobin, Director of Counseling Services  
712-279-5433, [Jeanette.Tobin@briarcliff.edu](mailto:Jeanette.Tobin@briarcliff.edu)
- Carla Jo Morgan, Campus Nurse  
712-279-5436, [CarlaJo.Morgan@briarcliff.edu](mailto:CarlaJo.Morgan@briarcliff.edu)
- Sr. Janet May, Director of Campus Ministry  
712-279-5227, [Janet.May@briarcliff.edu](mailto:Janet.May@briarcliff.edu)

The Briar Cliff University Sexual Violence and Harassment policy and information pertaining to on-campus confidential resources, reporting to University officials, and additional on-campus resources can be found at: <http://www.briarcliff.edu/legal-and-consumer/sexual-abuse,-assault-and-title-ix-procedures/>

## TITLE IX

"NO PERSON IN THE UNITED STATES SHALL, ON THE BASIS OF SEX, BE EXCLUDED FROM PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE SUBJECTED TO DISCRIMINATION UNDER ANY EDUCATION PROGRAM OR ACTIVITY RECEIVING FEDERAL FINANCIAL ASSISTANCE."

## Course Schedule

Subject to change in case of blizzard, hurricane, and alien invasion (etc.)

Individual Meetings will substitute for some regular class sessions

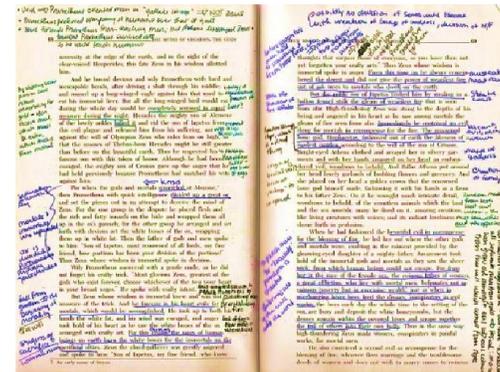
Day	Date	Readings Due	Assignments Due
T	1/24	Course Pack (CP) 1-21	
Th	1/26	Alexie, <i>ATDPTI</i> 1-53 CP: Unit 1 Assignment, Using Sources 1-5 (pgs)	Syllabus Quiz on BrightSpace Syllabus Contract Exercise 1: Quotations
T	1/31	Alexie, <i>ATDPTI</i> 54-103 CP: Formatting	Exercise 2: Quotations
Th	2/2	Alexie, <i>ATDPTI</i> 104-158	Exercise 3: Text and Images
T	2/7	Alexie, <i>ATDPTI</i> 159-213 CP: Logical Outlines (pg);	Schedule Individual Meeting
Th	2/9	Alexie, <i>ATDPTI</i> 214-End CP: Introductions, Thesis Statements	Exercise 4: Discussion Qs
T	2/14	<b>[Individual Meetings]</b>	Project 1: Logical Outline
Th	2/16	CP: "Amleth, Prince of Denmark" CP: Paragraphs, Topic Sentences, and Transitions	
T	2/21	<i>Hamlet</i> , 1.1-1.4 CP: Quoting Poetry and Quoting Shakespeare	Exercise 5: Quotations
Th	2/23	<i>Hamlet</i> 1.5-2.2 CP: Unit 2 Assignment	Unit 1: Final Draft
T	2/28	<i>Hamlet</i> 3.1-3.4	
Th	3/2	<i>Hamlet</i> 4.1-4.7	
T	3/7	<b>Spring Break</b>	<b>Spring Break</b>
Th	3/9	<b>Spring Break</b>	<b>Spring Break</b>
T	3/14	<i>Hamlet</i> 5.1-5.2	
Th	3/16	[ <i>Hamlet</i> Discussion]	Ideas for Project 2
T	3/21	CP: King, "Letter from Birmingham Jail"	Schedule Meeting
Th	3/23	<b>[Individual Meetings]</b>	Project 2: Rough Draft and/or Mock-up
T	3/28	Nelson, <i>A Wreath for Emmett Till</i>	

Day	Date	Readings Due	Assignments Due
Th	3/30	No Class	No Class
T	4/4	CP: Whitman, "When Lilacs Last in the Dooryard Bloomed" CP: Project 3 Assignment	
Th	4/6	CP: Dunbar, "The Haunted Oak"; Holliday, "Strange Fruit"	Project 2: Final Draft
T	4/11	CP: Frost, "Birches"; Shakespeare, "Sonnet 73" Roosevelt, "First Inaugural Address"	
Th	4/13	CP: Truth, "Ain't I a Woman"; Douglass, "The Hypocrisy of American Slavery";	Ideas for Project 3 Schedule Meeting
T	4/18	[Individual Meetings]	Project 3: Logical Outline or Rough Draft
Th	4/20	CP: Jackson, "The Lottery"; Le Guin, "The Ones Who Walk Away from Omelas"	
T	4/25	Chiang, "The Truth of Fact, The Truth of Feeling"	
Th	4/27	Gaiman, "Changed" Butler, "Bloodchild"	Project 3: Final Draft
T	5/2	Bujold, "Mountains of Mourning"	
Th	5/4	Bujold, "Mountains of Mourning"	Ideas for Project 4 Schedule Meeting
T	5/9	[Individual Meetings]	Project 4: Logical Outline or Rough Draft
Th	5/11	Atwood, "Happy Endings"	
FINALS			Unit 4: Final Draft Reflection during Exam time

## Preparing for Class: Readings and Annotations

Please come to class having completed the assigned readings listed on the course schedule. **Always bring the reading to class with you.** Failing to bring the text with you to class more than once will result in a grade penalty. When you read, you should not simply passively pass your eyes over the text. In order to truly understand and process the text, you will need to be more active in your engagement by annotating your text with your thoughts. Here are some strategies you can use:

- **Summarize** what is happening on the page by writing in the margins.
- **Define words you do not know.** Many unfamiliar words may be glossed in the notes in our textbooks; if you run across others, you can look them up in the Oxford English Dictionary which will let you know which meanings of a word were in use at the time the text was written. On campus, simply go to OED.com.
- **Star, bracket, or underline** important passages and circle or otherwise mark important words or ideas.
- **Write questions or comments** next to passages.
- **Color code ideas.** Some students use colored pencils or pens.



<https://aureliamoser.com/2014/02/26/periphages-marginalia-make-better-narratives/>