

**UNIVERSITY OF PUERTO RICO - AGUADILLA
DEPARTMENT OF ENGLISH**

COURSE SYLLABUS

COURSE TITLE	:	Introduction to Literature I
COURSE CODE	:	INGL 3221
COURSE SECTION AND HOUR	:	
NUMBER OF CREDITS	:	3
CONTACT HOURS PER WEEK	:	3 (45 hours per semester)
PRE-REQUISITE	:	Completion of INGL 3102 or INGL 3104
SEMESTER AND ACADEMIC YEAR	:	First Semester 2009-2010

COURSE DESCRIPTION:

Analysis and appreciation of the short story and the essay. Oral and written practice on related topics, taking into consideration the two literary genres mentioned.

GOALS OF THE COURSE:

The goals of the course are: to provide students with the skills, knowledge and attitudes related to literature that will enable them to read, understand, and appreciate literature in the English language; and to create in the students an enduring desire to read literature.

OBJECTIVES OF THE COURSE:

Upon completion of the course, the student will:

- 1) Define the following terms: essay, structure, organization, fiction, plot and structure, characters, point of view, setting, style, tone, symbolism, allegory and theme. (*1,3,4) (NCATE 1; TESOL 1a, 1b)
- 2) Analyze and describe the elements of the essay and fiction represented by the foregoing terms. (*1,3,4) (NCATE 1; TESOL 1a, 1b)
- 3) Take notes on her/his readings. (*1,3,4,9) (NCATE 1; TESOL 1a, 1b)
- 4) Write reflexive journals in which they express their reactions to the story as they respond to the readings. (*1,3,4,9) (NCATE 1; TESOL 1a, 1b, 2a)
- 5) Write a summary. (*3) (NCATE 1; TESOL 1a)
- 6) Interact effectively in collaborative activities. (*9) (NCATE 1; TESOL 1a)
- 7) Develop library skills. (*3) (NCATE 1; TESOL 1a, 1b)
- 8) Develop computer literacy skills. (*7) (NCATE 1; TESOL 1a, 1b)

SPECIFIC OBJECTIVES:

1. Analysis and appreciation of the short story (*1,3,4,) (NCATE 1; TESOL 1a, 1b)
 1. Students will learn to identify the elements of the short story.
 2. Students will respond to the stories by reading and analyzing them in light of their experiences and background.
2. Analysis and appreciation of the essay (*1,3,4,9) (NCATE ; TESOL 1a, 1b)
 1. Students will learn to identify the elements of the essay.
 2. Students will analyze essays critically.

3. Written Responses (*1,3,4) (NCATE 1, TESOL 1a, 1b)
 1. Students will write about the reading selections assigned according to the elements discussed in class and to their own experiences and concerns. In these reflections, they will explore their initial responses to the pieces of fiction.
4. Oral Discussions (*1,3,4) (NCATE 7; TESOL 1a, 1b)
 1. Students will discuss the literary pieces as a whole class, and in small groups.
 2. Students will share their written reflexive journals with their classmates.
5. Use of Research Techniques
Students will:
 1. find information on different topics related to readings assigned in class. (*3,4, 7) (NCATE 1) (TESOL 1a., 1b., 2a.)
 2. carry out the writing process: organizing, drafting, summarizing, revising, editing, documenting. (*1,3,4) (NCATE 1) (TESOL 1a., 1b.)
6. Technology Related Skills
Students will:
 1. develop proficiencies in using technologies purposely and effectively.
 2. use the word processor and graphics tools to communicate ideas and information.
 3. use Internet for research and communication
 4. use electronic library and multimedia resources to read for information and for pleasure
 5. use peripheral devices such as printers, scanners, projectors, and Power Point.

*TEACHER CANDIDATE PROFICIENCIES

COURSE CONTENT AND DISTRIBUTION OF TIME:

Fiction

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|---|---------------------------------|
| A. Introduction to the Course
Critical Thinking and the Pleasures of Literature, pp. 1-12 | Aug. 10-12 (2 hr.) |
| B. Reading Stories, pp. 27-42
Updike, "A & P"
Chopin, "The Story of an Hour", pp. 38-42 | Aug. 14-17 (2 hrs.) |
| C. Types of Short Fiction, pp. 43-48
Parable, Fable, and Tale, pp. 43-45 | Aug. 19-21 (2 hrs.) |
| D. Elements of Fiction | Aug. 24-26 (2 hrs.) |
| <ol style="list-style-type: none"> 1. Plot and Structure, pp. 49-51 <ul style="list-style-type: none"> • Perkins, "The Yellow Wallpaper", pp. 542-552 | Aug. 28-Sept. 9 (6 hrs.) |
| <ol style="list-style-type: none"> 2. Character, pp. 59-62 <ul style="list-style-type: none"> • Boyle, "Astronomer's Wife", pp. 62-66 • Cisneros, "Woman Hollering Creek", pp. 247- • "Cisneros on Herself", pp. 254-257 • "Critics on Cisneros", pp. 257-259 | Aug. 28-Sept. 9 (6 hrs.) |
| <ol style="list-style-type: none"> 3. Setting, pp. 55-67 <ul style="list-style-type: none"> • Walker, "Everyday Use", pp. 743-749 | Sept. 11-14 (2 hrs.) |
| <ol style="list-style-type: none"> 4. Point of View, pp. 77-78 <ul style="list-style-type: none"> • Faulkner, "A Rose for Emily", pp. 78-85 • Tyler, "Teenage Wasteland", (Handout) | Sept. 16-21 (3 hrs.) |
| Quiz #1 | Sept. 25 |
| <ol style="list-style-type: none"> 5. Language and Style, pp. 85-86 <ul style="list-style-type: none"> • Joyce, "Araby", pp. 86-90 | Sept. 28-Oct. 2 (3 hrs.) |

6. Theme, pp. 90-91 **Oct. 5-9 (3 hrs.)**
- Welty, "A Worn Path", .. 91-97
 - Carver, "Cathedral", pp. 455-465
7. Irony and Symbol, pp. 97-100 **Oct. 14-16 (2 hrs.)**
- Lawrence, "The Rocking-Horse Winner", pp. 100-110
 - O'Henry, "The Gift of the Magi" (Handout)
 - Chopin, "The Storm", pp. 477-481 **Oct. 19-21 (2 hrs.)**

Test on the Short Story

Oct. 23

E. Oral and Written Presentations

Oct. 26-Nov. 6 (6 hrs.)

Read "Formal Ways of Writing About Fiction", pp. 116-119

***See Evaluation Strategies for further instructions.**

F. The Essay

Nov. 9-Nov. 30 (11 hrs.)

The Essay - Handbook

1. Reading Essays, pp. 1-25
2. Types of Essays, pp.25-28
3. Elements of the Essay, pp. 28-44
4. Approaching an Essay: Reading and Writing Guidelines, pp. 45-53
5. Essays:
 - Hong Kingston, "No Name Woman", pp. 95-102
 - Walker, "In Search of Our Mothers' Gardens", pp. 159-165

Course Textbook

- Ortiz Cofer, "Silent Dancing", pp. 265-272
- McBride, "Shul" pp. 289-291
- McBride, "School", pp. 291-300

FINAL EXAM: The Essay

Dec. 2

INSTRUCTIONAL STRATEGIES:

- Library Research
- Structured Reflective Journal Writing
- Collaborative Learning
- Group Work
- Oral Discussions
- Writing Assignments

TEXTBOOK:

DiYanni, R. (2007) Literature: Reading Fiction, Poetry, and Drama. (Sixth Ed.) Boston: McGraw Hill.

EVALUATION STRATEGIES:

1. Oral Presentation and Written Report on a Short Story – 100 pts.
Students may decide to work in groups (from three to five members per group) or individually. The task is to analyze a story discussing the elements presented in class. The story may be selected from the textbook (if it is not on the reading list, of course). On the event that a story not included in our anthology is selected, copies must be distributed in advance to the whole class. All stories must be approved by the professor. If you do not present your story on the day scheduled, you may only hand in the written report. Consequently, you will earn a maximum of 50 points only.
2. Partial Examinations on the Short Story — 100 pts.
3. One quiz — 50 pts.
4. Assignments – 50 pts.

5. Journal — 200 pts.
Students must hand in a structured reflexive journal based on the assigned questions and the stories. These journals must be handed in on the date assigned, done in word processor / computer. They will not be accepted at the end of the semester - without exception!
6. Final Exam on the Essay — 100 pts.

GRADING SYSTEM:

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 0	F

CERTIFICATION #10

“Evaluación diferenciada a estudiantes con impedimento”. “La evaluación responderá a la necesidad particular del estudiante.”

BIBLIOGRAPHY:

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- Gillespie, Sheena, Tony Pipolo and Terezinha Fonseca. Literature Across Cultures. New York: Pearson/Longman, 2008.
- MLA Formatting and Style Guide: OWL. July 2007 [<http://owlenglish.purdue.edu/owl/resource/557/01/>]
- Muller, Gilbert H. (1994). The McGraw Hill reader: Themes in the disciplines. New York: McGraw Hill.
- Newman, Robert S. (2001). American lives, American issues. New Jersey: Prentice Hall.
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