

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

COURSE SYLLABUS

COURSE TITLE	:	Introduction to Literature II
COURSE CODE	:	INGL 3222
NUMBER OF CREDITS	:	3
CONTACT HOURS PER WEEK	:	3
PRE-REQUISITE	:	Completion of INGL 3221
SEMESTER AND ACADEMIC YEAR	:	Second Semester 2009-2010

COURSE DESCRIPTION:

Continuation of English 3221: Introduction to Literature. It includes analysis and appreciation of poetry, drama, and the novel.

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 be able to:

1. Analyze and appreciate poetry as well as identify the elements of poetry. (*1,,3,4) (NCATE 1; TESOL 1a, 1b)
2. Analyze and appreciate drama as well as identify the elements of drama and become familiar with these dramas through group work and dramatization. (*1,3,4) (NCATE 1; TESOL 1a, 1b)
3. Write reflections and blog entries that explore their responses to the assigned reading selections according to the elements discussed in class and to their own experiences and concerns. (*1,3,4,9) (NCATE 1; TESOL 1a, 1b, 2a)
4. Discuss the literary pieces as a whole class and in small groups as well as share their written reflections with their classmates. (*1,3,4,9) (NCATE 1; TESOL 1a, 1b, 2a)
5. Develop library skills. (*3) (NCATE 1; TESOL 1a, 1b)
6. Develop computer literacy skills (*7) (NCATE 1; TESOL 1a, 1b)

SPECIFIC OBJECTIVES

1. Analysis and appreciation of poetry (*1,3,4) (NCATE 1; TESOL 1a 1b)
 - Students will learn to identify the elements of poetry.
 - Students will respond to the poems by reading and analyzing them in light of their experiences and background.
2. Analysis and appreciation of drama (*1,3,4,9) (NCATE; TESOL 1a, 1b)
 - Students will learn to identify the elements of drama.
 - Students will analyze dramas critically.

3. Analysis and appreciation of the novel. (*1,3,4) (NCATE 1; TESOL 1a 1b)
 - Students will analyze the novel critically.
4. Written Responses (*1,2,3) (NCATE 1; TESOL 1a, 1b)
 - 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.
5. Oral Discussions (*1,3,4) (NCATE 7; TESOL 1a, 1b) Students will:
 - discuss the literary pieces as a whole class, and in small groups.\
 - share their written reflexive journals with their classmates.
6. Use of Research Techniques – Students will:
 - find information on different topics related to readings assigned in class (*3,4,7) (NCATE 1; TESOL 1a, 1b, 2a)
 - carry out the writing process; organizing, drafting, summarizing, revising, editing, documenting. (*1,3,4) (NCATE 1; TESOL 1a, 1b)
7. Technology Related Skills (*7) (NCATE 1; TESOL 1a, 1b)- Students will:
 - develop proficiencies in using technologies purposely and effectively.
 - use the word processor and graphics tools to communicate ideas and information.
 - use Internet for research and communication.
 - use electronic library and multimedia resources to read for information and for pleasure
 - use peripheral devices such as printers, scanners, projectors, and Power Point.

PPM-UPRag Professional Dispositions:

The PPM-UPRag candidates demonstrate that they:

1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potential to learn and be successful

COURSE CONTENT AND DISTRIBUTION OF TIME:

	Date
Introduction to Poetry (pp. 761-763) Chapter 11 Reading Poems (pp. 763-777)	Jan. 20-22 (2 hrs.)
Chapter 12 Types of Poetry (pp. 775-778) <ul style="list-style-type: none"> • Narrative Poetry • Lyric Poetry 	Jan. 25 (1 hr.)
Chapter 13 Elements of Poetry (pp. 779-841) <ul style="list-style-type: none"> • Voice: Speaker and Tone, p. 779 • Dramatic Monologue: Robert Browning – My Last Duchess • Video on Browning and his Works: <ul style="list-style-type: none"> ✓ Elizabeth Barrett Browning: How Do I Love Thee? (p. 1080) ✓ Muriel Stuart, “In the Orchard” (p. 783-784) ✓ Henry Reed, “Naming of Parts” (p. 785-786) • Diction (p. 787) 	Jan. 27 – Feb. 10 (6 hrs.)
Imagery: pp. 793-798 <ul style="list-style-type: none"> • Elizabeth Bishop, “First Death in Nova Scotia” (pp. 794-795) 	Feb. 12 (1 hrs.)
Figures of Speech <ul style="list-style-type: none"> • Margie Piercy: The Secretary’s Chant (Handout) • Judith Wright: Woman to Child (804) • Linda Pastan – Marks (Handout) 	Feb. 17 – March 10 (9 hrs.)

	Date
<ul style="list-style-type: none"> • Julia de Burgos: A Julia de Burgos Translation, p. 875 • Confessional Poetry (Handout) • Sylvia Plath: <ul style="list-style-type: none"> ✓ Mirror (p. 847) ✓ Metaphors (P. 1171) ✓ Lady Lazarus (p. 1171) ✓ Daddy (Handout) • Film: Sylvia • Formal Ways of Writing about Poetry (pp. 846-858) • Essay on Sylvia Plath 	
<p>Symbolism and Allegory, pp. 804-817</p> <ul style="list-style-type: none"> • Emily Dickinson in Context (pp. 909-912) • Poems: Because I Could Not Stop for Death <ul style="list-style-type: none"> ✓ 'Faith' is a fine invention (p. 915) ✓ Wild Nights – Wild Nights (p. 918) ✓ I dwell in Possibility (p. 931) 	March 12 (1 hr.)
<p>Sound: Rhyme, Alliteration, Assonance (pp. 817-824)</p> <ul style="list-style-type: none"> • Edgar Allan Poe: Annabel Lee (Handout) 	March 15 (1 hr.)
<p>Rhythm and Meter (pp. 824-831)</p> <ul style="list-style-type: none"> • Gwendolyn Brooks: We Real Cool (p. 1079) • Langston Hughes in Context (pp. 989-993) • Critics on Hughes, pp. 1021-1025 • Video: Hughe's Dream Deferred <ul style="list-style-type: none"> ✓ "Dream Deferred" (p. 896) ✓ "I, Too" (p. 996) ✓ "The Negro Speaks of Rivers" (p. 995) ✓ "The Weary Blues" (p. 1001) 	March 17-19 (2 hrs.)
<p>Structure: Closed Form (pp. 822-840)</p> <ul style="list-style-type: none"> • William Shakespeare: The Sonnets <ul style="list-style-type: none"> ✓ "When in Disgrace with Fortune and Men's Eyes" (p. 1180) ✓ "Shall I Compare Thee to a Summer's Day?" (p. 874) ✓ Howard Moss' Transformation of Shall I Compare Thee. . . (p. 874) ✓ "My Mistress' Eyes are Nothing Like the Sun" (p. 1187) 	March 22 (1 hrs.)
<p>Chapter 15, p. 862</p> <ul style="list-style-type: none"> • Adaptations (Poetry and Song) p. 892 • Edwin Arlington Robinson: Richard Cory (p. 894) • Paul Simon, <u>Richard Cory</u> • Sonia Sánchez: Blues (p. 900) 	March 24 (1 hr.)
TEST ON POETRY	March 26
<p>Unit II: Drama</p> <ul style="list-style-type: none"> • Chapter 22: Reading Plays, pp. 1247-1264 • Chapter 23: Types of Drama, pp. 1265-1267 • Chapter 24: Elements of Drama, pp. 1268-1283 	April 5-7 (2 hrs.)
<p>Chapter 27: The Elizabethan Theater</p> <ul style="list-style-type: none"> • Shakespeare in Context (pp. 1387-1390) • Hamlet (Film) • Critics on Shakespeare (pp. 1653-1659) 	April 9-14 (3 hrs.)
<p>Oral Presentations on <u>Hamlet</u> Quiz (50 pts.)</p>	April 21, 23, 26

	Date
Chapter 31: A Collection of Contemporary Plays <ul style="list-style-type: none"> • David Henry Hwang, <i>M. Butterfly</i> (pp. 1982, 2031) • Oral Presentations on Drama 	April 28-30 May 3 (3 hrs.)
Oral Presentations Quiz (50 pts.)	May 5, 7, 10 (3 hrs.)
Unit III: Novel <ul style="list-style-type: none"> • Sylvia Plath: <i>The Bell Jar</i> 	May 12-14
Final Exam: <i>The Novel</i>	May 17

INSTRUCTIONAL STRATEGIES:

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

Technology Related Skills:

In order to develop students' proficiencies in using technology purposefully and effectively, the following computer literacy skills will be emphasized:

- use of a word processor and graphics tools to communicate ideas and information.
- use of electronic libraries and multimedia resources to read for information and for pleasure.
- use of the Internet for research and communication.
- use of technology during assessment / evaluation activities
- use of peripheral devices such as printers, scanners, and projectors.
- Insertion of accessed files into other applications such as a word processor, database, or presentation software such as Power Point.

TEXTBOOK:

Di Yanni, Robert (2007) Literature: Reading Fiction, Poetry, and Drama. 6th Edition. New York: McGraw Hill.

Plath, Sylvia. The Bell Jar. (1971) New York: Harper and Row, Publishers, Inc.

EVALUATION STRATEGIES:

Eight (8) Reflections (8 x 20 pts. Each)	160 pts.
Quiz: Literary Terms	50 pts.
Essay on Sylvia Plath	40 pts.
Partial Exam on Poetry	100 pts.
Two Quizzes (<u>Hamlet</u> and <u>Madame Butterfly</u>)	100 pts.
Group Presentation on Drama (Oral and Written)	100 pts.
Final Exam on <u>The Bell Jar</u>	<u>100 pts.</u>
	650 pts.

GRADING SYSTEM:

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

COURSE POLICIES:

1. Reflections will **NOT** be accepted at the end of the semester, they must be turned in on the assigned date.
2. To pass the course, you must hand in written work on time, in class, and in person. No work will be accepted late.
3. You are responsible for all class work. Attendance, punctuality, and participation are required and indispensable for a satisfactory performance, it's also part of the grade.
4. All written work is to be done by computer unless it is done in class.
5. Have the professor know on time of any problem you may have that will interfere with the class.
6. **No make-ups:** if you have a valid excuse (accident, serious illness, or death of immediate family), the professor will substitute for an essay type test or quiz.
7. Make sure you do whatever needed before coming to class, so you do not interrupt the teaching-learning classroom environment.
8. Cellular phones should be turned off during class.

LAW 51: (ADA)

Reasonable accommodation will be made for students who receive services from vocational rehabilitation. If you need to be accommodated, please notify the professor privately at the beginning of the semester.

BIBLIOGRAPHY:

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- Blakemore, Evans G. (1974). The Riverside Shakespeare. Boston: Houghton Mifflin Company.
- Brown, E.K. and J.O. Bailey. (1962). Victorian Poetry. New York: The Ronald Press Company.
- Guth, Hans P. and Gabrielle L. Rico. (1993). Discovering literature: Fiction, poetry, and drama. New Jersey: Prentice Hall.
- Jacobus, Lee A. (2001). The Bedford introduction to drama. Boston: Bedford/St. Martin's Press.
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- Kalaidjian, Walter, Judith Roof, and Stephen Watt (2003). Understanding Literature. Boston: Houghton Mifflin Company.
- Keating, Helane Levine and Walter Levy. (1991). Lives through literature. New York: Macmillan.
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- Kirsznner, Laurie G. and Stephen R. Mandell. (2000). Literature: Reading, Reacting, Writing. Orlando:

Harcourt Brace.

Newman, Robert S. (2001) American Lives, American Issues. New Jersey: Prentice Hall.

Roberts, Edgar and Henry Jacobs. (1992). Literature: An introduction to reading and writing. New Jersey, Prentice Hall.

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