**ENG 210, Literary Studies, Fall 2017, 3 Credit Hours**

Dr. Sarah Stafford Sims

Carter 215A

Office Hours: 1:00-2:30 MW; 9:00-11:00 TTh; 1:00-2:00 F

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**Course Description**

Literary Studies gives practice in reading, interpreting, evaluating, and writing about literature. The purpose of the course is to enable students to cultivate an appreciation of literature, its aesthetic qualities, and its relevance to the real-life experiences and concerns of individuals and cultures. ENG 112 is prerequisite.

**Textbooks**

Homer. *The Odyssey*. New York: Penguin, 2003.

Kennedy, X. J., and Dana Gioia. *Backpack Literature: An Introduction to Fiction, Poetry, and Drama*. 4th ed. Boston: Pearson, 2012.

Lagerkvist, Par. *Barabbas*. 1951. New York: Vintage, 1989.

**Course Objectives**

By the end of the course, students will be able to:

* value the way literature expresses ideas well (aesthetic appreciation);
* relate literature to real life and multiple cultures (diversity and human behavior);
* examine and interpret literature (critical thinking); and
* identify literary terms, literary forms, and major authors (written communication).

To accomplish these goals, students will practice:

* identifying the major forms of literary expression, becoming familiar with the authors, topics, and themes of literary classics;
* discussing, analyzing, interpreting, and critiquing literary texts;
* writing critical essays in MLA style that reflect both skillful library and Internet research and individual thought;
* enhancing sensitivity to language and structure in literary works, making connections among ideas, texts, authors, and personal experience;
* valuing the ideas and artistry of various cultures and the interpretations of other readers; and
* viewing the reading of literature as a pleasure well worth cultivating and continuing.

**Course Outline**

Jan. 18: Introduction

20: “Sonny’s” (handout); “Tell-Tale” 40

23: “Cask of Amontillado” (handout); “Poison Tree” (handout); “Soliloquy of Spanish Cloister” 569

25: “Cathedral” 85; “Dulce” 398; “O Captain” 619; “To Lucasta” 398; “Silence” (handout); war poetry

27: “Mountain Men” (handout); “Lottery” 235; “Yellow Wall-Paper” 215

30: *Trifles* 633; “Mending Wall” 583

Feb. 1: “Clean, Well-Lighted Place” 151; “Miss Brill” 303; “Story of an Hour” 179

3: *A Doll’s House* 858; “My Last Duchess” 373; “Husband” and “Wife” (handouts)

6: *A Doll’s House* 858; *Sandbox* (handout)

8: “Swimmer” (handout); “Everyday” 77; “On My First Son” 596; “Mother of the Groom” (handout)

10: Test 1

13: “Daddy” 606; “Digging” 589; “Those Winter Sundays” 368; “My Papa’s Waltz” 380; “Rocking Horse Winner” (handout)

15: “Pair of Tickets” 128; “Note” (handout); “Ballad of Birmingham” 500

17: “Barn Burning” 155; “Lamb” (handout); “Tyger” 566; “I’m Nobody” (handout)

20: “Good Man Is Hard to Find” 336; “I, Too” 523; “Dream Deferred” 594

22: “Young Goodman Brown” 260; “Road Not Taken” 534; “Ones . . . Omelas” 229

24: *Oedipus* 690

27: “Eveline” (handout); “Araby” 296; “Shall I Compare” 448; “My Mistress’ Eyes” 614; “When You Are Old” 625; “How Do I Love Thee” 569; “Neutral Tones” 530

Mar. 1: “Hills Like White Elephants” (handout); “La Belle” (handout); “My Love Is Like” (handout)

3: *The Bear* (handout); “To the Virgins” 591; “To His Coy Mistress” 601

6: Test 2

8: “Storm” 104; “Flea” 578; “Living in Sin” (handout); “Shepherd” and “Nymph” (handouts)

10: “A Rose for Emily” 32; I Corinthians 13

13-17: Spring Break

20: “Prufrock” 579; “Dover Beach” 563; “Let Me Not” 501; “Valediction Forbidding Mourning” (handout)

22: *Othello* 742

24: *Othello*; “Lord Randall” (handout); “Barbara Allen” 497; Research Paper conferences

27: *Othello*; “Nothing Gold” 1090; “For Once, Then Something” (handout)

29: *Othello*; “A & P” 18; “Ex-Basketball” (handout); “To an Athlete” 593

31: “Metamorphosis” 301; *Odyssey*

Apr. 3: *Odyssey*; “World Is Too” 541; “Helen” 542

5: *Odyssey*; “Siren” (handout); “Ozymandius” 614

7: Test 3

10: *Odyssey;* “Musee” 564

12: *Odyssey*; “Urn” 460; Research Paper due

14: Good Friday

17: Easter Monday

19: *Odyssey*; “Ulysses” 615

21: *Odyssey*; “When I Heard” 619

24: *Barabbas*; “Batter” 405; “Pied” 437

26: *Barabbas;* “Because I Could Not Stop” 577; “Death Be Not” 578

28: *Barabbas*; “Easter” 590; “Light” 604; “Do Not Go Gentle” 506

May 1: *Barabbas*; Ecclesiastes 12; “Hap” (handout)

3: “Where Are You Going” 307; “We Real Cool” 482

5: “Masque of the Red Death” (handout); “Gift of the Magi” 271

8-12: Final Exam

**Course Requirements**

4 Unit Exams: Tests include identification, paragraph answers, and essay questions.

Researched Essay: Students carefully prepare essays that explore, analyze, compare, and critique literary texts. All invention exercises, peer reviews, and drafts are submitted with the essays. The five-page essays follow MLA documentation and refer to at least four academic sources in addition to the text. Papers must be submitted as a hard copy to the instructor and in digital form to TurnItIn.com. Late assignments are graded during Finals Week or at the instructor’s convenience.

Learning Log: When requested, students record their reflections/reactions to a literary work or to an issue related to their readings. Sometimes log responses will be written at the beginning of class; such responses may be graded as quizzes. Log entries will often be homework assignments. Frequently entries will be read in class as discussion openers.

Quizzes: Frequently brief quizzes, both announced and unannounced, examine the student’s understanding of the texts and of literary terms, expressions, and techniques. When accompanied by acceptable reasons for absence, make-up work may be completed by individual office appointments.

Conferences: Students are expected to visit the instructor’s office at least once during the semester to discuss their progress and to receive guidance in writing the analytic research essays.

Participation: Students are expected to attend class, student conferences, theater trips, and the spring play; to be prepared to participate actively in every class meeting; to contribute to class and peer group discussions; to complete writing and reading assignments on time; and to participate in all in-class exercises.

**Evaluation**

These elements compose the final grade:

4 Exams – 400 points

Research Essay – 150 points

Quizzes – 100 points

Learning Log – 30 points

Participation – 20 points

Grading Scale:

A = 630-700 points

B = 560-629 points

C = 490-559 points

D = 420-489 points

F = 0-419 points

Essays submitted late receive a letter-grade penalty. Essays more than one week late will not be accepted.

Plagiarized work is unacceptable, unethical, and fraudulent. It results in automatic failure of the course. In addition, expulsion from the University can occur.

**Bibliography**

The following sources may be helpful in preparing the research essays and understanding the readings:

Axelrod, Rise B., and Charles R. Cooper. *The St. Martin’s Guide to Writing*. 11th ed. New

York: St. Martin’s, 2016.

Barnet, Sylvan, and Hugo Bedau. *Current Issues and Enduring Questions*. 10th ed. Boston: Bedford, 2017.

Hamilton, Sharon. *Essential Literary Terms*. 2nd ed. New York: Norton, 2017.

Harmon, William, and C. Hugh Holman. *A Handbook for Literature*. 11th ed.

Lunsford, Andrea, and Robert Connors. *The St. Martin’s Handbook*. New York: St. Martin’s, 1999.

*MLA Handbook for Writers of Research Papers*. 8th ed. New York: MLA, 2016.

Roberts, Edgar V. *Writing Themes about Literature*. 2nd ed. Englewood Cliffs: Prentice, 1969.

Strunk, William, Jr., E. B. White, and Charles Osgood. *The Elements of Style*. 4th ed. Old Tappan: Allyn, 1999.

Troyka, Lynn Quitman. *Simon and Schuster Handbook for Writers*. 4th ed. Upper Saddle River: Prentice, 1996.

* literaryhistory.com – A dazzling array of academic research on topics from eighteenth-, nineteenth-, and twentieth-century literature and African-American literature.
* litsum.com – This site states, “Our literature study guides and endnotes include full chapter summaries and analyses, topics for discussion, quotes, style, themes, and character analysis. Litsum is not only the largest free literature summary website online, but we strive to be the best.” Covers a number of World Literature titles.
* nosweatshakespeare.com/ - Has modern English ‘translations’ and other notes on the Bard.
* folger.edu – A good collection of Shakespeare holdings and related information.
* hyperhistory.com/online\_n2/History\_n2/a.html - This is a good site for giving material a historical context. It includes timelines for world categories such as famous people, politics, and religion.
* ccel.org/h/Herbert/temple/poetry.html – A guide for writing a poetry analysis.
* goshen.edu/English/litanalysis.html – A guide for writing a literary analysis.

**Attendance Policy**

Students are expected to attend every meeting of ENG 210. For illness, unavoidable personal emergencies, and participation in university-sponsored events, the equivalent of two weeks of class (6 sessions in MWF classes; 4 sessions in TTh classes) may be missed without penalty. Work missed during an absence that is not approved may not be made up. A total of twelve absences results in automatic withdrawal from the course.

**Academic Support**

The Writing Center and Learning Commons, both located in the Badgett Academic Support Center, provide tutors and general support for reading, writing, research, and learning on all topics. Consult the CU webpage for Learning Commons and Writing Center hours as well as posted announcements. Ask for tutoring in any subject with which you need help. Students may also use the Center and Commons in self-guided learning, employing the study rooms or computers and checking out video cameras.

**Title IX Information**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone: (270) 789-5016

E-mail: [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**Disabilities Information**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.