



ENG 10133-55

Introduction to
Literature

*Nature, Nurture,
and the
Supernatural*

Instructor: Amanda Barnett

Office Hours: 10-11am M/T and by appointment

Email: Amanda.c.barnett@tcu.edu

Office: Reed 402

Class Time: T/Th 2-3:20

Classroom: Reed 331

Course Overview:

The peoples of America have long used literature to delineate their values and concerns as their relationship with the world around them changed. We can look to this literature not only to enlighten us about the past but to assist us in discussing today's issues that are linked to the past.

In this course we will first discuss a broad range of nature writings, then a set of texts (from autobiographies to poetry) that introduce social constructions that seem natural (especially gender), and then move to literature (from non-fiction tracts to novels) that explore what happens when unexplainable events challenge

constructions such as gender and nature. Each of these sections is irrevocably linked to the others and we will have the opportunity to think about these connections as well.

This semester we will hear from a wide variety of voices and will take a broad view of the term literature as well, reading in multiple genres from speeches and poetry to short stories and novels. We will focus on how storytelling shapes who we are and how the stories we tell reveal what is important to us as well as how genre conventions (and the undermining of these conventions) affect our reading of these stories.

Learning Outcomes:

- Students will explore texts of multiple cultural heritages, aesthetic approaches, and ideological perspectives.
- Students will practice and demonstrate the skills of critical reading and interpretation.
- Students will practice and demonstrate the skills of oral presentation and discussion.
- Students will write logically coherent, informed, and persuasive prose.

Required Reading:

The books listed below should be gotten from the bookstore or from an online seller. Please be sure you are using the ISBN number so we all have the same copies. (Other readings will be posted on the course site)

Oscar Micheaux: <i>The Conquest</i> : 9781506172088
Leslie Marmon Silko: <i>Storyteller</i> : 978-0143121282
Foster, Hannah Webster. <i>The Coquette or, The History of Eliza Wharton</i> : 978-0195042399
Daniel J. Wideman: <i>Soulfires: Young Black Men on Love and Violence</i> : 978-0140242157

Alice Munroe: <i>Dance of the Happy Shades</i> : 978-0679781516
Jean Hegland: <i>Into the Forest: A Novel</i> : 978-0553379617
Edgar Allan Poe- <i>The Fall of the House of Usher and Other Writings</i> : 978-0141439815
Shirley Jackson: <i>The Haunting of Hill House</i> : 978-0143039983
Nathaniel Hawthorne: <i>Hawthorne's Short Stories</i> : 978-0307741219

ASSIGNMENTS:

Grade Breakdown:

Oral Presentation	20%
Exams	(2 @ 15% each) 30%
Short Essays	(2 @ 15% each) 30%
Class Preparedness	15%
Final	5%
TOTAL	100%

Oral Presentations:

Each student will chose a day to present on the text we have read for that day. Each presentation is made up of three distinct parts: the presentation itself, the discussion leading afterward, and the write-up. Detailed instructions can be found on the course site. (Some days will have multiple readings and will require more than one presenter. Each text that can be presented on is labeled with an asterisk (*) on the course calendar).

Preparedness:

You are expected to have completed the readings by class time on the date under which they appear in the course schedule. Quizzes will be given throughout the semester at the start of class. Not every period will begin with a quiz; they will be given randomly throughout the semester. You may drop the lowest 2 quiz grades. I will not give make up quizzes.

Exams:

There will be an exam at the end of each unit. You must take an exam in each unit that you do not do your oral presentation (You will take 2 exams all together). The exams will consist of short answer questions. They will each focus on the unit that precedes them.

Essay:

The essays will vary greatly in topic but will each be 3-4 pages in length.

Final:

You are required to attend our final exam time period, to prepare a two minute summary of your final short paper, to create one discussion question based on your paper and to participate in the discussion that follows the summaries.

Grading:

Simply fulfilling the minimum requirements of the course warrants an average grade (*i.e.*, C). Coming to class every day and completing assignments is not something that

earns extra credit or an outstanding grade; it is a basic expectation for coursework. A higher than average grade will be based on:

- 1) the development of your work
- 2) consistently demonstrating critical and creative thinking
- 3) a willingness to take risks by exploring new subjects, genres, and techniques.

Below is a breakdown of how final grades are calculated.

Letter Grade	100 Point Scale	4.0 Scale	Quality of Work
A	100-93	4.00	Outstanding
A-	92-90	3.67	
B+	89-87	3.33	
B	86-83	3.00	Exceeds Expectations
B-	82-80	2.67	
C+	79-77	2.33	
C	76-73	2.00	Meets Expectations/Average
C-	72-70	1.67	
D+	69-67	1.33	
D	66-63	1.00	Below average/needs work
D-	62-0	.67	

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Class Preparedness	15%
Final	5%
TOTAL	100%

Classroom Policies:

Tardies

Please be on time for class. Students who are tardy are a distraction to the whole class. Keep in mind that in-class work cannot be made up.

Late Work

Work will be due by the beginning of class and will be considered late thereafter. If you know you will be missing a class, you must submit the assignment ahead of time to receive credit. If for any reason the technology (PLS) is not working, email me the assignment with an explanation before the time it is due. I will not accept late work without agreement between myself and the student at least 24 hours before the work is due.

Class Conduct

Our classroom is a place for the free exchange of ideas in an environment of mutual respect. Students whose behavior distracts or disrespects others will be asked to leave and will be counted absent.

Office Hours

During my office hours I will be available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours – that time is yours. If these hours don't work for you, please email me and make an appointment.

Drafts

I do not look at drafts over email. However, if you come to my office (during office hours or by appointment) I will be happy to go over it with you.

Email Policy

Emails should be formatted respectfully and appropriately with a greeting, body, and signature. I will respond to your emails within 24 hours during the week. On the weekends I check my emails sporadically so while you may receive a response fairly quickly, do not count on this. This means that if there is an assignment due on Monday I strongly suggest beginning before the weekend so that you can ask questions if necessary. Again, I do not look at drafts over email, but if you have specific questions that cannot be answered by the syllabus or assignment sheet I am happy to help.

Technology Policy

In this class we will use technology many days. However, you may only have as many computers open as needed (ex. In group work not everyone needs their computer at once). I will give specific instructions about the technology use for each activity. Phones are not acceptable in a classroom environment and should not be out during class time.

Attendance

Regular attendance is necessary to your success in this course. Only official university absences are excused (and you are responsible for bringing me notification of university absences *before* the event). Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*. **Three weeks of unexcused absences constitute grounds for failure of the course.** Students whose absences are due to circumstances beyond their control should contact me right away. **Absences under the three-week maximum can still affect your grade adversely as you will be missing important information and preparedness work.**

TCU Disability Statement (verbatim from [TCU catalog](#))

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp. Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Academic Misconduct (see [TCU Undergraduate Catalog](#)):

Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- *Cheating*: 1) Copying from another student's test paper, laboratory report, other report, or computer files and listings; 2) Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; 3) Collaborating with or seeking aid from another student during a test or laboratory without permission; 4) Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; 5) Substituting for another student or permitting another student to substitute for oneself;

- *Plagiarism*: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- *Collusion*: The unauthorized collaboration with another in preparing work offered for credit.
- *Fabrication and falsification*: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- *Multiple submission*: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

TCU RESOURCES

- [New Media Writing Studio](http://www.newmedia.tcu.edu) | Scharbauer 2003 | www.newmedia.tcu.edu | newmedia@tcu.edu | 817-257-5194 | Available to assist students with audio, video, multimedia, and web design projects. The NMWS an open lab for use by students during posted hours and is outfitted with a range of design software. See their website for more information and a schedule of open hours.
- [William L. Adams Center for Writing](http://www.wrt.tcu.edu) | Reed 419 | www.wrt.tcu.edu | 817-257-7221 | An instructional service with the mission of helping improve writing. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. Consultants serve as a friendly audience and address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation.
- [Computer Labs](#)
- [TCU Computer Help Desk](http://www.help.tcu.edu) | Mary Couets Burnett Library | www.help.tcu.edu | 817-257-5855. The Help Desk provides support for TCU computing accounts and services.
- [Mary Couets Burnett Library](#) | reference@tcu.edu | 817-257-7117 | The Library provides resources and services for the research and information needs of the TCU community
- [TCU: Student Affairs | Counseling & Mental Health Center](#) | 817-257-7863 | Promoting psychological health, well being, and resources for TCU students to cope with personal and academic challenges.

SCHEDULE:

The following is a tentative schedule for the semester. It is subject to change as necessary. Readings and assignments should be completed before class on the day they are listed.

DATE	IN CLASS ACTIVITY	READING DUE	MAJOR ASSIGNMENTS DUE
UNIT 1:	Nature		
1/12	Syllabus, Introduction Activity	-----	-----
1/14	A model of the required presentation	Aztec: "The Singer's Art", "Like Flowers Continually Perishing" Inuit: "Song", "Moved" O'odham: "Deer Hunting Song", "A Dream Song", Iroquois: Creation story, Zuni: "Talk Concerning the First Beginning" Genesis creation story	
1/19		Sarah Kimble Knight's journal*	
1/21		Poetry (PLS): Desert Places, Stopping by the Woods on a Snowy Evening, A bird came down the walk, The Negro Dreams of Rivers, Beside the Waterfall, The Fox and the Goat**	
1/26		<i>The Conquest</i> selections*: Introduction, Chap 1, 6, 7, 9-	

		11, 16, 35, pg 257-266, 41, 42: look at all the images*	
1/28		Rachel Carson excerpt* (PLS)	
2/2		Leslie Marmon Silko*: <i>Storyteller</i> (Introduction, Lullaby, The hills and mesas around Leguna 151, pg 160, Uncle Tony's Goat, images to page 167)	
2/4		<i>Storyteller</i> * (Deer Dance/For Your Return, pg 183, pg 190-191, pg 238, the rest of the images)	
2/9			Test 1
Unit 2:	Nurture		
2/11		Foster, Hannah Webster. <i>The Coquette or, The History of Eliza Wharton</i> . Through letter #40*	
2/16		<i>The Coquette: to the end</i> *	
2/18		(All on PLS) Truth, Sojourner. "Ain't I a Woman?" <i>Narrative of Sojourner Truth</i> . * Poems:* Advice to My Son: Peter Meinke Mirror: Sylvia Plath I'm Wife-I've Finished That: Dickinson Mother to Son: Hughes Anne Sexton (One of the fairytale poems)	
2/23		Sherman Alexi: "War Dances"*	Short Essay 1 Due
2/25		Lorrie Moore: "Willing"*, "A Beautiful Grade"*, "Real Estate"*	
3/1		<i>Soulfires</i> : Editor's Notes; Letter to My Brother, Everett, in Prison; Peace,	

		Dog; violence is American; Communion; Deeper than Memory; No Character; choose 1 other piece **	
3/3		Alice Munro: "The Shining Houses"* , "The Office"* , "Boys and Girls"* , "A Trip to the Coast"*	
3/8		Spring Break No Class	
3/10			
3/15		<i>Into the Forest</i> : to middle pg 121*	
3/17		<i>Into the Forest</i> : to the end*	
3/22			Test 2
UNIT 3:	The Supernatural		
3/24		Cotton Mather (PLS) His Abstracts for discovering witches*	
3/29		Cotton Mather Trials of Martha Carrier, Bridget Bishop, Elizabeth How**	
3/31		Washington Irving "Rip Van Winkle"* "Legend of Sleepy Hollow"* "The Spectre Bridegroom"*	
4/5		Nathaniel Hawthorne "The Minister's Black Veil" * "Young Goodman Brown"*	
4/7		Edgar Allan Poe "The Fall of the House of Usher"* "The Black Cat"* "The Tell-Tale Heart"*	

4/12		Shirley Jackson: <i>The Haunting of Hill House</i> : to pg 93*	
4/14		Shirley Jackson: to the end and introduction*	
4/19			Test 3
4/21			Short Essay 2 Due
Final Week			
4/26	LAST CLASS- Evaluations/work time		
5/5	3:00-5:30pm		