English 3381.001: Intro. to Literary Analysis
Ferguson 376
Monday and Wednesday 1-215
Fall, 2020

Instructor: Dr. Michael Martin
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Office Hours:
I will be in my office during these hours, but can also meet you via ZOOM at these times as long as the ZOOM meeting is scheduled.
Monday: 830-930, 3-430
Tuesday: 830-1030, 2-3
Wednesday: 830-930
Thursday: 830-1030, 2-3
Or by scheduled appointment

Catalog Description: “Reading and writing critical analyses of primary texts, including essays, fiction, and poetry. This course, which reviews the mechanics and techniques of literary analysis, should be taken during the first semester the student is eligible for 300 level courses. Prerequisites: nine semester hours of English.”

Course Justification: ENGL 3381 “Introduction to Literary Analysis” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete a significant amount of reading of theoretical, aesthetic, and literary text. The weekly reading will be accompanied by such assignments as in-class and out-of-class writing and class presentations. The amount of writing will average between 18-26 pages over the semester and will, at times, require substantial research. The required outside of class workload will average 6 hours per week.

Course Description: This course is designed to introduce students to the foundations of literary study and writing. Our goal here will not directly focus on the direct interpretation of literary texts, but will instead focus on critically engaging those texts that form the foundation for how and why we engage literary texts. As such, a majority of our study will center on the reading, interpretation and questioning of many of the major essays on criticism. Our discussions will circle around issues of aesthetics, value, questions of craft and

No, no - WE just write about the world...
YOU GUYS have to go out and save the bloody thing!
talent, and the place and/or purpose of literature in an ever-changing world and culture. We will trace the development of these conversations all the way from Aristotle to Eric Carl Link. The importance behind such a study is that it provides students with a general understanding of where and why literary interpretation begins. In other words, if you have ever asked yourself why your professors find value in certain texts or how your professors have brought such interpretations of texts or questions for discussion to your other classes, these essays will, potentially, provide you with that answer. Beyond introducing students to the purpose of literary study, this course will also introduce students to the discourse of the field, the mechanical and stylistic requirements of writing within the field of literary study, and how to research within field.

This course is designed to “evolve” as the semester progresses; in other words, our readings and assignments will all build off of previous readings and assignments. Initially, we will spend a part of the semester studying canonical works of literary criticism and developing our critical thinking, speaking, and writing skills through class discussions and the completion of two summary/analysis papers. In the case of these readings and writing, we will be working on single texts. Then, we will move our exploration into understanding how we can use a tertiary source as a “litmus test” of sorts for a primary text. In this case, our writing and reading will encourage the integration of two distinct texts. Finally, throughout the semester focused on the basics and broader concepts that are required of a seminar paper and of writing for English classes. This will include discussions of how to do research for English papers, how to correctly incorporate MLA style (through in text citation and a complete and correct works cited) into our papers, and, finally, how to develop and support a structured, clear argument.

As you can see, this is an intensive course, but it is not so overwhelming that we cannot accomplish our goals. In order to accomplish our goals, it is important that you not only attend class, but also be prepared when in attendance (i.e. come to class having read and marked your texts, written out questions, and be open to developing your critical faculties).

**Delivery Format:** This class has been designed to be delivered in what SFASU calls a hybrid format. The two modalities that will be employed will be face-to-face meetings with live-stream sessions. The live stream (ZOOM) sessions will be synchronous (happening at the same time) as the face-to-face meetings. However, at this time, we will not have to make use of ZOOM sessions. This classroom space is designated to hold 17 students and up to 3 instructors/aides. We fall into these numbers, so all students will be able to attend class each meeting day. However, should the university say that f2f classes can no longer be held, we will move directly to ZOOM.

**D2L/Brightspace Page:**
As you can imagine, since we are in this mixed format and this “Covid World,” we will have to depend on the D2L page. The D2L page will: house all documents and handouts, include daily modules—when necessary—that will include questions and comments which I hope will help one to engage the daily readings, include discussion boards for different class periods that allow space for those who attend via ZOOM to participate in discussion and to allow all of us to continue our discussions beyond the classroom, and will make use of the Dropbox option for certain assignments. HOWEVER, we will not make use of the mail function within D2L.
It will be important for you to regularly log in to the D2L page, look for updates, and check with the course calendar that will be found in the module entitled “Syllabus and Tentative Calendar.”

**Program Learning Outcomes:**
As this course is a required course for the English major, minor, and writing minor, the following Program Learning Outcomes will be accomplished in this course:

1. The student will demonstrate the ability to read complex texts, closely and accurately.
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
3. The student will demonstrate the ability to effectively conduct literary research.
4. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regard to literary analysis.

**Student Learning Outcomes:**
1) Through class discussion and writing, students will demonstrate the ability to engage and adeptly analyze discipline specific essays on literary aesthetics and theory.
2) At the end of the semester, students will have encountered some of the dominant schools of literary theory/thought. In terms of one specific school of thought, students will read about Feminist criticism alongside reading Kate Chopin’s *The Awakening*.
3) Throughout the semester, students will be taught to conduct research within the field of literary studies. The student will employ this research knowledge through a “treasure hunt” assignment and final seminar paper.
4) Throughout the semester, students will complete summary/analysis and literary interpretation papers. These papers will be graded on the argument developed and stylistics.

**Required Texts:**


**Grade Determination:**
Critical Response: 100 Points each, total 200 points

Chopin Essay: 100 Points

Seminar Paper: 100 points x 2 (this essay will be counted twice). In order to turn this in, you must complete the Annotated Bibliography/Abstract.

Annotated Bibliography/Abstract: If you wish to turn in a final Seminar Paper, you must turn in this assignment when it is due.

Final Exam: 100 points

Treasure Hunt and MLA Worksheet: Pass/Fail (these two assignments must be completed in order to complete the class)

Total: 600 Points

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

Semester Grade
A: 540-600
B: 480-539
C: 420-479
D: 360-419
F: 0-359

Major Course Assignments:

Critical Response:
As you can see from the calendar, every student will write two critical essays. The date when you write these essays will be determined by the group letter you are assigned. The purpose of each critical essay is to practice and further develop the standard abilities of summary and analysis. Each critical essay is to be 4 pages in length, written in the academic voice, show proper MLA citation (through in text citations and a works cited page), be free of stigmatized errors, and provide a clear, purposeful discussion.

Throughout the semester, we will be reading a number of different essays from The Norton Anthology of Criticism and Theory. When you are assigned to complete a critical response essay, you must write on the piece that you have been assigned (your direct assigned essay is found on the calendar). You cannot choose to write on an essay that we have already discussed.

In terms of structuring this essay, I will be grading each essay based on your ability to offer a quality and succinct summary of the primary source AND then your ability to critically analyze said source through argumentative engagement with one or more of the central ideas expressed by the author. When writing the paper, the summary of the primary source should be no longer than 1 to 1 ¼ pages. The goal of this summary is not to highlight every point that an author has made, but to introduce the essay, recognize the author’s thesis, and then outline or highlight the MAJOR points that are used to support said thesis. After the summary, you will need to smoothly transition into the critical analysis of the primary source. This should be the majority of your paper. The analysis is not a continuation of the summary, but the opening of an argumentative discussion. The purpose of said discussion will be to either further develop or problematize (argue against or find fault with) some aspect of the essay. Now, it is most important that this analysis does not simply become a response to the primary source. In other words, any discussion that simply states agreement or disagreement with points being made
and does not inform readers how and why such points of agreement or disagreement come about and are important will not receive a high grade. Furthermore, arguments that are supported by generalizations (points without specific examples) will also be graded accordingly. Remember, there is a great difference between response and analysis. Any student plagiarizing any aspect of this paper will receive 0 points for the paper.

Application Essay:
The greater purpose of this essay is to display your ability to use a tertiary source as a lens for reading, interpreting, or analyzing a primary source. When developing this essay, you will want clearly inform your audience what tertiary source you are using, the main “argument” that you will be using from said source, and then apply that argument or idea to a primary text (in our case, Kate Chopin’s *The Awakening*). The shortest part of this essay should be your introduction where you recognize your tertiary source and the argument that you are taking from said source. The majority of your essay will be dedicated to displaying and supporting the argument that you will make regarding how that source impacted your reading of Chopin and thus impacted your understanding of the novel. This essay is more complex than your summary/analysis papers that will be done earlier in the semester. In order to complete this essay, you will only use Chopin’s novel and our readings. Any student plagiarizing any aspect of this paper will receive 0 points for the paper.

Seminar Paper:
At the end of the semester, you will turn in an 8-10 page seminar paper. This Seminar Paper is one that you will be working on (in different ways) throughout the semester. An explanatory handout for this paper will be provided to you. During the semester, you will complete an Annotated Bibliography and Proposal for this paper. We will peer workshop this “document” on Monday, October 14th, and any student who does not turn in the proposal and annotated bibliography on the date it is due will not be allowed to turn in a seminar paper. As you will have an extended period of time to work on this paper and have all the information presented in class, it is my expectation that these essays are your best work. Furthermore, we will work through a peer response of a draft of the paper (minimum of four full pages must be completed) on Wednesday, November 13th. The paper will be due on Wednesday, November 20th. As already noted, a developed explanation of the requirements for this project will be provided. Any student plagiarizing any aspect of this paper will receive 0 points for the paper.

Final Exam:
A final exam for this class will be held during the scheduled exam period.

General Grading Standard:
The following paragraphs offer a “general” description of how essay grades are determined. Of course with each specific assignment that you complete, there will be specific requirements that will be central to your completion of the essay and your final grade, but this will give you a set of general rules that should always be kept in mind.
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially
completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Course Policies and Procedures:**

*Attendance and Late Work:
I have found, and studies have shown, that students who attend class and are regular participants in activities will show improvement in the areas of critical thinking and writing and thus are more likely to earn better grades. As such, I do hold to an attendance policy. This being said, you will be allowed four absences without penalty. An absence will be counted on any day that you are not in class (for those days that your group is to be in attendance in the classroom) or that you do not attend via ZOOM (for those days that your group is to attend the session via ZOOM). For those days that you are to attend via ZOOM, those are synchronous meeting times; in other words, you will be in your ZOOM session from 1-215—class sessions will not be recorded for you to attend at later times. I will take attendance at the start of every class period by taking roll in class and checking the classroom monitor to see that everyone else has logged in. If you do miss a class meeting, you will not be allowed to make up any work done during that day.

However, if you miss more than four class meetings, your final grade may be impacted in the following manner: if you miss 5 class meetings, your final grade may be no higher than a C; if you miss 6 class periods, you may fail the course. Again, remember that while your final grade will not be directly penalized for any early absence, the fact that you have missed the exploration of certain essays and ideas may ultimately impact your understanding of course material and thus impact your own work. Also, if you miss a class, it is your responsibility to get the notes missed from a peer or to meet with me during office hours. I will not “re-teach” an entire period to anyone through e-mail messages nor will I run through an entire lecture or presentation during office hours. I will gladly help to clarify and explore ideas, but I will not re-teach an entire period.

As for late work, I do my best to return all work in a prompt manner. In order to do so, I must have all assignments turned in on time. This being said, any assignment that is turned in late will be dropped 5 points for each day that it is late. Assignments will be turned in at the start of class. An assignment will be considered late if it is turned in more than 15 minutes after class has begun. As you will know of due dates in advance, I will not accept such excuses as my printer broke, the library printer did not work, something happened to my computer, etc. Plan ahead!

The only absences that will count as excused absences will be DOCUMENTED family emergencies, university sanctioned events (this only includes sport/team events and will only count if I have documentation from the “coach”), extreme medical issues, and (for your ZOOM days) lost internet connections due to inclement weather. An excused absence does not include absences due to doctor appointments, personal illness (a cold, the flu, etc.), work, etc., but will include COVID. In the case of any excused absence, you must remember that any work that is due that day is still due that day unless you have contacted me in **advance** and I have agreed to other arrangements.
Academic Integrity (A-9.1):
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Stephen F. Austin State University defines academic dishonesty as:
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at:  http://www.sfasu.edu/policies/academic_integrity.asp

In terms of this class, any student caught blatantly and purposely plagiarizing or cheating will automatically receive 0 points for the assignment. Furthermore, the incident may be reported.

Cell Phones:
Unless instructed otherwise, all cell phones will be put up in your school bag or purse at the start of class. They will remain there for the period.

Class Discussion and Class Conduct:
In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions and writings. The purpose of such work will be to recognize that while many of the students in the class may be similar in terms of age or year, there are different academic abilities in the classroom and different ways to look at an issue or piece of writing. In other words, one can always learn from his/her peers. In order for this to happen, students should come to class ready to engage in discussion and debate. Our goal is not to “win” an argument or roll over our peers, but to critically engage the texts and our own responses to these texts. This is a space where one must feel comfortable to express his/her ideas and be willing to questions those same ideas. During any discussion, I will encourage debate, but I will not allow any student to employ sexist, racist, or homophobic speech, to commit a threatening action toward any peer, or to purposely work to silence or roll over peer.

At this time, the room to which we have been assigned has enough space for everyone enrolled to attend every meeting. However, should this change and we decide that we must break into groups, we will follow this procedure.

Of course as there will always be a group attending class via ZOOM, it will be difficult for those attending remotely to participate as fully in class discussion/conversation. Since there is always
a delay in ZOOM and we only have 50 minutes (minus the quiz time) to work through a class session, I will ask that direct class discussion be limited to those in physical attendance. I will open the chat function in the ZOOM session and will occasionally be able to check the chat for questions. Furthermore, for those who are not in physical attendance but attending via ZOOM, I will open a discussion forum in D2L where you can go and share your thoughts. Should you post thoughts in the discussion forum, I will respond to your points. Furthermore, I encourage your peers to at least read and, if they wish, respond to your points. This will allow for those not in physical attendance to still have room to participate in discussion.

I hope that you understand that I am not trying to silence anyone, but as the class will be split, I am doing my best to ensure that I can work with all students. As I see it, while in class, you will have much more direct attention—as there will be fewer students present—and this will balance out those days when you are only able to attend via ZOOM.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

In the case of this course, disruptive behavior will include the following: consistent use of cell phones/texting during class, consistent participation in side discussions that are not part of classroom dialogue, referring to your teacher or peers in an inappropriate way, physically threatening your teacher or peers, and completing homework assignments for another class. Students participating in such activities can be asked to leave the class and will be counted as absent.

At this time, the university has also put into place certain COVID based requirements. For example, students are required to wear a face covering in particular areas. For our specific case, students are required to wear a face covering in classrooms and in academic buildings. This requirement can be found at [http://www.sfasu.edu/fall2020](http://www.sfasu.edu/fall2020). Should you come to class without a face covering, I will ask you to put one on. Should you not have a face covering with you, you will be asked to leave the class and be counted as absent. As I know that it is new for us to have to carry a face mask, I will make the following caveat. The first time that a student comes to class without a face mask/she will be asked to leave but will be allowed to attend the session via ZOOM and not be counted as absent. **However, each student will only have this opportunity once.** Any time after that that a student comes to class without a facemask, s/he will be asked to leave and counted as absent. If a student refuses to leave due to a failure to have a face covering, this will be considered “unacceptable student behavior” and University Police will be contacted.

**Finally, as stipulated by the university**
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Zoom Procedures
As has been made clear, we will not all be allowed to be in the classroom at the same time. In an effort to provide you with a safe classroom, the university has stipulated that classrooms can only a certain number of students while allowing for social distancing guidelines. Therefore, the class will be broken into two groups, Group A and Group B (each group will have up to 10 students). As you can see from the course calendar, each group will be designated to meet in the classroom on alternating days. On those days when your group is not slated to meet in the classroom, you are still REQUIRED to attend the class, but you will do so via ZOOM (if you do not do so, you will be counted absent).

When attending class via ZOOM, the following expectations are to be met:
1) The class will start at 1 PM. So, that means you should be logging into ZOOM by about 1255, as it takes some time to get in. If you have another class from 12-1250 and thus may need some time getting back to your room and logging in, please let me know.
2) You will need to stay in the ZOOM session until I dismiss the whole class.
3) I will automatically have your microphone silenced when you enter the ZOOM session. Please keep it silenced. As for how we will run class conversation, see the above statement on “Free Speech and Class Conduct.”
4) At the start of class, you must have your camera on so that I can see your face and see that it is you who has logged in. After that, I would like you to keep your camera on during class. While I understand the tendency to turn off our cameras, I have found that when one literally knows that no one else can see or hear him/her, the tendency to stay focused is lost. In a class such as this, focus is a very important aspect of critical thinking which then leads to critical speaking and writing. Should you not have a camera on your device or have a specific reason for not wanting your camera to remain on, please speak with me and we will see what we can work out.

Withheld Grades:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of
computing the grade point average.”
For the complete policy, http://www.sfasu.edu/policies/semester_grds.asp

*Students with Disabilities:*
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.