

EN 210: Introduction to Literature **Fañomnåkan/FALL 2024**

Section 02: TTH 11:00-12:20

Classroom: EC 105

Office # EC 216

Office Hours: M, T, W, TH: 10-11:00; F: 10:00-12:00

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All originality comes from reading. –Julius von Sachs

Education should not be intended to make people comfortable; it is meant to make them think. Universities should be expected to provide the conditions within which hard thought, and therefore strong disagreement, independent judgment, and the questioning of stubborn assumptions, can flourish in an environment of the greatest freedom.

–Hanna Holborn Gray, former President, University of Chicago

In the past, before the internet, censorship worked by blocking the flow of information. In the 21st century, censorship works by flooding people with irrelevant or misleading information. That is why, today, having power means *being selective* and *knowing what to ignore*. –Roberto Calasso

REQUIRED TEXTS (Might be available in UOG Bookstore; the main thing is to have the correct edition)

Sayaka Murato, *Convenience Store Woman* (Grove Press)

Paul Negri, ed. *Great English Short Stories* (Dover Books); [Great short short stories : quick reads by great writers : Negri, Paul : Free Download, Borrow, and Streaming : Internet Archive](#)

Sherwood Anderson, *Winesburg, Ohio* (Dover Books); [The Project Gutenberg eBook of Winesburg, Ohio, by Sherwood Anderson](#)

EN 210 Description: This course introduces students to literature in various forms as time permits, such as the short story, novella, plays, and poetry. It is a primary assumption of the course that reading and writing about literature is an essential part of a liberal arts education and that the materials of the course should represent cultural diversity.

LINK [Course Descriptions | University of Guam \(uog.edu\)](#)

Course Rationale: This course is offered as part of the academic missions of both the College of Arts and Sciences and the University of Guam. It provides a rigorous and systematic study of vital concepts in literature as well as frequent and extensive practice to improve necessary skills in reading, writing, and critical thinking. It provides insights and perspectives on various cultures, and on individual persons who form the cultures and subcultures. It provides historical and psychological insights that students may use to become aware of themselves as individuals and as participants in their own culture and society.

Critical Thinking: This course is offered as part of the academic missions of both the College of Arts and Sciences and the University of Guam. As such, it engages students in the theory and practice of critical thinking as applied to literary materials and arguments.

Language Awareness: Exposure to a variety of literary styles and idioms in this course ensures that students develop a critical awareness of the significance of language, and the rhetorical uses and abuses of language in literature and the wider cultures that produce it.

Student Learning Objectives

Upon finishing the course, each student will be able to demonstrate the following skills and knowledge:

- Understand the main structural elements of fiction, poetry, and drama
- Analyze and evaluate meaning and theme in fiction, poetry, and drama
- Write effective and thoughtful critical essays about literary texts
- Have an enhanced appreciation of literature as a source of insight into the human condition
- Demonstrate knowledge of significant authors and critical terms

LOW DISTRACTION ZONE (LDZ)

We want to **minimize distraction** to protect the learning process. Devices are to be turned **OFF** before class begins and put away. For online classes, do not run devices in the background—TV, gaming consoles, radios, smartphones, Netflix, etc. Respect your classmates by **reducing collateral distraction**, which is when your use of a digital gadget distracts other students.

Calculation of Grade

1. There will be an in-class **Mid-Term** (25%) and **Final Exercise** (25%) for a subtotal of 50%.
2. There are **three vocabulary quizzes**, each 10%, for a subtotal of 30%. Words come from the stories and from www.merriam-webster.com/word-of-the-day/. **Each quiz has 50 words.**
3. **Class Participation** = 20%
4. For **extra credit**, creative projects are most welcome!

Assignment Schedule:

Read the stories before class. This is the primary responsibility in EN 210—reading before class. **Circle words you don't know.** Also, on certain class days—but not always—a student will be responsible for introducing an assigned story. The professor will let you know, but you can also volunteer. This is excellent class participation.

CLASS SCHEDULE/Assignments

Thurs. 8/15: Course Introduction
 Tues. 8/20: D.H. Lawrence, “The Prussian Officer”
 Thurs. 8/22: Thomas Hardy, “The Fiddler of the Reels”
 Tues. 8/27: Anthony Trollope, “The Parson’s Daughter of Oxney Colne”
 Thurs. 8/29: Charles Dickens, “The Haunted House”
 Tues. 9/3: Rudyard Kipling, “The Phantom Rickshaw”
 Thurs. 9/5: H. G. Wells, “Under the Knife”; Wilkie Collins, “The Dead Hand”
 Tues. 9/10: R.L. Stevenson, “A Lodging for the Night”
 Thurs. 9/12: M. R. James, “Oh, Whistle, and I’ll Come to You, My Lad”
 Tues. 9/17: John Galsworthy, “The Broken Boot”; G. Gissing, “The House of Cobwebs”
 Thurs. 9/19: George Eliot, “The Lifted Veil”
 Tues. 9/24: The Book of the Grotesque; Hands
 Thurs. 9/26: Paper Pills; Mother
 Tues. 10/1: The Philosopher; Nobody Knows
 Thurs. 10/3: A Man of Ideas; Adventure
 Tues. 10/8: FALL BREAK
 Thurs. 10/10: FALL BREAK
 Tues. 10/15: Tandy; The Strength of God
 Thurs. 10/17: The Teacher; Loneliness
 Tues. 10/22: An Awakening; Queer
 Thurs. 10/24: Death; Sophistication; Departure

Tues. 10/29: **Mid-Term Exam**
 Thurs. 10/31: Sayaka Murata, *Convenience Store Woman* 1-36
 Tues. 11/5: *Convenience Store Woman* 37-70
 Thurs. 11/7: *Convenience Store Woman* 71-99
 Tues. 11/12: *Convenience Store Woman* 100-132
 Thurs. 11/14: *Convenience Store Woman* 133-172
 Tues. 11/19: Presentation Workshop
 Thurs. 11/21: Presentations
 Tues. 11/26: Presentations
 Thurs. 11/28: THANKSGIVING
 Tues. 12/3: Exam Review
 Thurs. 12/5: **Final Exam** and last class
 Tues. 12/10—12/12: Official UOG Exam Period

The Four Activities of Literary Studies

Students will have the opportunity to develop their critical thinking and writing skills while being introduced to compelling works in fiction, poetry, and drama. They will be engaged with reading, learning, meditation, and assiduous application.

◊ **Reading** (*legendi*) means actively paying attention to what is being said at the level of the words and sentences being used by the author. It requires detailed observation and, in some cases, *explication* of the passages that seem obscure (exegesis or interpretation). If you like to write notes to yourself in the margins of a text, you are an active reader!

◊ **Learning** (*doctrina*: studying, grasping the content) means *making connections* to your own memory, experience, and knowledge, *filtering* the written materials for comprehension, *situating* it in culture and history, *finding* new knowledge such as biography and literary criticism, and perhaps *summarizing* for yourself certain issues that demand extra attention and clarity. Learning also involves *looking up and defining new words*, *retaining them in memory*, and sometimes *using them in an essay or class discussion* when they seem apt (see “Assiduous Application”)

◊ **Meditation** (*meditatio*) is critical thinking and speculation; it is “philosophical” or thoughtful consideration of the text. It “reaches out farther to what is unknown, and often even rises to the incomprehensible by penetrating, not merely the apparent aspects, but even the hidden recesses of questions.”¹ This may involve using the story to make inferences about contemporary culture, psychology, global trends, social and personal habits.

◊ **Assiduous application** (*assiduitas operis*) means that you take what you have read and develop a thoughtful paper from the issues at stake, the problems and question, the words and details that interest you or provoke your research. It also can mean imitating what you have read in a creative response to the story, poem, or play. Application is practice. This is what Confucius has in mind when he says “I hear and I forget. I see and I remember. I *do* and I understand.”

Dictionary Practice www.merriam-webster.com/word-of-the-day/

As part of the vocabulary work, each student will subscribe to and receive the words of the day that appear on the online version of Webster’s dictionary for the days we have class during the entire semester (seven words per week). You are responsible for learning these words, so make a list. Some you will already know; others will be brand new. *You will be quizzed on these words.*

EXAMPLE for The Word of the Day (see below)

The Word of the Day for May 19 is:

shanghai \shang-HYE\ verb

1 a: to put aboard a ship by force often with the help of liquor or a drug

b : to put by force or threat of force into or as if into a place of detention

2 : to put by trickery into an undesirable position

Examples:

Nick was shanghaied by Erika into helping out at the charity fundraiser after her first volunteer bailed out.

"In time, the new novel, lurching around his psyche, dragged itself away and became real. How I loved to see him shanghaied like that, careening down the rum-soaked wharves of imagination, where any roustabout idea might turn to honest labor." — From Diane Ackerman's 2011 book *One Hundred Names for Love: A Memoir*

The Word of the Day for June 24 is:

borborygmus \bor-buh-RIG-mus\ noun, plural borborygmi
: intestinal rumbling caused by moving gas

Examples:

The hall was very quiet as the test-takers concentrated on the task at hand, and Cara hoped that her embarrassing borborygmus went mostly unnoticed.

"Both men are presenting the classic symptoms [of severe typhoid fever] — fever, sudden prostration, abdominal distress, delirium, right lower quadrant borborygmi.' Springer counted off the symptoms on the fingers of his left hand as if he were on formal ground rounds." — From Robin Cook's 2011 novel *Death Benefit*

Attendance Policy

No absences if possible. In case of illness, crisis, etc. let me know before class. *Three absences will drop your grade one letter grade for the semester.* Most importantly, keep in touch by email or phone regarding your absences, emergencies, assignments, and so on. Communication is MUCH better than silence when it comes to these official matters.

ADA Syllabus Statement/ ADA Accommodation Services

For individuals covered under the ADA (Americans with Disabilities Act), if you are a **student** with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

"Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's [read plagiarist's] own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way or argument or the addition of new material and insights, is a form of plagiarism in academic work."

Official AI Statement

"The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly.

STUDENT LEARNING OUTCOMES ASSESSMENT

Course Name: EN210 Introduction to Literature

Explanation: For full statements of the PLOs, GLOs, ILOs, see the descriptions below the table.

Student Learning Outcome Upon completion of the course, students will	Program Learning Outcome	GenEd Learning Outcome (If Relevant)	Institutional Learning Outcome
A. Understand the main structural elements of fictional, poetry and drama	PLO 1-Language PLO 2-Qualities of text and approaches	GLO 1-Speak, read, write and listen effectively GLO 2-Data analysis and synthesis GLO 4 - Aesthetic significance	ILO 1-Critical thinking ILO 3-Written and oral communication ILO 6-Arts and sciences
B. Analyze and evaluate meaning and theme in fiction, poetry and drama	PLO 1-Language PLO 2-Qualities of text and approaches	GLO 1-Speak, read, write and listen effectively; GLO 2-Data analysis and synthesis; GLO 4-Aesthetic significance	ILO 1-Critical thinking ILO 3-Written and oral Communication ILO 6-Arts and sciences
C. Write effective, thesis-driven critical essays about literary texts	PLO 5-Writing	GLO 1-Speak, read, write and listen effectively GLO 2-Data analysis and synthesis	ILO 1-Critical Thinking ILO 3-Written and oral communication ILO 5-Responsible use of knowledge
D. Develop an enhanced appreciation of literature as a source of insight into the human condition	PLO 2-Qualities of text and approaches	GLO 5-Current events GLO 7-Values	ILO 4-Diversity ILO 5-Responsible use of knowledge ILO 7-Lifelong learning

Program Learning Objectives

- PLO 1. Language - Understand the concepts, structures, and functions of human languages;
- PLO 2. Qualities of Text and Approaches-Describe the aesthetic, rhetorical, structural, and multicultural qualities of literary texts, as well as critical and historical approaches to those texts;
- PLO 3. Oral Presentation-Prepare, organize, and deliver effective oral presentations for a variety of purposes and audiences;
- PLO 4. Research-Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials;
- PLO 5. Writing-Write coherent, discipline-appropriate essays and research papers, documenting properly to avoid plagiarism.

General Education Learning Objectives

- GLO 1. Speak, read, write and listen effectively;
- GLO 2. Data Analysis and Synthesis-Observe, clarify, organize, analyze, synthesize and evaluate data individually and in a group;
- GLO 3. Interpret and Use Math-Interpret and use mathematical concepts, ideas, and other quantitative information to solve problems;
- GLO 4. Aesthetic Significance-Describe the aesthetic significance of an object, work, or experience;
- GLO 5. Interpret current events and issues;
- GLO 6. Use computers;
- GLO 7. Identify and analyze values.

Institutional Learning Outcomes

- ILO 1. Critical Thinking - Mastery of critical thinking and problem solving

- ILO 2. Quantitative Analysis - Mastery of quantitative analysis
- ILO 3. Written Communication - Effective oral and written communication
- ILO 4. Diversity - Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
- ILO 5. Responsible Use - Responsible use of knowledge, natural resources, and technology
- ILO 6. Arts and Sciences - An appreciation of the arts and sciences
- ILO 7. Personal Development and Lifelong Learning - An interest in personal development and lifelong learning

¹ John of Salisbury, *The Metalogicon*, trans. Daniel D. McGarry (Philadelphia: Paul Dry Books, 2009), 64.