ENGLISH DEPARTMENT

SYLLABUS

COURSE TITLE: Introduction to Literature II

CODIFICATION: INGL 3222

CREDITS: Three (3)

PRE-REQUISITES: INGL 3221

CONTACT HOURS: 45 contact hours

COURSE DESCRIPTION: Continuation of English 3221. This course includes the analysis and appreciation of poetry, drama, and the novel.


I. Reading

Students will be guided through the reading and exploration of the written works of renowned writers of the world and the Caribbean, both classic and contemporary, with the primary purpose of having them become aware of their own beliefs, values, and emotions as individuals and as members of a global society. Reading literature will also contribute to the expansion and/or a consciousness of other cultures and philosophies requiring from the students openness to new experiences and a tolerance for diversity. Through subsequent discussions of their readings, students will realize that because of their inherent individual differences, they will react uniquely to each piece of literature.

Through the reading of diverse genres, the students will be guided toward:

A. General Objectives

1. Building meaning using their own knowledge and unfamiliar events and experiences encountered in the texts.
2. Making sense of their own emotions, beliefs, and intentions while exploring those of others.
3. Enriching their beliefs, ideas, and views of their own discourse communities that may increase their tolerance and acceptance of others.
4. Developing global awareness and visualization that may lead to greater tolerance and acceptance of others.

B. Specific Objectives

1. Appreciating the power of words as used by writers in the creation of life-like images and situations.
2. Realizing that literature foments the use of the imagination and is also meant to entertain.
3. Comprehending that reading influences and challenges the development of the reader’s own writing.
4. Recognizing that reading uncovers a wide and continual source of vocabulary and builds upon their general knowledge of the English language.

II. Analysis

In order to achieve greater insight of literary pieces, the students need to acquire and/or hone analysis tools that will encourage critical thinking and facilitate personal explorations and understanding. Awareness of the elements and devices of fiction, poetry, and drama such as character, plot, setting, theme, point of view, conflict, style, diction, irony, symbolism, allusion, figurative language, imagery, form, rhyme, rhythm (meter), theatrical conventions, modes of drama (tragedy and comedy), types of drama (realism, naturalism, symbolism, expressionism, modernism, tragicomedy, absurd, experimental, documentary) and others will contribute to a better understanding. In addition, critical approaches to literature such as formalist, biographical, historical, psychological, mythological, sociological, gender, reader-response, deconstructionist, and cultural studies will be introduced and will create consciousness of alternate ways to interpret and explore literary pieces.

Once the students have been introduced to the various tools and modes of exploration, interpretation, and comprehension of literature, they will be able to:

A. General Objectives

1. Comprehend that their understanding and interpretation of literary texts can become deeper and more significant.
2. Appreciate and distinguish the variety of literary genres and types of literary criticism and analysis.
3. Value literature as a medium that contributes to the broadening of their literacy practices in their multiple discourse communities (e.g., home, university, work).

B. Specific Objectives

1. Participate in critical literary discussions or debates where they may apply various analytical techniques.
2. Offer oral presentations and/or performances of their interpretation, analysis, and comprehension of literary texts.
III. Writing

Through multiple writing activities, students will be provided with opportunities to express their thoughts or opinions and answer questions they may have about different literary texts. These types of exercises will allow them to explore different modes of interpretation and analysis. Writing is viewed as a “meaning-making” process where the students are able to make sense of their own knowledge and expand it as they connect it to new experiences portrayed in literature. Analytical essays, reader responses, illustrated journals, and creative writing projects are some of the writing activities that may be assigned.

Once the students have become acquainted with the different types of literary criticism and formats/structures for the type of academic or creative writing assignments that will be required in this class, they should be able to:

A. General Objectives

1. Demonstrate knowledge of the writing process.
2. Write two literary analysis essays as major assignments.

B. Specific Objectives

1. Understand prewriting techniques such as brainstorming, free writing, clustering, listing, etc., in order to choose a topic/subject for an essay.
2. Create a thesis statement that links analytical thinking and an assigned literary text.
3. Incorporate quotes from a literary piece as evidence and support for their thesis statement.
4. Use external sources retrieved from the Internet or databases.
5. Correctly cite all external sources used in their essay in order to avoid plagiarism.
6. Reinforce their thesis statement in their essay’s concluding paragraph.
7. Create a References or Work(s) Cited page.
8. Use APA or MLA Format.
9. Use writing in a creative manner such as in poetry, short stories, sequels, scripts, illustrated journals, and others.

IV. General Evaluation Criteria

Students will be evaluated on the basis of their oral participation (class discussions, debates, and group work), required written assignments, and any other activities pertinent to the course content and objectives. Examples of other activities that may provide a basis for evaluation are the incorporation and use of music, pictures, films, videos, and reading materials not included in the textbook. Methods of evaluation may vary according to the professor but may also include portfolios, tests, quizzes, oral presentations, and creative performances among other possibilities. Attendance is mandatory and is graded. (See attached Tentative Class Schedule for specific examples).

V. Distribution of Time in the Course:

A. Writing Literary Analysis Essay or Response: 6 hours
B. Creative Writing: 6 hours
C. Basics of Dramatization/Performance/Improvisation: 6 hours  
D. Elements of Drama/Fiction 9 hours  
E. Discussion/Analysis of Plays and Novels: 9 hours  
F. Public Speaking/Oral Presentations/Performance: 9 hours  

VI. Evaluation Criteria for Course (ALL WORK AND ATTENDANCE HAVE EQUAL WEIGHT AND IMPORTANCE):  
Reader’s Responses/Short Essays (2x75 pts): 150 pts.  
Debate: 75 pts.  
Greek Theater Mask and Performance of Antigone 100 pts.  
Puerto Rican Adaptations of Shakespeare 100 pts.  
Oral Presentation on Novel 100 pts.  
Assignments on Moodle Pending  
Attendance 100 pts.  

Total= 625 pts (Approx.). Total= 45 hours  

VII. Other  
REASONABLE ACCOMMODATION  
The UPRB accomplish with Section 504 of the Vocational Rehabilitation Act of 1973, the ADA (American with Disabilities Act) of 1990 and its amendment in 2008, 51 Law of 1996 (Servicios Educativos Integrales para Personas con Impedimentos) and 238 Law of August 31, 2004 (Carta de Derechos de las Personas con Impedimentos) and its amendments in 2008 and 2009 in order to guarantee equality in education and services access. Any student who feels s/he may need an accommodation based on the impact of a disability must visit the Office of Disability Services, located on the first floor of the Students Center, next to the cafeteria, to discuss his/her specific needs and provide written documentation. At the request of the student, the Office of Disability Services will prepare an individualized letter for each professor. This letter certifies that the student has a disability and provides reasonable accommodations required by the student to obtain an adequate academic achievement. A request for reasonable accommodation does not exempt a student from complying with the academic requirements of their program of study.  

ACADEMIC INTEGRITY  
The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.
Grading Scale
A 100-90 %
B 89-80 %
C 79-70 %
D 69-60 %
F 59-00 %

Attendance Grade Scale
0-all excused absences 100 points
1-3 unexcused absences 75 points
5-6 unexcused absences 50 points
7-over unexcused absences 0 points

VIII. Bibliography


Murphy Buckley, E. (2011). *360 Degrees of text: Using poetry to teach close reading and powerful writing.* Urbana, IL: NCTE.


Dr. Brenda Dominguez
Revised: September 2015
Course Title: Introduction to Literature II

Description: Analysis and appreciation of the short story, essay, poetry, drama, and novel, through reading and writing of related topics.

Pre-requisites: First year English courses (INGL 3103-3104) or equivalent/INGL 3221


Other books: *English Dictionary and Spanish-English Dictionary  
*Thesaurus (Dictionary of Synonyms and Antonyms)  
*Optional

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Week One: January 21
Introduction to the course/Student introductions/ Homework: “Reading a Play,” “Theatrical Conventions,” “Elements of a Play” pp. 1151-1153. Moodle Supplementary Component.

Week Two: January 26-28

Week Three: February 2-4
Explanation of “Responses/ Short Essays,” p.1928/MLA Format and Group Meetings for debate to be held on February 9th (75 pts). Reader Response #1 based on Sure Thing by David Ives, pp. 1186-1195. Due Date: February 18th (75 pts).
Week Four: February 9-11

Week Five: February 16-18  February 16th: No Class: Presidents’Day
Reader’s Response #1 due on February 18th (75 pts). Introduction of the Novel and Assignment of Final Project based on the novel (see attached list of novel titles). Divide into four smaller groups/choose novel/hold group meetings (brainstorm). Oral Presentations will be on May 6, 11, 13, and 18 (100 pts).

Week Six: February 23-25

Week Seven: March 2-4
Conclusion of *Oedipus King*/ Brief introduction of *Antigone*, p.1245. Students will make a Greek Theater Mask and perform *Antigone in class [Reader’s Theater]* (100 pts).

Week Eight: March 9-11
Introduction of “The Theater of Shakespeare,” pp.1284-1286. Select scenes from *Othello* will be read (starts p.1290) and discussed. (Video synopsis)

Week Nine: March 16-18
Select scenes from *Hamlet* (starts p. 1393) will be read and discussed. Select scenes from *Midsummer Night’s Dream* (starts p. 1508) will be read and discussed.(Video Synopsis) Assign Reader Response #2 (75 pts) based on any theme presented in the three Shakespearean plays. Due date: April 20th.

Week Ten: March 23-25  March 23rd: No Class: Emancipation Day
Groups (4) will choose a scene from Shakespeare’s plays and will create a Puerto Rican adaptation of the events portrayed. Dramatizations will take place on April 13-15 (100 pts).

Week Eleven: March 30-April 4  NO CLASS: SEMANA SANTA

Week Twelve: April 6-8
Group Meetings for both Dramatizations and Oral Presentations on Novel

Week Thirteen: April 13-15:
Puerto Rican Adaptation of Shakespearean Scene Performances: Two groups per day (100 pts).

Week Fourteen: April 20-22
April 20: Reader Response #2 Due (75 pts).
Week Fifteen: April 27-29
Conclude Modern Theater/ Group Meetings for Final Oral Presentation on Novel

Week Sixteen: May 4-6
Group Meetings and Oral Presentations on Novel begin on May 6th (100 pts).

Week Seventeen: May 11-13
Oral Presentations continue (one group each day).

Week Eighteen: May 18
Oral Presentations conclude on last day of class.

Evaluation Criteria for Course (ALL WORK AND ATTENDANCE HAVE EQUAL WEIGHT AND IMPORTANCE):
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F 59-00 %

Attendance Grade Scale
0-all excused absences 100 points
1-3 unexcused absences 75 points
5-6 unexcused absences 50 points
7-over unexcused absences 0 points

Classroom Rules
**Each professor should include the rules he or she feels are appropriate.**