



# COURSE SYLLABUS

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## SECTION 1: COURSE INFORMATION

**Format:** Eight weeks.

**Course ID:** ENGL 2133

**Course Title:** WI: Introduction to Literature

**College:** College of Unrestricted Education - Department of Foundational Core

**Prerequisites:** ENGL 1233

**Credit Hours:** 3

**Instructor:** See the online course in MyFIRE for instructor contact information and availability.

### Course Description

This course introduces an in-depth study of the poetry, fiction, nonfiction, and drama of American, English, and world literature.

## Course Overview

In Introduction to Literature, we will explore a variety of works, from the novel to poetry to drama. The selections have been chosen to provide the student with an eclectic literary experience, featuring works from various time periods, cultures, and places. In the time we spend together in this course, studying literature, we are also considering what it means to be human. We are presented with stories that challenge the reader, that inspire the reader and that renew the reader's spirit. While many of my students will not go on to be English majors, I believe that the in-depth study of literature benefits all learners: it creates better thinkers, better communicators, and more empathetic people.

## Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 62.64 (7.83 hours per week).

## Course Materials

1. Achebe, C. (1994). Things fall apart. New York, NY: Penguin.
2. Recommended: The Norton Introduction to Literature, 13th Shorter edition.
3. Additional readings and resources are provided in the course.

Recommended: The Norton Introduction to Literature, Shorter 13th edition. (If students prefer or require a traditional text, with very few exceptions, all of the readings can be found in this text.) Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

**Disclaimer:** The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note

as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

## Course Topics

**The purpose of this course is to introduce, reinforce, and measure learning on the following topics:**

1. Literary genres: novel, drama, poetry, short story
2. Elements of literature: plot, character, theme, symbolism, point of view, setting, word choice, imagery, and figurative language
3. Writing about literature: literary reflection and literary analysis
4. Contextualizing literary texts historically and culturally

## Intended Learning Outcomes

**As a result of reading, study, and assessments in this course, the student should be able to:**

1. Understand the general nature, purposes, and techniques of literature with a sense of its relationship to life and culture.
2. Recognize a representative selection of literary works by major writers (including notable stylistic devices and features) representing a diversity of prominent historical and cultural traditions and issues.
3. Understand the biographical, historical, and cultural contexts of a representative selection of works by major writers.
4. Identify the relationships among the literary works studied and the philosophical/religious and political/social/economic milieus of the cultures and subcultures within and among which they were written.
5. Engage and respond to literary texts personally and creatively.
6. Think, write, and speak about literary texts critically and effectively.

## Late Work

**Work ahead:** For planned events (mission trips, vacations, surgeries) you are invited to work ahead in order to submit work by the due date. No

permission is needed.

**Request an extension:** If you know you will not be able to turn work in on time, contact your professor at least 24 hours before the assignment is due. Let the professor know about your circumstances and when you can turn the work in. If the professor decides to grant you an extension and you get the work in when you say you will, there will not be a penalty. You should only request an extension when something unforeseen comes up that you have no control over; a professor has no obligation to grant an extension and will be less inclined to do so if you are asking for one every week.

**Late work:** without prior arrangements, late work\* submitted within one week of the original due date will be considered for partial credit. Work will ONLY be accepted for the first seven days after it is due. NO WORK will be accepted past the last day of the course.

\*Discussion Posts: late participation in discussion forums is not accepted for late credit. The purpose of the discussion forum is to engage with your classmates on substantive ideas related to the course material, and your classmates will not revisit forums past the due dates. Similarly, professors will not revisit forums to grade past discussion due dates.

Professors of Foundational Core courses have been instructed to follow this policy to ensure fairness across all FC classes. Your professor will work with you if true emergencies occur, but your busy schedule will not be considered an emergency. If you have travel, a vacation, a wedding, or any other plannable event, it is up to you to communicate with your instructor to avoid grade penalties.

### **Extra Credit**

No extra credit accepted.

## **SECTION 2: SOUTHEASTERN POLICIES**

### Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

## SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

### AIM, LEARN, AND APPLY DESCRIPTIONS

#### Aim



When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

#### Learn



When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

#### Apply



When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

**MODULE 1**

**XX/XX/XX – XX/XX/XX**



- Practice the close reading of a literary text
- Contextualize a literary text by reading about its history and production
- Compare literary texts of similar themes
- Differentiate between literary points of view
- Study the concept of narrative mediation
- Demonstrate comprehension of a literary text's main ideas
- Outline a literary analysis



- Please see list of readings and resources provided for this week in the course.



- Week 1 Discussion Forum: Literary Point of View
  - Due: Saturday, Tuesday
  - Points: 30
- Week 1 Reading Quiz
  - Due: Saturday
  - Points: 25
- Literary Analysis 1: Outline
  - Due: Tuesday
  - Points: 25

**MODULE 2:  
XX/XX/XX – XX/XX/XX**



- Analyze the elements of a short story: symbol, theme, and setting.
- Read a short story critically.
- Identify and discuss symbols found in short stories.
- Discuss themes from selected readings.
- Interpret the role of setting in a short story.
- Write a thesis-driven literary analysis.



- Please see list of readings and resources provided for this week in the course.



- Discussion Week 2 Discussion Forum: Short Stories 1
  - Due: Saturday, Tuesday
  - Points:30
- Week 2 Reading Quiz
  - Due: Saturday
  - Points: 25
- Literary Analysis 1: First Draft
  - Due: Tuesday
  - Points: 20

**MODULE 3:  
XX/XX/XX – XX/XX/XX**



- Identify the elements of a short story: character, conflict, symbolism, and figurative language.
- Read a short story critically.
- Analyze a short story.
- Identify an author's life as influencing his or her work.
- Analyze the significance of a narrator in a short story.
- Respond creatively and critically to short stories.



- Please see list of readings and resources provided for this week in the course.



- Week 3 Discussion Forum: Short Stories 2
  - Due: Saturday, Tuesday
  - Points: 40
- Week 3 Reading Quiz
  - Due: Saturday
  - Points: 25
- Literary Analysis 1: Peer Review
  - Due: Saturday; Tuesday
  - Points: 25

□ Reading Engagement 1

○ Due: Tuesday

○ Points: 75

**MODULE 4:  
XX/XX/XX – XX/XX/XX**



- Recognize poetic technique: metaphor and simile, diction, structure, and symbol.
- Engage in the close reading of poetry.
- Discuss the personal relevance of selected poems.
- Recognize an author's culture and time period as influencing his or her work.
- Interpret poetry.
- Engage in critical thinking.
- Write a literary essay.



- Please see list of readings and resources provided for this week in the course



- Week 4 Discussion Forum: Poetry 1: Poetry Annotations
  - Due: Saturday, Tuesday
  - Points: 30
- Week 4 Reading Quiz: Poetry Quiz 1 (choose one of the three collection quizzes to complete)
  - Due: Saturday
  - Points: 25
- Literary Analysis 1: Final and Revised Draft
  - Due: Tuesday
  - Points: 100
- Reading Engagement 2

- Due: Tuesday
- Points: 75

**MODULE 5:  
XX/XX/XX – XX/XX/XX**



- Recognize poetic technique: metaphor and simile, diction, structure, and symbol.
- Engage in the close reading of poetry.
- Discuss the personal relevance of selected poems.
- Recognize an author's culture and time period as influencing his or her work.
- Interpret poetry.
- Engage in critical and creative thinking.



- Please see list of readings and resources provided for this week in the course.



- Week 5 Discussion Forum: Poetry 2: Poetry Annotations
  - Due: Saturday, Tuesday
  - Points: 30
- Week 5 Reading Quiz: Poetry Quiz 2 (choose one of the three collection quizzes to complete)
  - Due: Saturday
  - Points: 25
- Reading Engagement 3
  - Due: Tuesday
  - Points: 75

**MODULE 6:**  
**XX/XX/XX – XX/XX/XX**



- Identify and evaluate the elements of a novel: characterization, plot, theme, diction, and narration.
- Critically read a novel.
- Discuss the major themes in Things Fall Apart.
- Contextualize a novel culturally and historically.
- Creatively and critically respond to a novel.



- **Read:** Chapters 1-13 (to the end of 13) of Things Fall Apart.
- Please see list of readings and resources provided for this week in the course.



- Week 6 Discussion Forum: First Half of Novel
  - Due: Saturday, Tuesday
  - Points: 40
- Reading Engagement 4
  - Due: Tuesday
  - Points: 75

**MODULE 7:**  
**XX/XX/XX – XX/XX/XX**



- Identify and evaluate the elements of a novel: characterization, plot, theme, diction, and narration.
- Critically read a novel.
- Discuss the major themes in Things Fall Apart.
- Contextualize a novel culturally and historically.
- Creatively and critically respond to a novel.



- **Read:** Chapter 14 to the end of Things Fall Apart.
- Please see list of readings and resources provided for this week in the course.



- Week 7 Discussion Forum: Second Half of Novel
  - Due: Saturday, Tuesday
  - Points: 40
- Week 7 Reading Quiz: whole novel
  - Due: Saturday
  - Points: 45
- Literary Analysis 2: Thesis Idea and Outline
  - Due: Tuesday
  - Points: 20

**MODULE 8:  
XX/XX/XX – XX/XX/XX**



- Analyze the elements of a short story, drama, poem, or novel: character, symbol, setting, theme, and narration.
- Write a thesis-driven literary critique.
- Demonstrate comprehension and analysis of the course readings.



- No new readings or resources this week.



- Week 8 Discussion Forum: Course Reflection
  - Due: Saturday
  - Points: 20
- Literary Analysis 2: Self-Review
  - Due: Monday
  - Points: 20
- Literary Analysis 2: Final Paper
  - Due: Tuesday
  - Points: 150
- Final Exam
  - Due: Tuesday

- Points: 100

## SECTION 4: ASSESSMENTS

### Discussion Forums

#### Description

Class participation through our weekly discussion forums is an important part of this course. Students will need to post original/primary post and, most weeks, peer-response post/s; read each week's instructions on MyFIRE to see how many posts you will need to do. Your timely, thoughtful postings will promote our best class discussion. Posting to a past week's forum will not. You may, however, work ahead on the DF.

1. The instructor will read all posts and he/she will actively participate by applying the DF rubric, responding to students' posts, or by writing a summative post at the week's end. These summative posts may be the last thread in a week's forum or delivered via course announcement.
2. Each forum may include three types of posts:
  - A. Primary Post (one to two per week)—Mentions 2-3 specifics from the reading; relates reading to prior learning, to other course-required reading, or personal experience (where relevant); discussion is at a critical level and is not a mere regurgitation of facts; and length of posting is a minimum of one, fully developed paragraph. An excellent original post will generate class discussion.
  - B. Peer-Response Posts (usually one to two per week)—Mentions 1-2 ideas with which you agree/appreciate or disagree/don't appreciate and includes support (the why's) for your opinion/s. The length of the post is one, shorter developed paragraph.
  - C. Summative Post—An additional way for instructor to respond to the discussion forum by recapping the week's ideas and highlighting points he or she wishes to emphasize in the course.

#### Total Possible Points

260

#### Grade Weight

22%

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### Reading Engagements

#### Description

The reading engagements attempt to allow students to choose an assessment style that best demonstrates their academic and creative strengths. Students will choose from nine possible reading engagements and submit a different one in weeks 3-6.

Please head and format composition assignments according to APA or Turabian conventions. When citing sources in a Reading Engagement, be sure to use one of these citation systems to cite sources properly. Also, be sure to include a reference page or section for the assignment.

**Total Possible Points**

300

**Grade Weight**

25%

## SECTION 4: ASSESSMENTS

### Reading Quizzes (Weeks 1, 2, 3, and 7)

#### Description

These are content based multiple-choice or true-false quizzes. They require that you understand the literature well and can apply the literary devices studied. Most weeks, the quizzes are ten questions and most questions are worth 2.5 pts each.

#### Total Possible Points

120

#### Grade Weight

5%

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### Week 4 Reading Quiz: Poetry Collection

#### Description

Weeks 4 and 5 are both focused on poetry, and both weeks are structured similarly. In each week, you will choose a collection of poetry that interests you. The reading quiz you take will be on your collection only, so be sure to take the correct quiz. You will see three quizzes posted in week 4, but you only take the one related to your poetry collection.

#### Total Possible Points

25

#### Grade Weight

5%

### Week 5 Reading Quiz: Poetry Collection

#### Description

Weeks 4 and 5 are both focused on poetry, and both weeks are structured similarly. In each week, you will choose a collection of poetry that interests you. The reading quiz you take will be on your collection only, so be sure to take the correct quiz. You will see three quizzes posted in week 4, but you only take the one related to your poetry collection.

**Total Possible Points**

25

**Grade Weight**

5%

**Literary Analyses (Planning, Writing and Revising)****Description**

Students will also write two literary analyses: one in Weeks 1-4, and one in Weeks 7-8. The first analysis will include a rough draft and a peer review. The second will include a planning post (thesis and outline) and a self review. Please see the instructions in Course Information for a complete description of this assignment. The rubric for this assignment is also provided in Course Information.

**Citation Format**

Please head and format composition assignments according to APA or Turabian conventions. When including sources in an essay, be sure to use one of these citation systems to cite sources properly.

**Total Possible Points**

360

**Grade Weight**

30%

**Final Exam****Description**

This open-book exam will cover all of the course's readings, including those that explain literary elements. The format will be exactly the same as the weekly quizzes, but include 50 questions at two points each. The fifty questions will be drawn from your weekly quizzes. The weekly quiz questions are drawn from a bank each week, so there may be quiz questions on your final you have not seen before; however, there will be no questions on texts you have not read. The exam is open book, and timed at two hours.

**Total Possible Points**

100

**Grade Weight**

8%