LIT 110, Introduction to Literature
Spring 2023

Credits: 3
Course Start/End Date: January 23, 2023 – June 2, 2023
Course Location/Days/Times: CHS Room 124
Required [and/or Recommended] Textbook(s): Meyer, Michael, Ed. *The Compact Bedford Introduction to Literature: Reading, Thinking, Writing*. 9th ed. Boston: Bedford/St. Martin's, 2012.

INSTRUCTOR INFORMATION

Instructor Name and preferred title: Taylee Schlauch (Mrs. Schlauch)
Phone Number: 324-2540
E-mail Address: tschlauch@helenaschools.org
Official Course-related Website: Moodle
Office Hours/Availability to Students: Monday – Friday   1st or 3rd period
Helena College contact: Lewis Jackson, Dual Enrollment Coordinator, lewis.jackson@helenacollege.edu

COURSE CONTENT

Course Description: Instruction in critical analysis of imaginative literature - fiction, poetry, and drama. Emphasis on articulating strong responses to varied texts.

Course Learning Outcomes:
1. Be able to apply critical thinking skills.
2. Control the conventions of language.
3. Develop ideas logically, clearly, convincingly, and ethically.
4. Employ analysis, synthesis, and evaluation in both reading and writing.

Program/Gen Ed Core Outcomes addressed by this course:
1. Identify a variety of artistic styles, movements, schools of thought/expression, and cultures.
2. Analyze, interpret, and evaluate a range of human expressions and values using critical strategies.
3. Engage in imaginative expression.
4. Appreciate a diversity of world-views or perspective.

Institutional Competencies addressed by this course

☒ *Diversity*: The student will learn to recognize and value individual, group and cultural differences from and within local, national and global perspectives and contexts.

☐ Critically examine the cultural, historical, social, economic, and/or political circumstances that produce and shape different social/cultural systems and communities either nationally and/or globally.
☐ Identify processes by which identities and notions of difference are constructed, reinforced, change over time.
☐ Examine how power structures, oppressions, and privilege shape the conditions of one or more underrepresented groups as well as various strategies and tools for empowerment, equity, social justice, and inclusion.

☒ *Information Literacy*: The student will learn to locate needed information, managing and evaluating the extracted information and using it critically and ethically.

☐ Pursue critical inquiry by using authentic questions, curiosity, and a willingness to challenge previously held beliefs in order to make new discoveries.
☐ Demonstrate persistence, flexibility, and patience in a strategic search for information, while recognizing that it may vary greatly in format, perspective, and value.
☐ Evaluate content among varied and conflicting perspectives in order to identify authoritative sources.
☐ Participate actively in scholarly or professional conversation by properly citing past research and accurately representing creators' intended meaning.

☒ *Technology Literacy:* The student will use appropriate technology to access, manage, integrate, or create information, and/or use technology to effectively accomplish a given task.

☐ Internet and email: web search, web navigation, send and receive email, email attachments, security, messaging
☐ Operating system operations: locating and executing programs, booting, login, updates
☐ File management: navigation in OS, create files, folders, copy, delete, rename and upload files, Zip and unzip files, access Flash drive
☐ Word processing software basics
☐ Presentation software basics
☐ Spread Sheet software basics

Course Schedule/Topical Outline:
Course schedule is subject to change based on the needs of the course. Due dates will be communicated in class, written on the board, and posted on Moodle.

Week 1: January 23 - January 29	**Unit 1: Introduction to Course and Critical Reading** ● Introduce Syllabus ● Letter to Teacher ● Intro to Class policies and procedures; Intro. and Chapter 1: Fiction ● Introduction to Critical Reading – Double-entry journals ● "The Story of an Hour" – Kate Chopin ● "The Hit Man" – T.C. Boyle ● "The Flowers" – Alice Walker ● "A Rose for Emily" – William Faulkner ● Discussion Guidelines and Expectations **Terms/Discussion Topics:** Literature, Literary Canon, Fiction, Plot, in media res, flashback **Novel Choice for Quarter 3:** Book Talks/Lit Circles. *Dracula* by Bram Stoker; *The Secret Life of Bees* by Sue Monk Kidd; *The Grapes of Wrath* by John Steinbeck; *The Glass Castle* by Jeanette Walls; *Open Season* by C.J. Box
Week 2: January 30 - February 5	**Unit 2: Short Stories** ● Fiction (Excerpts from Bedford: Ch 2 - Plot; Ch 3 - Character). ● Discussion of Week 1 Short Stories ● "Powder" – Tobias Wolff ● "Sonny's Blues" - James Baldwin **Terms:** Protagonist, Characterization (Direct and Indirect)

Week 3: February 8 - February 12	**Unit 2: Short Stories Continued** ● Fiction (Excerpts from Bedford: Ch 4 – Setting) ● "The Yellow Wallpaper" – Charlotte Perkins Gilman ● Fiction (Excerpts from Bedford: Ch 5 - Point of View; Ch 6 - Symbolism and Theme) ● "It Would Be Different If" – Jill Sutton ● "The Secret Life of Walter Mitty" – James Thurber ● "The Red Convertible" – Louise Erdrich **Terms:** Point of View (third-person omniscient, limited omniscient, objective, first person narrator, unreliable narrator, naïve narrator, second-person narrator); Symbols (conventional symbols, literary symbols, allegory, allusion); Theme
Week 4: February 13 – February 19	**Unit 2: Short Stories Continued** ● Fiction, Chapter 8 – Style, Tone, and Irony. ● "55 Miles to the Gas Pump" – Annie Poulx ● "A Drug Called Tradition" – Sherman Alexie ● "So This Is What It Means to Say Phoenix, Arizona" – Sherman Alexie ● **Assign Writing Piece #1: Short Story Compare & Contrast Essay** **Terms:** Style (diction, tone); Irony (verbal irony, situational irony, dramatic irony); Satire
Week 5: February 21-February 26	**Writing Piece #1: Short Story Compare & Contrast Essay**
Weeks 6 - 9: February 27 - March 24	**Unit 3: _1984_ and Critical Analysis** ● _1984_ by George Orwell ● Reading Quizzes, Discussion, Final Test ● Critical Analysis: Formalism, Historical criticism, Political criticism/Marxist theory ● **Writing Piece #2: Timed Write** **END OF QUARTER 3**
March 25 - April 1st	**SPRING BREAK**

Weeks 10:
April 3 - April
9
	Unit 4: Poetry
	● "Introduction to Poetry" - Billy Collins
	● Chapter 17 - Reading Poetry Responsively
	   ○ "Snapping beans" - Lisa Parker
	   ○ "Those Winter Sundays" - Robert Hayden
	   ○ "I am 25" - Gregory Corso
	   ○ "Catch" - Robert Francis
	   ○ "Mountain Graveyard" by Robert Morgan
	   ○ "l(a" by E.E. Cummings
	● Chapter 18 - Word Choice, Word Order, and Tone
	   ○ "How I Discovered Poetry" by Marilyn Nelson
	   ○ "Hazel Tells Laverne" by Katharyn Howd Machan
	● Chapter 19 - Images
	   ○ "Cavalry Crossing a Ford" by Walt Whitman
	   ○ "Windsurfing" by David Solway
	   ○ "Dover Beach" by Matthew Arnold

	Terms: simile, imagery, paraphrase, anagram, theme, lyric, narrative poem, epic, ars poetica, diction, poetic diction, formal diction, middle diction, informal diction, colloquial, dialect, jargon, denotations, connotations, persona, ambiguity, syntax, tone, dramatic monologue, mood **Novel Choice for Quarter 4:** *Siddhartha* by Hermann Hesse; *Frankenstein* by Mary Shelley; *In the Time of the Butterflies* by Julia Alvarez; *Night* by Ellie Weisel; *Catcher in the Rye* by J.D. Salinger
Week 11: April 10 - April 16	**Unit 4: Poetry** ● Chapter 20 - Figures of Speech ● **Writing Piece #3: Figure of Speech Poem** ● Chapter 21 - Symbol, Allegory, Irony ● Chapter 22 - Sounds ● **Introduce Culminating Assignment**: Packet-O-Poems - Double-Entry Journals **Key Terms:** figures of speech, cliché, simile, metaphor, implied metaphor, extended metaphor, controlling metaphor, pun, synecdoche, metonymy, personification, apostrophe, overstatement, hyperbole, understatement, paradox, oxymoron
Week 12: April 17 - 23	**Unit 4: Poetry** ● Chapter 23 - Patterns of Rhythm ● Chapter 24 - Poetic Forms ● Poetry Test ● **Writing Piece #4: Personal Poem**
Weeks 13-16: April 24-May 21	**Unit 5:** *Kite Runner* ● Discussions, reading quizzes, final test. ● Literary Criticisms
Weeks 17-18: May 22 - June 1	**Unit 6: Final Project** ● Graduation Reflection and Personal Speech

Critical Dates: Please see pacing guide above. ***Course schedule and critical dates are subject to change based on the needs of the course.***

Structure of Class: You will be actively engaged in a community of learners, and discussion with your classmates will serve as the foundation of this class. My best advice is to stay on top of the readings and discussion. Each week's work will be arranged in a separate tab labeled for that particular week in Moodle (e.g., Week #1). In each Module, there will be the following:

  o   An introduction/overview. Please read this section before you move onto the next sections in the module. There will be an outline and pacing guide for the week with learning expectations.
  o   Text for you to read. These may include videos, links, etc. but will mainly be pdfs of articles and book chapters. Please read these in the order they are posted.

Grade Calculation Procedure:
Student work including but not limited to homework, in-class assignments, major papers, and participation will be assigned a point value based on factors such as length, complexity, and level of academic challenge. Course grades may include periodic participation check-ins to ensure students reflect and push the boundaries of their academic comfort zone. Total earned points/total possible points = your final grade, based on the grading scale below. Please see the Helena

College policy regarding plagiarism and academic dishonesty below. Any instance of academic dishonesty is a very serious offense and will affect your grade accordingly, up to and including course failure.

Grading Scale:

Letter grades for the course will be assigned based on the following percentages:

	A (94-100%)	A- (90-93.9%)
B+ (87-89.9%)	B (83-86.9%)	B- (80-82.9%)
C+ (77-79.9%)	C (73-76.9%)	C- (70-72.9%)
D+ (67-69.9%)	D (63-66.9%)	D- (60-62.9%)
	F (0-59.9%)	

Grades will be calculated through total point values. Grades will fall under the following categories:

1. **Engagement, Participation, Attendance, and Daily Work**
   Thoughtful participation in this course is key for success. Though our schedule may look different than a traditional year, there will still be high expectations to complete work when you are in the classroom and/if we are completing class remotely.
2. **Readings and Participation in Online/Classroom Discussions**
3. **Writing Assignments**
4. **Double-Entry Journals**
   A double-entry journal will require you to stop and respond to the words you are reading. On the left-hand side, you will write down the quotes, words, or questions that are catching your attention. On the right-hand side, you will write your thoughts and reactions.
5. **Final Project (10%)**

Special Instructions: Participation is expected and is considered to determine competency and achievement in the course. Lack of participation on a weekly basis or through peer-review will result in a failing grade.

Instructor's Educational Philosophy:
My goal is to have you leave this class a stronger, more confident reader, writer, and student. You are not just a student, but a member of the community – my hope is for you to take meaningful lessons from this writing class which you can then apply to your daily lives. I will do my best to ensure you receive a solid educational experience. I ask that you give me your best efforts as well. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline in accordance with Helena College's Student Code of Conduct. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences including, but not limited to race, ethnicity, nationality, culture, religion, politics, veterans status, sexual orientation, gender, gender identity/expression, age, or disability. Class rosters include students' legal names, but I will gladly honor your request to address you by an alternate name or preferred gender pronoun.

Classroom Behavior/Expectations: LIT 110 is a college course, and it is expected that all students will behave accordingly. This means paying careful attention to what, how, and when you communicate with your instructor and others in class. It is required that all students engage in dialogue in a manner that shows respect for one another and for the ideas in question during discussion, as well as in conversation before class, after class, and during transitions. Disrespectful conduct will be taken extremely seriously and handled as such. This class will follow Capital High School guidelines regarding disciplinary procedures.

Extra Credit/Late Work Policy:
To be considered on time, your work must be submitted online before the required time on the day it is due, when online submissions have been specifically assigned. Work that is submitted incorrectly (i.e. printed essays submitted online or

vice versa) will be considered late until submitted correctly. Submission guidelines will be made clear well in advance of every deadline. If you are unsure of a work deadline, please check with a classmate, the course website or myself via school email. In case of an emergency, students should contact me via email or text message as soon as is reasonable. If contact is made before the due date, I will make accommodations as I consider appropriate. If a student does not contact me prior to a late submission, I reserve the right to refuse late work. Extra credit—if offered—will be accepted only if all assigned work has been submitted on time. Late work for any particular unit will be accepted until the last day of that unit. Late work will receive no credit if it is received after the end of the unit. You will receive an overview on the first day of each unit, and this handout will include the last date that work will be accepted. These dates will also be listed on Moodle. I do ask that you contact me as soon as possible in the case of extenuating circumstances. Poor time management does not count as extenuating circumstances; health-related emergencies are. Regardless of the circumstances, you are expected to communicate with me regarding the status of your work. Assignments that are late are an automatic 70% at most; after a week, they become an automatic 60% at most.

Attendance and/or Participation Requirements:

Your participation is an essential part of your own success and that of our class as a whole. As a community of writers, we'll engage in frequent in-class writing, discussions, instruction, and other learning opportunities that are difficult if not impossible to make up. Please contact me before a missed class if you have a scheduled activity or other absence. Arrive on time. Lateness will hurt your grade at the instructor's discretion, because it is an unnecessary interruption and because latecomers are likely to miss valuable information. Participation includes coming to class prepared and on time, taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each class, and staying on task during in-class exercises. Accordingly, students may receive periodic participation check-in grades.
Official Helena College attendance/excused absence, course withdrawal, incomplete grade, and grade appeal policies and procedures are located in the Academic Information section of the 2020-2021 catalog on the Helena College website.

Additional Resources/Information:

As a Helena College student, you have access to the same tools and resources as students attending on-campus classes.

- Advising
- IT Services
- Tutoring & Research Assistance
- Bookstore
- Library
- Helena College email address

Official (Email) Communication:

The College provides each student with a free email account that is to be used in all communication with college personnel. Official notifications will be sent to students through this account, as well.

Academic Dishonesty Definition/Policy Statement:

Helena College expects its students to adhere to a high standard of academic integrity. It is a violation of academic integrity standards and the student code of conduct to present the ideas, designs, works, or words of another person as one's own efforts, or to permit another person to do so. The following guidelines are intended to clarify these issues for students, faculty, and administration.

The College will regard the following acts as violations of academic integrity constituting academic dishonesty. Although the list and descriptions are not intended to be exhaustive of all types or instances of academic dishonesty, they are presented as examples of behavior to avoid. It is explicitly the student's responsibility to avoid academic dishonesty of all kinds, and each student is required to seek guidance in advance of taking any questionable action, including but not limited to those enumerated, below.

Plagiarism: A student will be considered in violation of standards for academic integrity if they submit an assignment in any form (written, oral, graphic, or computer-generated, etc.) which consists wholly or partially of the words, work, or ideas of another individual without giving the original author proper credit. A similar violation would occur in cases where a student submits a paper or other project/assignment for one course that was originally created for another course even if that student was the originator of the paper/project/assignment in the first instance. Similarly, using facts, figures, graphs, charts or information without acknowledging the source constitutes plagiarism, which may occur verbally, in written form, through computer programs and files, research methods, designs, particular distinctive words or phrases, ideas and images or any other information that was created by another person without acknowledgement of that person's role in its creation. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

Copying/Cheating: A student will be considered in violation of academic integrity standards if they gain, or attempts to gain, credit for work by dishonest or deceptive means. Examples include the use of crib notes, cheat sheets, books, or any other material or electronic device as aids in an examination or any other graded exercise, unless the instructor of the class has given explicit permission to use such materials. Collaboration with another student on an examination or other graded exercise, unless the instructor has given permission, also constitutes copying. It is the policy of the College to prohibit phones, smart watches, and other similar devices during examinations. Prior to administering an examination, instructors will require all such devices are turned off and stored in an inaccessible place. Failure to comply with this policy will constitute a violation of the academic integrity policy. If a student is found in possession of such a device during an examination, they will be assigned a score of 0 for the examination. Further examples include: copying assignments from another source (classmate, etc.); working with others on exams or homework that is not explicitly permitted by the instructor to be collaborative; looking at another student's paper or screen during an exam or assignment; disclosing exam content to others during an exam, or after completion of an exam, including allowing such information to be disclosed to you; and/or attempting to or allowing another person to complete assignments for another person (such as in an online course). The above examples are meant to illustrate violations of the principle of academic integrity, and are not intended to be all-inclusive. Additional instances of dishonesty that are not explicitly identified in the above list will nevertheless be treated as violations.

Contributing to Academic Dishonesty: A student will be considered in violation of academic integrity standards if they willfully assist another student in an act of academic dishonesty. Academic dishonesty will not be tolerated. Academic sanctions for a first violation are at the discretion of the instructor and range from a failing grade for the particular assignment to a failing grade in the course in which the academic dishonesty occurs. When a faculty member assigns a failing grade on the basis of academic dishonesty, they shall notify the affected student(s), the appropriate unit administrator (Director or Division Chair), as well as the Associate Dean of Academic & Student Affairs of the violation and provide any and all supporting documentation to the Associate Dean of Academic & Student Affairs. Record of the infraction will be kept on file in the office of the Associate Dean of Academic & Student Affairs, although no further official action will be taken unless/until a second infraction is reported. In cases of repeated offenses, the Associate Dean of Academic & Student Affairs will administer a range of disciplinary sanctions up to and including expulsion from the College. Students retain their right to due process and may refer to the Student Handbook or the Associate Dean of Academic & Student Affairs regarding any disciplinary sanctions.

Accessibility and Accommodations:

Do you have a visual impairment? Are you hard of hearing? Can you concentrate better if you stand or walk around in class? Do you have a short term medical or physical disability? Do you have ADHD or a learning disability? These are just a few examples of disabilities that are accommodated in higher education. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the Disability Resources Office. The coordinator in the Disability Resources Office can meet with you to discuss the

barriers you are experiencing and explain the eligibility process for establishing academic accommodations. If you have already been approved for accommodations through the Disability Resources Office, please schedule an appointment so we can implement your accommodations.
Disability Resources Office

(406) 447-6965

disabilityresources@helenacollege.edu

Office location: DON 139C

Disclaimer Regarding Changes to Syllabus:

This syllabus is subject to change as deemed necessary by the instructor to fulfill the changing needs of the class. Changes to the syllabus will be posted/located on Moodle.

Please sign below to indicate that BOTH you and your parents/guardians have read and understand the above information. Return this signed slip to me by Friday, January 27th for 5 points.

Student Name (please print): _____

Student Signature:_____ Date:_____

Parent/Guardian Name (please print):_____

Parent/Guardian Signature:_____ Date:_____