

## 7 English 1023H: Introduction to Literature - Honors

English 1023H is different from English 1020 in that it combines both English 1010 and 1020. Thus, the approach to 1023 is somewhat altered from both classes in that it is part writing workshop and introduction to literary genres. Students in this course are introduced to the writing process and the collegiate essay, yet at the same time they read literature and write about that literature.

Students in 1023H are expected to show more rigor in their discussions and writing. Instructors are expected to challenge these students to go beyond that which is expected of students in other freshman English courses. Also note that while students who are in English 1020 have been through at least one semester of college and may adapted to college life, students in 1023H are usually first semester freshmen which should be taken into consideration by the instructor.

In addition, students can be required to become familiar with major critical approaches to literature--(such as formalist, historical, feminist, reader response, Afrocentric, psychoanalytic, deconstruction)--and to write essays in which they apply these approaches. Other special assignments and activities can include attendance at cultural events, participation in networked computer conversations, researching topics on the Internet, viewing oral presentations, reading literary essays, and reading a novel.

Because discussion and thoughtful exploration of texts are expected, class activity can go beyond classroom meetings. Collaborative learning--the sharing of insights and discoveries among peers--should be a regular feature of this course. Students can be asked to form small groups for discussion of the literature and for peer review of drafts; to respond to prompts through short, non-graded expressive writing; to keep portfolios or academic journals; and to develop writing topics from journal responses.

### 7.1 Guidelines & Objectives

Students in English 1023H are expected to:

- Write essays with introductions, bodies, and conclusions and which display clear, original thesis sentences.
- Keep one's focus throughout an essay.
- Show basic development through details, examples, and illustrations.
- Select content that is relevant and personally meaningful.
- Eliminate such basic errors in writing as lack of clarity at the sentence level, subject-verb agreement errors, comma splices and fused sentences, sentence fragments, incorrect verb forms, and spelling errors.
- Comprehend and analyze texts and develop skills specific to discuss and write about literature.

In addition to these goals, students should be familiar with the literary terms listed below.

#### 7.1.1 The Literary Essay

The literary essay is much like other essays, except for the focus of the contents. In this case the essay should analyze some aspect of a literary work or works using an appropriate strategy for the presentation of the analysis. Such essays should avoid using plot summaries and instead focus on the use of examples from the literary work(s)

examined to support the thesis and main points of the essay. Students should also be taught conventions for writing about literary works, such as how to reference titles, authors' names, and page numbers, and use of present tense and third person.

The writing done for this course will be accomplished both in and out of class with more than 50% completed out of class. The total writing required for the semester will be the equivalent of at least 30 pages of typed, double-spaced text. Students should be required to use a word processor for their typed work. They should also be required to rewrite essays, to restructure or expand beyond mere editing.

### **7.1.2 The Literary Research Paper**

The literary research paper differs from the research paper in English 1010 in that its purpose is analyzing and researching a literary work(s). This is also the first research paper these students will write as college students, since they have not taken English 1010. Thus, the instructor will have to introduce students to research paper writing and MLA Style. As stated in the General Syllabus, "This research may involve both primary texts (original poems, stories, plays, and novels) and secondary texts (criticism written about poems, stories, plays, and novels). In all cases, the research paper goes beyond information presented in class discussions and in the required readings." This research paper can involve either works discussed in class or selected outside of class. However, it is recommended that the instructor closely monitor how students select their topics and conduct their research. Holding individual conferences with students regarding their progress is one method of insuring that students are doing their own work. The instructor may also want to guide the students through the research and drafting of the paper step-by-step, making sure that the students are not inadvertently misusing sources. Instructors may also want to require students to turn in photocopies of source materials from which direct quotes or paraphrased information is drawn.

### **7.1.3 Examinations**

Instructors may give examinations in 1023H if they wish. While 1023H is intended to be a writing intensive course, instructors may wish to give short quizzes to insure that students are reading materials or test student's knowledge of terminology. Midterm and final exams, if given, should incorporate writing components.

## **7.2 Texts and Literature Supplements**

The required text for English 1020 is the handbook required for all English classes:  
Hacker, Diane. *The Bedford Handbook*. 4<sup>th</sup> ed. New York: Bedford, 1998.

Normally, instructors have their choice of texts for English 1020. However, the current default text ordered for courses is:

Abcarian, Richard, ed. *Literature: Reading and Writing the Human Experience*.  
(current edition).

Desk copies are available from the Director of Composition.

### 7.3 Literary Terms

The terms listed below are to be covered in all English 1023H courses. Understanding these concepts is necessary to the student's ability to discuss and analyze literature. Thus, instructors should make an effort to introduce these terms to students in their discussions of literature.

<u>General</u>	<u>Poetry</u>	<u>Fiction</u>	<u>Drama</u>
allusion	alliteration	antagonist	catharsis
archetype	blank verse	magical realism	comedy
cliché	free verse	narrator	tragedy
conflict	lyric	omniscience	
diction	meter	point of view	
drama	personification	prose	
explication	simile	protagonist	
genre	rhyme scheme	realism	
imagery	speaker	stream of consciousness	
irony	stanza		
metaphor			
motif			
narrative			
persona			
plot			
rising action			
climax			
falling action			
denouement			
sentimental			
style			
setting			
understatement			
parody			
satire			
symbol			
theme			
tone			

### 7.4 General Syllabus

A copy of the General Syllabus for English 1023H follows. Please note that while it does give extensive information about the course, it is designed to be “general.” Instructors must create an additional syllabus that supplies more detailed information to the student to accompany the General Syllabus. Copies of the General Syllabus to disperse to classes can be obtained from the Department Secretary.

**English 1023HN: Introduction to Literature for Honors Students**

**GOALS AND COURSE DESCRIPTION:** English 1023HN is the first semester of the freshman sequence for English Honors students. For initial placement in the honors sequence, students must meet criteria that include ACT or SAT scores and a high school transcript. The English Department determines final placement based on the results of the diagnostic essay administered during the first week of classes. English 1023HN attempts to reinforce basic skills including the following:

- The development of a clear, original thesis sentence
- The ability to structure an essay into an introduction, body, and conclusion
- The ability to keep one's focus throughout an essay
- A knowledge of basic development through details, examples, and illustrations
- The ability to select content that is relevant and personally meaningful
- The elimination of such basic errors in writing as lack of clarity at the sentence level, subject-verb agreement errors, comma splices and fused sentences, sentence fragments, incorrect verb forms, and spelling errors

In addition to being a composition course, English 1023HN also introduces the student to poetry, drama, and fiction. The course combines the writing component and the literature component by having the student write about the literature assigned and discussed in class. Students will learn methods to comprehend and analyze texts and will develop skills specific to writing about literature.

**APPROACH AND REQUIREMENTS:** In order to achieve these goals, students will read and discuss literature from the major genres of poetry, fiction, and drama. Compared to the reading requirement for English 1020, more reading is expected in Honors English, and this reading may be more challenging. In terms of grading, Honors English students are held to higher standards than students in English 1020, as outlined in the following paragraph.

Honors students should demonstrate in discussion and writing rigorous development of ideas and go beyond first-level thinking--beyond first thoughts and into synthesis. In addition, they may be required to become familiar with major critical approaches to literature (such as formalist, historical, feminist, reader response, Afrocentric, psychoanalytic, deconstruction)--and to write essays in which they apply these approaches. Other special assignments and activities that may be required include attendance at cultural events, participation in networked computer conversations, researching topics on the Internet, viewing oral presentations, reading literary essays, and reading a novel.

Because discussion and thoughtful exploration of texts are expected, class activity will go beyond lecture. Collaborative learning--the sharing of insights and discoveries among peers--will be a regular feature of this course. Students may be asked to form small groups for discussion of the literature and for peer review of drafts; to respond to prompts through short, non-graded expressive writing; to keep portfolios or academic journals; and to develop writing topics from journal responses.

Several critical essays and one research essay are required. The writing done for this course will be accomplished both in and out of class with more than 50% completed out of class. The total writing required for the semester will be the equivalent of at least 30 pages of typed, double-spaced text. Students may be required to use a word processor for their typed work. They may also be required to rewrite essays, to restructure or expand beyond mere editing.

**EMAIL AND WORD PROCESSING:** All students are required to obtain an email account. For a more detailed description of how email may be used in a particular section, please see the instructor's addendum to this syllabus. Students also are required to type papers on a word processor. Word processing facilitates editing and revision, and helps students gain technological skills essential to their academic and professional development.

**RESEARCH ESSAY:** The research essay is a fundamental component of English 1023HN. It is a required opportunity for students to develop and argue a significant critical idea of their own, one that integrates primary works (such as poems, stories, essays, plays, novels) and secondary sources. Honors English students will be expected to use library facilities to find printed sources, such as books, periodicals, and microforms. They will also be expected to use electronic resources such as databases and other online sources appropriate to academic research. Students will be expected to document sources correctly and effectively, using MLA parenthetical citation format and a list of Works Cited. Some teachers may also require a bibliography of works consulted. The English Department recommends a minimum of three sources, but teachers will determine the exact number of sources for their own classes. Teachers also will decide the question of whether personal experience can serve as a secondary source.

In this essay students should demonstrate an ability to narrow an area of interest to a manageable topic for research and to form an original thesis statement that considers meanings beyond superficial ones such as the basic plot of a story. The research essay should be clearly organized and have a discernible introduction, body, and conclusion. The essay should demonstrate the fact that a research essay is not simply a string of quotations and paraphrases but that it is an argument and a student's writing voice and presentation are essential to that argument. The secondary sources should support and illuminate the argument, and students' thinking should shape how they handle this argument. The student's argument, not the secondary sources, should drive the research essay. Students should integrate note-taking, paraphrasing, and writing of summaries. They should regard the research essay, not as a dry academic exercise, but rather as a chance to pursue a topic that truly has captured their interest, about which they want to learn more.

The research essay should be typed and double-spaced, and its format should follow MLA guidelines as spelled out in *The Bedford Handbook for Writers*, pages 589-639. Teachers may require that, for ease of revision, students use a word processor and retain their drafts on a disk. The recommended length for the research essay is 5-8 pages, though teachers are at liberty to specify a different length. Teachers may require that the research essay be part of a portfolio, that it include an author's note, or that it be an assignment separate from others. Teachers also may require a proposal, an outline, and internal sub-headings.

**EVALUATION:** Progress in this course will be evaluated on the basis of required reading and writing assignments, with emphasis given to assignments completed during the latter part of the semester. To do well in this course, students must participate in class discussions and demonstrate an energetic commitment to completing all the required work.

**INTELLECTUAL HONESTY:** Passing off any other person's work as one's own, whether in essays or in the research paper, constitutes plagiarism, a violation of intellectual honesty. Since students will be given precise instructions on the most effective ways to document information, there should be no problem acknowledging sources and avoiding plagiarism. **Any assignment that gives evidence of not being completely one's own work will receive the grade of "F."**

**ATTENDANCE:** The university attendance requirement for this course will be strictly followed. More than six absences if the class meets three times a week, or four absences if the class meets twice a week, will result in the grade of "F" or "FE."

## 7.5 Sample Syllabus

Instructors must supply a supplemental syllabus to accompany the General Syllabus. An example is provided below.

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<b>English 1023H-03. Honors Introduction to Literature</b>
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**Fall 2000**

204 Xavier South

9:00 – 9:50 MWF

(Syllabus issued: 17 August 2000)

**Instructor:** Dr. Jane Deaux

**Office:** Adm. Annex, room 213A, ext. 5245

**Office Hours:** 10am-12pm MW; 3pm-5pm TR; and by appointment

**Email:** [jdeaux@xula.edu](mailto:jdeaux@xula.edu)

**Course Description:** English 1023H is a writing emphasis course designed to improve students' argumentative and analytical skills. While the topics for essays will be drawn from readings in poetry, fiction, and drama, the writing skills obtained will be applicable across the curriculum. Honors students should demonstrate in discussion and writing rigorous development of ideas and go beyond first-level thinking—beyond first thoughts and into synthesis.

**Prerequisites:** Placement in English 1023H is determined by ACT/SAT scores.

**Materials:** : (This may include any materials you think the students need for the course besides texts, such as notebooks, journals, diskettes, folders, etc.)

**Texts:** *The Bedford Handbook*. Diana Hacker. 5th ed. Bedford, 1998.

*Literature: The Human Experience* Richard Abcarian, ed. 6<sup>th</sup> ed.

*Like Water for Chocolate*

Course materials on reserve in the library.

**Course Objectives:** (While there are general goals that pertain to all English 1023H classes as stated in the General Syllabus, the instructor may add to these, as seen below.)

- Students will discuss and write about literary works from cultural, social, historical, political, and thematic perspectives.
- Students will respond to literary works using the techniques of analysis, evaluation, and comparison/contrast.
- Students will learn to give short oral presentations.
- Students will keep a journal to record their reactions to literature.
- Students will work in collaborative groups on discussion topics.
- Students will complete a research project using a process that requires library and computer resources, and MLA documentation.

**Writing Assignments:** (The type of writing assignments an instructor plans on using should be explained to the student. Instructors use different types of assignments in 1023H depending on if they want to use a formal approach in which they require formal essays, or a more informal approach in which case they might use a combination of short responses which might develop into more formal essays or journal writings that do the same.)

**Oral Reports:** (These also work well with 1023H classes and can lead to class discussion. Assessment and guidelines are the instructor's discretion.)

**Research Paper:** (How research papers are handled is also up to the instructor. They may be one of the required formal essays that has been expanded into a longer paper or a separate project. Of course, the research paper must be literary in nature.)

**Computer Interaction:** (Some instructors have begun having online discussions with students concerning course materials. Discussion groups outside of class can also be conducted via email or chat groups. )

**Midterm and Final Exams:** (The inclusion of examinations in 10223H is up to the instructor.)

**Grading:** (This section should clearly explain the grading system, especially how you plan to incorporate different assignments into the assessments and the weights of different types of assignments. An example follows.)

I follow the university standard for grading : A - excellent, B - above average, C - average, D - below average, F - failure. Each letter grade is given points for averaging grades: A - 4 points, B - 3 pts., C - 2 pts., D - 1 pt., F - 0 pts. I do place pluses and minuses (+/-) on grades (ex., B- or D+) to indicate the strengths and weaknesses of grades, but these do not affect the point values of grades. In the beginning of the semester I base my grading primarily on the students' organization and development of ideas during the writing process. Your midterm grade will be based on graded assignments completed by midterm. Your final grade will be based on all the assignments:

Essay grades -	40%
Research grades -	20%
Response Papers -	20%
Oral Reports -	20%

**Attendance:** Attendance for this course follows the university standard for all 1000 level courses. You are allowed six (6) absences regardless of illness, approved travel, accident, etc. If you exceed these six absences, you receive an "FE" (failure for excessive absences) in the course. Tardies are counted as absences unless you tell me at the end of class that you were late. Habitual tardiness will receive one warning. Afterward, such tardies will remain absences.

**Classroom Conduct:** (While this section shouldn't be necessary, some instructors find it necessary for freshmen.)

1. Be respectful of who is talking at all times.
2. Always be prepared for class.
3. Avoid rude behaviors such as reading materials from another class, sleeping, placing your head on your desk, wearing hats that cover your eyes, wearing sunglasses, or eating meals in class.
4. Turn off your beepers and phones before entering class.

Should you be unable to meet these expectations, you will be dismissed from class and marked absent.

**Deadlines:** (Many instructors like to give instructions concerning meeting deadlines and penalties for missing deadlines, such as dropping the assignment a letter grade for each day the assignment is late, or emphasizing that assignments are due at the beginning of class and are considered late if received afterwards.)

**Make-Ups:** You are responsible for everything you miss in this class. You must speak with me about missed deadlines immediately after returning to class because of absence. I am not responsible for reminding you of your obligations.

**Cheating/Plagiarism:** The university has stringent policies concerning cheating and plagiarism. Students caught cheating or plagiarizing will receive an "F" for the course. Plagiarism is when someone tries to pass off someone else's work, writing, ideas, etc., as their own. For this course, cheating is when a student communicates with another student or looks at another student's work during the course of an examination without the instructor's permission.

**Course Content:** The schedule below is general and based on week-by-week goals for the course. Please be aware that the schedule may change depending upon timing conflicts and the students' abilities to process material.

(page numbers are examples only)

- WK 1 Intro to Course; Response Papers explained; preliminary writing.
- WK 2 Eveline (4-10); A Rose for Emily (315-20); Roman Fever (255-63).
- WK 3 Writing about plot and setting Arranging ideas
- WK4 Response paper 1 due; Presentations
- WK 5 Poetry Unit (selections given at this time; Research paper discussion.
- WK 6 Writing About Poetry; Poetry presentations
- WK 7 MIDTERM; Response paper 2 due; Research paper discussion.
- WK 8 Discussion of Research paper; Drama Unit. *A Raisin in the Sun*
- WK 9 *A Raisin in the Sun*
- WK 10 *A Raisin in the Sun* Writing about Drama
- WK 11 Presentations; Response paper 3 due.
- WK 12 Intro to the Novel; *Like Water for Chocolate*
- WK 13 *Like Water for Chocolate*.
- WK 14 *Like Water for Chocolate*; Writing about longer works.
- WK 15 Presentations; Response paper 4 due.
- WK 16 Review for Final; Final research paper due.