

About Your Instructor >>>

Instructor: Marisa Mills, Lecturer

Contact Me: Contact me via Canvas messenger, via email at mmills@pensacolastate.edu, or call me at (850) 484-1190.

Office Hours:

MW 1-2 PM (Warrington, 3422-D)
TR 8-9 AM (Pensacola, 424)
Via Zoom by appointment

About the Course >>>

Location: via Zoom, Thursdays
6:00-8:40 PM

Credit/Contact Hours: 3 credit hours, 3 contact hours

Department: English and Communications Department; Pensacola Campus, Building 4, Room 442, (850) 484-1400

Department Head: Tracy Peyton, Ed. D. tpeyton@pensacolastate.edu

Assistant Department Head: Christine O'Donnell, codonnell@pensacolastate.edu

Course Text >>>

The Norton Introduction to Literature, edited by Kelly J. Mays; 14th; W.W. Norton & Company; 2021. ISBN: 9780393886283

Final Exam Date/Time >>>

The final exam will be **Thursday, December 14th @ 6:00—8:00 PM.**

Add/Drop Dates >>>

Last Day to Add/Drop: August 25th

Last Day to Withdraw: November 7th

LIT2000 D2012: Introduction to Literature

Course Description: An introduction to the concepts and methodologies used to study literature from various genres, cultures, and historical periods. Students will learn to use shared language and methods of inquiry to analyze texts, apply literary theories, and construct and communicate their own arguments. Meets AA General Education Core, Humanities requirement. Satisfies literature requirement. A writing emphasis course.

General Education Student Learning Outcomes:

- **Critical Thinking:** The student analyzes, evaluates, and, if necessary, challenges the validity of ideas, principles, or data in order to develop informed opinions, probable predictions, or defensible conclusions.
- **Communication:** The student effectively communicates knowledge and ideas.
- **Cultural Literacy:** The student demonstrates an understanding of human culture and its diversity.

Course Learning Outcomes:

- Use selected literary terms in oral and written discussion of literature from multiple genres.
- Choose and apply appropriate rhetorical strategies in formal essays.
- Produce fully developed, coherent multi-paragraph essays on literary topics.
- Analyze selected works using critical reading skills.
- Express convincing interpretations of selected literature.
- Explain logical connections between literature and life experiences.

Student Expectations – Students enrolled in this course can expect the following: 1) clearly identified course objectives; 2) productive class meetings; 3) a positive learning environment; 4) opportunities for appropriate student participation; 5) effective instruction; 6) positive and appropriate interactions; 7) assistance with meeting course objectives during and beyond class hours; 8) evaluation of student performance and appropriate and timely feedback; 9) clear and well-organized instruction
Writing that includes textual analyses, reader's journals, independent research, and MLA documentation.

Oral participation that may range from participation in class discussion to formal presentations.

Tests, objective or essay, including a final exam based upon Course Learning Outcomes.

Writing Emphasis Requirement: A minimum of three fully developed, multi-paragraph, evaluated writing assignments, not including a final examination, is required.

Writing Emphasis Requirement: Instructors provide detailed feedback regarding the content, organization, and use of standard written English for each evaluated writing assignment.

Writing Emphasis Requirement: Instructors return each evaluated writing assignment to a student before submission of the next evaluated writing assignment.

Writing Emphasis Requirement: Only individual student work may count toward the minimum three evaluated writing assignments.

Writing Emphasis Requirement: Grading rubrics will be used for each evaluated writing assignment. These rubrics will be shared with each student.

Writing Emphasis Requirement: The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.

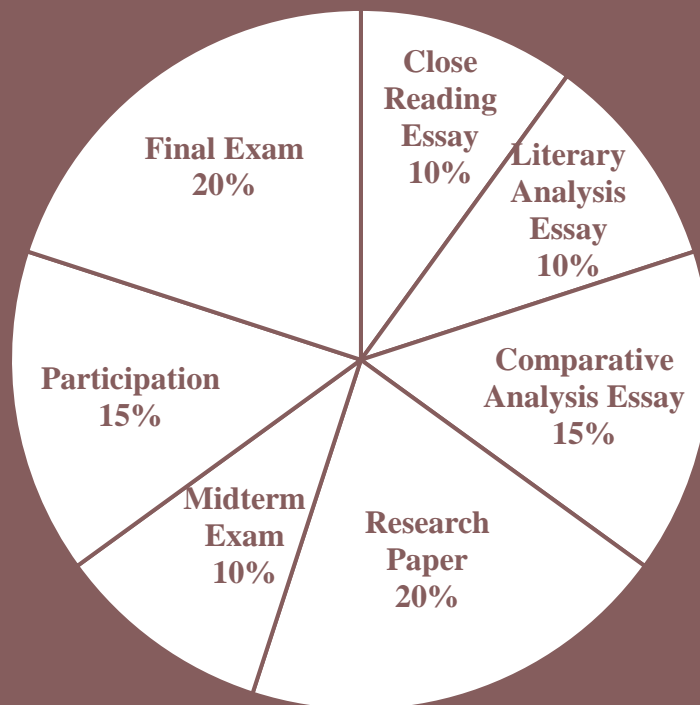
Grading & Assignments >>>

Grading Scale

A	90-100%
B+	88-89%
B	80-87%
C+	78-79%
C	70-77%
D+	68-69%
D	60-67%
F	0-59%



ASSIGNMENTS & THEIR WEIGHTS



Extra Credit, Participation, & Writing Assignment Descriptions >>>

Please, note that these are *abridged* descriptions of the assignments; the major writing assignments (close reading essay, literary analysis essay, comparative analysis essay, and the research paper) have more details prompts in the Course Documents module.

Literary Analysis Essay (10%)

For your first writing assignment this term, you will write a **750-word literary analysis** which explains how a common literary concept/term (i.e. setting, character, theme, symbolism, etc.) functions within one of the allowed course texts. Like the other essays in the course, this assignment should be written as a formal essay in MLA format with an introduction, an arguable thesis about the text and its use of your chosen concept/term, several body paragraphs, and a conclusion. This essay **may use 1-2 outside sources**; however, these sources *must* be from either academic, peer-reviewed journals or publications by a university press.

Close Reading Essay (10%)

For your second writing assignment this term, you will write a **750-word close reading essay** which provides an in-depth, thoughtful analysis of one specific passage from one of the allowed course texts. As with all essays in the course, this assignment should be written as a formal essay in MLA format with an introduction, an arguable thesis about the significance of your chosen passage, several body paragraphs, and a conclusion. This essay **should not** include outside sources.

Participation (15%)

With Zoom classes, things go more smoothly if everyone participates. However, I realize that not all students feel comfortable speaking in class. While I do ask that all students try their best to contribute to conversations regarding the readings, this should not come at the expense of your own comfort. Therefore, participation also factors in group work, journaling, free writing, quizzes, and other in-class writing activities, and homework.

Comparative Analysis Essay (15%)

For the third writing assignment, you will write a **1,000-word comparative analysis** which compares and/or contrasts the usage of a literary concept/term (i.e. setting, character, theme, symbolism, etc.) in **two** of the allowed course texts. Like the other essays in the course, this assignment should be written as a formal essay in MLA format with an introduction, an arguable thesis about the significance of the similarities/differences and how they impact your interpretation of the texts, several body paragraphs, and a conclusion. For this essay, I strongly recommend the use of outside sources, particularly for adding context to your chosen works of literature. However, I recommend **not using more than 4 outside sources**. Any sources used *must* be from either academic, peer-reviewed journals or publications by a university press.

Research Paper (20%)

For your final major writing assignment of the term, you will choose from a list of potential questions involving genres of literature (located in the course documents). You will answer this question by creating a **1500-word** research paper which makes use of appropriate, credible sources. You must use a **minimum of 5 sources**, at least **3** of which should be either from peer-reviewed journals or publications by a university press. For this assignment, you may use non-academic sources *provided those sources are reasonably credible and make sense within the context of the paper*. We will discuss credible sources as we approach the due date of this assignment. Like the other essays in the course, this assignment should be written as a formal essay in MLA format with an introduction, a clear central idea which provides a definitive answer to your chosen question, several body paragraphs, and a conclusion.

Extra Credit

Bonus Questions

The Midterm and Final Exam will both include a bonus question which adds 2 points to that assignment.

Student Perception Surveys-- EvaluationKit

During the term, you will receive a notification in PirateMail with a link to EvaluationKit, the online evaluation system used by Pensacola State College. Please take advantage of this opportunity to provide anonymous feedback to your instructors about their courses. Your opinions are valuable, and your evaluations enable instructors to assess their teaching style and help them decide what changes to consider in curriculum, textbooks, or assignments. If you complete the Student Perception Survey, I will add **3 points** to your final exam score.

Exam Descriptions >>>

Midterm Exam (10%)

Approximately halfway through the term, you will take an exam which will test your knowledge of the authors, texts, genres, and literary concepts which we have covered in class. This exam will be a combination of multiple choice, short answer, and an essay question. To take this exam, you **must** have a working webcam. If you experience some unforeseen technical difficulty with your webcam, you may instead take this exam at the Testing Center; however, you must let me know 48 hours before the exam time and make your own arrangements for an appointment with the Testing Center.

Final Exam (20%)

At the end of the term, you will take an exam which will test your knowledge of the authors, texts, genres, and literary concepts which we have covered over the course of the entire semester. This exam will be a combination of multiple choice, short answer, and an essay question. As with the midterm, you must have a working webcam to take this exam, you **must** have a working webcam. If you experience some unforeseen technical difficulty with your webcam, you may instead take this exam at the Testing Center; however, you must let me know 48 hours before the exam time and make your own arrangements for an appointment with the Testing Center.

Course Regulations (Six Things to Know before You Zoom) >>>

This class will be conducted under the regulations defined in the Code of Student Conduct in the **Pensacola State College Catalog**. Please, note the following:

1. Regular, punctual attendance is required, per the Pensacola State College Catalog. Even though this is an online class, you are required to be visible and ready to participate via Zoom throughout the entire class. If you are not visible, you will be counted tardy or absent. Tardies and leaving early will be converted into absences. For the attendance policy for my course specifically, see the **Attendance Policy** heading below.

2. Since this is a synchronous online course, you can attend class from wherever you deem suitable. Choose a location that is free from distractions so as not to disturb our work together.

3. Please wear proper attire, and do not attend class while driving or operating heavy machinery.

4. In order to ensure there are no distractions, only the student who is enrolled in the class should be present and visible on camera.

5. College policy disallows visitors during class sessions. This includes Zoom courses.

6. Class disruptions, including but not limited to persistent talking while the instructor or another student is speaking, could result in your being asked to leave the class.

If you are asked to leave class for violating class policies, you will be counted absent from class and may not be allowed to make up work from that day. Before returning to class, you must meet with the instructor.

Attendance Policy >>>

I expect you to come to class whenever you are able. If you can't come to class in person, please send me a courtesy note to let me know. I respect your choices! However, if you end up missing **more than two classes**, we'll need to meet to work out a plan for you to continue in the class. If you do not meet with me or else do not stick to the plan we work out for you, I may deduct **3 pts.** from your final letter grade for each additional absence.

Late Work Policy & Due Dates >>>

So I Missed...

Can I Make It Up?

An in-class participation activity

No. Except on exam days, all class meetings will have some participatory activity/credit. These cannot be made up, **but** I will drop your lowest two scores.

A major writing assignment (close reading, literary analysis, comparative analysis, or research paper)

Yes! If you can't submit a major writing assignment on time, just ask for an extension. When you request an extension, provide me with your proposed extended date. If it is reasonable, I will enter it into Canvas, and you may submit the assignment then. If not, we will negotiate an agreeable extended due date. Extensions **will not** be granted if the request for an extension is made **more than 24 hours after the original due date/time**.

The midterm or final exam

Maybe. If you let me know ahead of your absence, you may make up the midterm or final exam at the Testing Center within **5 business days** of the original due date, *provided* there is time left in the term. I will not accept any exams after the last official day of the term (December 15th).

Other Policies >>>

Cheating & Plagiarism

Plagiarism is the use of anyone else's ideas or words without giving proper credit. Cheating includes, among other things, copying someone else's work, turning in work done by someone else, turning in AI-written material, or turning in work that has been submitted in another class by you or anyone else. The consequences of either plagiarism or cheating are an automatic zero (0) on the work in question and possible failure of the course or discipline by the college. Please refer to the College Catalog for the college policy regarding cheating and plagiarism.

Turnitin

Your writing assignments will be submitted via Turnitin. Some of you might be familiar with this program. Turnitin is often used as a plagiarism checker. Although it is commonly used to catch plagiarism after the fact, I prefer to use Turnitin as a teaching tool. If you submit drafts of your papers BEFORE they are due, you will have the opportunity to revise areas of your paper where you might be unintentionally plagiarizing sources and/or not citing them correctly.

Maximum Attempts

Any student still on the official class roll after the drop period will be counted as having attempted the course whether or not he or she finishes the class. The third attempt to take a college course will cost three (3) times the cost of the first two (2) attempts.



Tech Requirements >>>

Course Companion Site: The course companion website is in Canvas (eLearning) at <https://pensacolastate.instructure.com/>. You will submit **all assignments** through Canvas, and between class meetings, we will communicate using the Canvas messaging system.

Webcam: In order for me to verify you are attending and participating in class—as well as for the proctoring of exams—you **must** have a working webcam for this course.

Microsoft Office Suite: Available for free through your Pirate Mail account. Go to <https://www.pensacolastate.edu/piratemail/> to log in. Then click on the app launcher button in the upper left corner to access the cloud-based program.

Extra Support >>>

Instructor during office hours and by appointment: Please, feel free to reach out to me via Canvas or by email. My goal is to see you succeed in my class and by extension, in your future endeavors at PSC. I'd love to meet with you to discuss any aspect of my class!

Library home page:
<http://library.pensacolastate.edu/>

The **Writing Lab** offers free tutoring in writing and grammar to all PSC students on a virtual basis:
<https://pensacolastate.instructure.com/courses/1325752>.

The **Student Support Services Lab** is located on the Pensacola Campus, Building 6, Room 620. It provides free tutoring to students who apply to the program and meet eligibility requirements. (850-484-2028)

The **Student Resource Center for ADA Services** office is located on the Pensacola Campus, Building 6, Room 603. It assists students who have any type of special situation that impacts their learning. (850-484-1637).

Student HelpDesk for tech support: 850-471-4534

Canvas (eLearning) Support Hotline: 855-534-1843

Unit I (Poetry)

All unit schedules are tentative and subject to change in order to better meet the needs of the class. If I choose to move dates or readings, I shall give everyone sufficient notice. Texts marked with (*) are in your textbook; all others have links provided in the digital copy of the syllabus located in the Course Documents module.



Week 1: Syllabus & Introductions

We Meet On: August 24th

Before Class, You Should: Familiarize yourself with how to join a Zoom meeting.

During Class, We Will: Go over the syllabus; Go over the Canvas resources; Do some icebreaker activities; Discuss the basics of literary criticism.

After Class, You Should: Read *Angar Kyfundawt* (PDF); *The Norton Anthology of Literature (NIL)*, pp. 418-420; 436-444* [*Note: Begin at the “Responding to Poetry” heading.]



Week 2: The Dramatic Monologue

We Meet On: August 31st

During Class, We Will: Go over the Literary Analysis Essay directions; Practice analyzing poetry and writing thesis statements; Discuss *Angar Kyfundawt*

After Class, You Should: Read “[The Lady of Shalott](#)” (1842); *NIL*, pp. 123-126; 144-148; 1060-1072. Begin working on the Close Reading Essay



Week 3: The Narrative Poem

We Meet On: September 7th

During Class, We Will: Discuss “The Lady of Shalott”; Norming and peer review

After Class, You Should: Read *NIL*, pp. 75-78; 94-116.

Major Assignment Due: [Literary Analysis Essay \(9/10 @ 11:59 PM via Canvas\)](#)

Literary Concepts/Terms in Unit I

Close Reading

“The Dead Author”

Dramatic Monologue

Figurative Language

Narrative Poetry

Poetry

Rhyme Scheme

Setting

Speaker

Symbolism

[Literary Analysis Paper Resources](#)

For My Expectations

Literary Analysis Paper

Directions & Tips (“Course Documents”)

Writing the Paper

[Writing Process Checklist](#)

[Pensacola State Writing Lab](#)

[How to Write a Literary Analysis Essay](#)

[Literary Analysis Example*](#)

Citing in MLA 9

[Purdue OWL](#)

*Note: While the content of this example is quite good, do be aware that this essay is not in MLA 9.

Unit II (Prose)



Week 4: Literary Fiction

We Meet On: September 14th

During Class, We Will: Introduce characters; Go over the Close Reading Essay directions; Discuss Toni Morrison's "Recitatif"

After Class, You Should: Read *NIL*, pp. 46-53; 79-85; "Theses of Monstrosity" (PDF)



Week 5: Popular Fiction

We Meet On: September 21st

During Class, We Will: Discuss Edgar Allan Poe's "The Black Cat"; Analyze symbolism and narrative voice

After Class, You Should: Read *NIL*, pp. 305-312; "What We Talk about When We Talk about the South" (PDF)



Week 6: Southern Gothic

We Meet On: September 28th

During Class, We Will: Discuss William Faulkner's "A Rose for Emily"; Norming and peer review

After Class, You Should: Read *NIL*, pp. 487-498; 1072-1079

Major Assignment Due: Close Reading Essay (10/1 @ 11:59 PM via Canvas)

Literary Concepts/Terms in Unit II

Antagonist

Archetype

Character

Narration

Plot

Point of View

Prose

Protagonist

Theme

Tone

Close Reading Paper Resources

For My Expectations

Close Reading Essay Directions & Tips ("Course Documents")

Writing the Paper

Writing Process Checklist

Pensacola State Writing Lab

How to Do a Close Reading

Citing in MLA 9

Purdue OWL

Unit III (Artistic Responses)



Week 7: Artistic Responses I & Midterm Review

We Meet On: October 5th

During Class, We Will: Discuss Comparative Analysis Essay directions; Look at musical adaptations of “The Lady of Shalott”; Review for the Midterm Exam

After Class, You Should: Study for the Midterm Exam.



Week 8: The Midterm Exam

We Meet On: October 12th

During Class, We Will: Take the Midterm Exam

After Class, You Should: Read *NIL*, pp. 1-8; 520-521; “[A Theory of Adaptation Audiences](#)”



Week 9: Artistic Responses II & the Musical

We Meet On: October 19th

During Class, We Will: Review adaptations of famous works of literature; Practice charting narrative arcs; Discuss popular culture and its association with literature

After Class, You Should: Read *NIL*, pp. 706-713; [A Midsummer Night’s Dream, Acts 1-2](#)

Literary Concepts/Terms in Unit III

Adaptation

Allusion

Comparative Analysis

Literature

Lyric

Soliloquy

Comparative Analysis Resources

For My Expectations

Comparative Analysis Essay Directions & Tips (“Course Documents”)

Writing the Paper

[Writing Process Checklist](#)

[Pensacola State Writing Lab](#)

[How to Write a Comparative Analysis](#)

Finding Credible Sources

[Finding Articles and Journals](#)

[Using the Library Databases](#)

[Source Evaluation Guidelines](#)

Citing in MLA 9

[Purdue OWL](#)

Unit IV (Drama)



Week 10: Drama I

We Meet On: October 26th

During Class, We Will: Discuss drama; Introduce Shakespeare's *A Midsummer Night's Dream*; Norming and peer review

After Class, You Should: Read [A Midsummer Night's Dream, Acts 3-5](#); Work on your Comparative Analysis Essay.

Major Assignment Due: Comparative Analysis Essay (10/29 @ 11:59 PM via Canvas)



Week 11: Drama II

We Meet On: November 2nd

During Class, We Will: Discuss the Research Paper directions and refresh on how to find credible sources; Watch [A Midsummer Night's Dream](#)

After Class, You Should: Read *NIL*, pp. 1093-1103; A1-A25



Week 12: Drama III

We Meet On: November 9th

During Class, We Will: Continue watching *A Midsummer Night's Dream*; Discus *A Midsummer Night's Dream*

After Class, You Should: Complete GLO form relating to your research paper; Submit tentative bibliography for your paper

Literary Concepts/Terms in Unit IV

Drama

Comedy

Tragedy

Monologue

Soliloquy

Staging

Research Paper Resources

For My Expectations

Research Paper Directions & Tips
("Course Documents")

Writing the Paper

[Writing Process Checklist](#)

[Pensacola State Writing Lab](#)

[PSC's Research Paper Help](#)

Finding Credible Sources

[Finding Articles and Journals](#)

[Using the Library Databases](#)

[Source Evaluation Guidelines](#)

Citing in MLA 9

[Purdue OWL](#)

[Integrating Sources to Support an Argument](#)

Unit IV (Drama)



Week 13: Drama IV

We Meet On: November 16th

During Class, We Will: Finish our discussion of *A Midsummer Night's Dream*; Discuss incorporating sources; Workshop thesis statements

After Class, You Should: No reading this week.



Week 14: THANKSGIVING BREAK—NO CLASS



Week 15: The Research Paper I

We Meet On: November 30th

During Class, We Will: Discuss your ideas for the Research Paper; Peer review and provide feedback on rough sketches/drafts

After Class, You Should: Work on your Research Paper.

Major Assignment Due: Research Paper (12/3 @ 11:59 PM via Canvas)



Week 16: Final Exam Review

We Meet On: December 7th

During Class, We Will: Review for the Final Exam

After Class, You Should: Study for your Final Exam!



Finals Week: The Final Exam is December 14th @ 6-8 PM.

Literary Concepts/Terms in Unit IV

Drama

Comedy

Tragedy

Monologue

Soliloquy

Staging

Research Paper Resources

For My Expectations

Research Paper Directions & Tips (“Course Documents”)

Writing the Paper

[Writing Process Checklist](#)

[Pensacola State Writing Lab](#)

[PSC's Research Paper Help](#)

Finding Credible Sources

[Finding Articles and Journals](#)

[Using the Library Databases](#)

[Source Evaluation Guidelines](#)

Citing in MLA 9

[Purdue OWL](#)

[Integrating Sources to Support an](#)

[Argument](#)