**ENGL 1020: College Literature**

(3 Credit Hours, Liberal Arts Credit)

Spring 2021 / Period 6

Mr. Heaney, Room D-235

Office Hours: 2:00 -3:15pm (M-F)

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***THIS WILL BE A “PAPERLESS” CLASS AND ALL WORK WILL BE DONE VIA MICROSOFT TEAMS & E-MAIL***

Note: Obviously this academic school year is going to be very different due to the complications caused by a global pandemic. We are starting the year off with the school’s “hybrid” model in place. With that in mind, this course is designed to be taught in a way that will reach in-school learners and remote learners. Lessons will be taught in school but also pushed out via Zoom and Microsoft Teams. Communication will be essential and we will be using school email, Zoom and Microsoft Teams to keep in contact as we progress. All work will be done over the internet and students will always need to have their computers with them when they come to class. As stated above, the class will be paperless and everything will be submitted through email or Teams. This is being done partly due to the likeliness of school transferring to an all remote/virtual model at some point this year. If that is the case, we will be able to continue connecting to class lessons with email, Zoom, and Microsoft Teams and not lose any time.

**Course Description:**

This course is an introductory literature class at the college level. Students will be exploring the importance of literature and the value it has to society. Students will also be expected to show capable writing and analysis skills in a variety of writing assignments throughout the class**.**

**Course Goals:**

The goal of this class is to have students appreciate the importance and beauty of literature, apply lessons and thinking skills to life outside of the class, and write in ways that show mastery level comprehension. Students will be able to do the following:

1. Identify, understand, and explain traits & purposes of literary texts
2. Write five to six essays fully utilizing the writing process
3. Be involved with Socratic seminars in which the class will discuss aspects of writing
4. Fully understand a wide range of terms and elements and how an artist uses them
5. Apply and synthesize literary analysis in multiple modes
6. Think with critical insight and be able to speak and write about their thoughts
7. Complete a mid-term and final exam to show proficiency with content and skills
8. Become life-long learners and critical thinkers

**Course Objectives:**

100% of students will be able to show mastery level work (Above 85%) measured in the comprehensive grade at the end of the semester.

**Assessments:**

1. Writing Piece # 1 -
2. Writing Piece #2
3. Mid-Term Exam
4. Writing Piece # 3
5. Writing Piece # 4
6. Final Exam

\*Specific expectations and grading rubrics will be provided for each assignment

**Weekly Calendar**

-Week One: The Act of Reading & The Importance of Literature in Society

-Week Two: Book Study of *The Road*

-Week Three: Book Study Continuation of *The Road*

-Week Four: Book Study Continuation of *The Road* **(Piece # 1 Due**)

-Week Five: Drama Study *Fences*

-Week Six: Drama Study *Fences*

-Week Seven: Drama Study *Fences*

-Week Eight: The Pre-Critical Approach **(Writing Piece # 2 Due)**

-Week Nine: The Formalist Approach

-Week Ten: **Mid-Term Exam**

-Week Eleven: The Historical / Biographical Approach

-Week Twelve: The Moral / Philosophical Approach

-Week Thirteen: The Psychological Approach

-Week Fourteen: The Archetypal Approach

-Week Fifteen: Continuation of the Archetypal Approach

-Week Sixteen: The Marxist Approach (**Writing Piece # 3 Due**)

-Week Seventeen: Continuation of the Marxist Approach & The Feminist Approach

-Week Eighteen: The Feminist Approach

-Week Nineteen: Review, Synthesis and Application **(Writing Piece # 4 Due**)

-Week Twenty: **Final Exam**

\*Other weeks are used in vacations, senior interruptions, and other events for a total of 20 weeks.

**Course Content (All texts will be provided on-line via Microsoft Teams by the instructor):**

1. *Critical Theory Today: A User-Friendly Guide* (Second Edition) – Lois Tyson
2. *The Road* by Cormac McCarthy
3. *Fences* by August Wilson
4. The Pre-Critical Approach
   1. *The Storyteller* - Saki
   2. *Theme for English B* – Hughes
   3. *Cathedral* – Carver
   4. *A Study of Reading Habits* - Larkin
5. The Formalist Approach
   1. *The Pardoner’s Tale* – Chaucer
   2. *Chickamauga* – Bierce
   3. *My Papa’s Waltz* – Roethke
   4. *I Felt a Funeral in My Brain* – Dickinson
   5. *Bluebird* – Bukowski
   6. *This is just to say* – Williams
   7. *Sonnet 18* – Shakespeare
   8. *Metaphors* – Plath
6. The Historical / Biographical Approach
   1. *Dulce et Decorum Est* – Owens
   2. *Next of of course god america I* – cummings
   3. *Masque of the Red Death* – Poe
   4. *Bernice Bobs Her Hair* – Fitzgerald
   5. *We Real Cool* – Brooks
7. The Moral / Philosophical Approach
   1. *The Minister’s Black Veil* – Hawthorne
   2. *To His Coy Mistress* – Marvell
   3. *Where Are You Going, Where Have You Been* – Oates
   4. *When I Have Fears* – Keats
   5. *The Weary Blues* - Hughes
8. The Psychological Approach
   1. *The Metamorphosis* – Kafka
   2. *A&P –* Updike
   3. *Everyday Use* – Walker
   4. *Greasy Lake* – Boyle
   5. *I, Too* - Hughes
9. The Archetypal Approach
   1. *The Lottery* – Jackson
   2. *Chrysanthemums* – Steinbeck
   3. *Rappaccini’s Daughter* – Hawthorne
   4. *What We Talk About When We Talk About Love* – Carver
   5. *The Negro Speaks of Rivers* – Hughes
10. The Marxist Approach
    1. *The Man Who Was Almost a Man* – Wright
    2. *The Lonesome Death of Hattie Carroll* – Dylan
    3. *The Rocking-Horse Winner* – Lawrence
    4. *America* – Ginsberg
    5. If We Must Die - McKay
11. The Feminist Approach
    1. *The Yellow Wallpaper* – Gillman
    2. *Hills Like White Elephants* – Hemingway
    3. *The Story of an Hour* – Chopin
    4. *To the Virgins to Make Much of Time* – Herrick
    5. *Resume* - Parker

**Grading Policies & Rubric:**

A+ (95-100) Goes above and beyond superior excellence

-4 Papers 50% A (90-94) Shows mastery but lacks maximum effort

-2 Exams 50% B+ (85-89) Shows strong understanding & quality work

B (80-84) Is a solid effort but lacks development

C+ (75-79) Shows some potential for quality work C (70-74) Reflects some effort & basic comprehension

D (65-69) Minimal effort but basic comprehension

F (Below 65) Unacceptable effort

**Expectations:**

-I expect students to come to class with a positive attitude.

-Students are expected to come to class. School attendance policies will be enforced.

-I expect students to be prepared to focus and do work during class time.

-I expect students to strive to produce quality and focus on improving skills and knowledge.

-I expect students to be open-minded and challenge themselves.

-The College Academic Honesty Policy is recognized and enforced by this class

-Students are expected to invest a total of 135 clock hours toward this course (including seat

time, reading time, writing time, test/project prep.)

-Students will be expected to invest between 9 and 10 hours a week on this course

**Rules:**

-Be in class on time and ready to do work.

-Be meaningful and purposeful with academic work.

-Be respectful of everyone and everything.

-Absolutely no cell phones / devices to be used in class unless I give you permission!

**Academic Support:**

-All support structures offered by FCS will be available to students

-Mr. Heaney’s Office Hours will be available for students in need of individual help