

FLORIDA KEYS COMMUNITY COLLEGE
SYLLABUS

I. Course Prefix/Number/Course Title:

LIT 2000, Introduction to Literature. Prerequisites: satisfactory score on the college placement test. Meets requirement in Humanities area and is a Gordon Rule class.

II. Credit Hours/Contact Hours:

3 credit hours

III. Instructor:

Beverly Zomber

Faculty Office Hours: Instructor is available to meet with correspondence students by appointment at the Middle Keys Center. Call 743-7971 (home) or 743-2133 (Middle Keys Center) to schedule a time and exact location for a meeting. Students should feel free to contact the instructor as necessary for assistance with this course.

IV. Course Description:

This course explains the nature and significance of literature and its various forms: fiction, drama, poetry. Emphasis is on techniques of reading literature for intelligent enjoyment. This course includes a 6000 word writing requirement.

V. Required Text(s)/Materials:

Literature. An Introduction to Reading & Writing. Edgar V. Roberts & Henry E. Jacobs. Assignments included in this syllabus are based on the 6th edition.

VI. Specific Course Objectives:

This course develops student appreciation of literature by reading, and by writing about text assignments in context. On successful completion of the course, the student will be able to:

- A. read with more awareness and enjoyment.
- B. make useful reading notes.
- C. relate literature more directly to living.
- D. write personally yet with critical intelligence about reading.
- E. discuss, write, and exchange ideas on a range of formal aspects of prose fiction and poetry
- F. understand principles of context.
- G. have a basic idea of the transformation from life to literature and back again.

VII. Course Method:

The course is available for on campus or correspondence participation. Correspondence students must maintain regular contact with the instructor, by phone and/or mail.

Successful students will use an essay format to demonstrate original, creative, evaluative thinking on enduring works in literature. Samples for use, including written works AND movies, have been chosen by the instructor and are assigned in section X of this syllabus.

Essays to total a minimum of 6000 words in adequate college-level English are required for successful completion of the course. Each essay must be between 500-1000 words (only 1-2 pages!) and must relate to one of the weekly topics listed in section X of this syllabus.

The intent of the essays is to have the student

- (a) make an analysis of the course materials thereby demonstrating an understanding of the forms of literature and
- (b) demonstrate the analysis/synthesis process through the presentation of scholarly papers.

Essays must be logical and grammatically correct and must include

- (a) an introduction
- (b) specific reference to and correct use of terms, concepts, writings, and writers mentioned in the course materials,
- (c) an analysis of the literary forms discussed
- (d) a synthesis of one or more concepts with the student's own readings/experiences including theatre or movie events and
- (e) a conclusion

Over the course of the term the student is expected to show evidence of growth/improvement in both the thought-to-application process and the written communication process.

VIII. Method of Student Evaluation:

Each edited/completed essay is equally weighted and grades on the 13 essays will be averaged to calculate a final grade.

Grade Scale: A=90-100, B=80-89, C=70-79, D=60-69, F<60, W = Withdrawal, X = Audit, I = Incomplete (Incomplete grades are available only by prior arrangement with the instructor).

Grading Criteria: Students will be evaluated on the basis of thirteen (13) original essays related to the literature (readings and movies) assigned. Each essay is typically required to be between 500-1000 words (1-2 pages) in length and must be submitted on or before the dates listed in Section X of this syllabus. These deadlines are important, and grades may be impacted if work is habitually late. Also note that *****ESSAYS MUST BE THE ORIGINAL WORK OF THE STUDENT. INDICATIONS OF PLAGIARISM WILL BE INVESTIGATED BY THE INSTRUCTOR, AND APPROPRIATE ACTION WILL BE TAKEN.***** Essay grades will also be based on grammar, spelling, punctuation, and logic.

Correspondence essays should be submitted to the Middle Keys Center College Office by the due dates listed on this packet. Papers can simply be mailed to the attention of Bev Zomber, FKCC, Middle Keys Center, 900 Sombrero Beach Road, Marathon, FL 33050. Alternatively, papers from the Key West or Upper Keys campuses can be sent to the Middle Keys Center via the college courier system. Students must take into account that the USPO and the college courier do NOT guarantee delivery dates, and should plan accordingly when attempting to meet the published deadlines. Students should retain copies of their papers for their own use, and for discussion with the instructor. Papers submitted to the instructor will not be returned. All submissions MUST be clearly marked with the student's name, course information, teacher name, AND INCLUDE A CLEAR RETURN ADDRESS AND CORRECT PHONE NUMBER.

The instructor will grade the papers and give feedback, via mail or preferably telephone. In order to establish communications, **students should phone the instructor as soon as possible after receipt of this packet to verify that instructions are understood.**

Final coursework is due at the Middle Keys Center's mailing address in Marathon no later than Thursday April 25, 2002 (WELL BEFORE the last day of classes for the semester).

Addendum – Helpful Tips on Essay Writing:

For this class creative thinking and its application are priorities. In essays students should analyze the material, synthesize new understandings, and evaluate concepts. Essays should not be paraphrases of texts, videos, or encyclopedias! Essays should not be lists of facts. Essays should demonstrate original thinking.

Dictionaries and most encyclopedias are not suitable references for college essays. Student essays should never contain clauses such as "Webster defines culture as..." or "A dictionary definition of grass is..." In college classes words such as culture and grass are technical terms with special definitions. Dictionaries of botanical or anthropological terms might clarify such terms, but brief essays based on technical definitions tend to be trite paraphrases rather than creative or interesting.

If sources are quoted, all quotes and paraphrases must be cited by authors' last names, the publication dates and page numbers, and in a list of references alphabetized by the authors' last names. For example, page one of Frank C. Craighead's book The Trees of South Florida should be cited in the body of an essay as (Craighead 1971:1). Cited books must then also be on a list of references at the end of the essay. This book would be listed under Craighead, Frank C. (1971) The Trees of South Florida. University of Miami: Coral Gables. ISBN: 0-87024-146-X. Failure to cite a quote or paraphrase is plagiarism and could result in both failure of the class and in further disciplinary action.

Essays should be written in the first person or the third person impersonal. Essays might focus on statements of personal belief supported by factual evidence. For example, a student essay might begin "Individuals among the Tchambuli (Mead 1935) have differing gender role options; in their society one may choose to be..."

To avoid ambiguity, students should limit the number of parties referred to in the third person within each sentence or paragraph. Ambiguity is unavoidable in sentences with clauses such as "He hit him" or "They hate them, and wisely avoid their kin."

Essays should ordinarily be expository prose. Essays should introduce a concept or an idea, explain and document the evidence and reach an evaluatory conclusion.

Simple active sentences are appropriate. Subjects ordinarily precede verbs and objects. Active verbs demonstrate concepts more emphatically than do intransitive equations. "Sally works hard" is more dynamic than is "Sally is a hard worker." "Sally works hard" provides evidence towards a conclusion; "Sally is a hard worker" requires further evidence.

Universals such as all, always, never, etc. should usually but, of course, not always, be avoided. Universals are usually disproved by a single counter example. Universal statements such as "no mammals lay eggs" and "all conifers are evergreens" are overgeneralizations. Platypuses are mammals that lay eggs, and Cypresses are conifers that shed their leaves in winter.

All ideas expressed in a paragraph should relate directly and be parallel to the topic sentence of the paragraph. A topic sentence about birds might be properly followed by discussion of wings and claws, but a topic sentence about wings ordinarily should not be followed by a discussion of claws and birds. A parallel series following a topic sentence about birds might include nesting, breeding, migrating and feeding. An improper, non-parallel series might list: nesting, to mate, and the problem of food acquisition.

IX. Policy for Class Attendance and Make-up of Assignments:

Correspondence essays should be submitted to the Middle Keys Center College Office by the due dates listed on this packet. If an essay is to be late due to illness or emergency, the student should contact the instructor. Make-ups or extensions are at the discretion of the instructor and are not guaranteed. When in the opinion of the instructor, a student has fallen too far behind the schedule to make up the work, the student may be advised to withdraw per college deadlines, or, if the withdraw deadline has passed, should be aware that he/she may be unable to earn anything other than an "F".

X. Course Outline and Class Assignments: The following broad topics will be explored -

Literature: what it can and cannot be (perhaps)

Language: literature's language and yours

Reader's Notebook: remembering what you think as you read

Poetry: imagery, figures of speech, musical and other patterns

Fiction: idea and story, character and plot

Drama: reading dialogue and imaging performance

Text and context: literature in and out of its time and place

Writing about reading: you and literature, you and other readers, critical and interpretive skills

Assignments Step-By-Step

- Week 1 - Read Ch. Introductions
By 1/18 Prepare a short writing sample (1 page) based on questions 1, 2, & 3.

Contact instructor to discuss writing sample quality, course content, future assignments, and any other questions.
- Week 2 - Read Ch. 3 Plot & Structure: the Development & Organization of Stories
By 1/25 Write a 500 word essay on Eudora Welty's A Worn Path
- Week 3 - Read Ch. 4 Characters: the People in Fiction
By 2/1 Write a 500 word essay on William Faulkner's Barn Burning
- Week 4 - Read Ch. 5 Point of View: the Position or Stance of the Narrator or Speaker
By 2/8 Write a 500 word essay on Sherwood Anderson's I'm A Fool
- Week 5 - Read Ch. 6 Setting: the Background of Place, Objects & Culture in Stories
By 2/15 Read Joseph Conrad's The Secret Sharer
Read any 2 chapters of Joseph Conrad's Heart of Darkness
View movie Apocalypse Now
Write a 500 word essay comparing/contrasting/commenting on these works
- Week 6 - Read Ch. 7 Style: the Words That Tell the Story
By 2/22 Read Ernest Hemingway's Soldier's Home
View movie The Sun Also Rises
Read any 2 chapters in this same novel
Write a 500 word essay comparing/contrasting/commenting on these works
- Week 7 - Read Ch. 8 Tone: the Expression of Attitude in Fiction
By 3/1 Read Margaret Laurence's The Loons
Comment on tone in this story in a 2 page paper

- Week 8 - Read Ch. 9 Symbolism & Allegory: Keys to Extended Meaning
By 3/8 Read Nathaniel Hawthorne's Young Goodman Brown
Read any 2 chapters of this author's The House of the Seven Gables
Write a 500 word essay discussing symbolism & allegory in these works
- Week 9 - Read Ch.10 Idea or Theme: the Meaning & the Message in Fiction
By 3/15 Read James Joyce's Araby
Read any 2 chapters in his Portrait of the Artist as a Young Man
Write 500 words discussing these works
- Week 10 - Read Ch. 11 A Career in Fiction: A Collection of Stories by Edgar Allen Poe
By 3/22 Read either The Fall of the House of Usher or The Masque of the Red Death
View either one of these movies
Write 500 words discussing his works
(Spring Break week of 3/25 - 29; FKCC closed)
- Week 11 - Read Ch. 13 Meeting Poetry: An Overview
By 4/5 Read Emily Dickinson's Because I Could Not Stop For Death
Read Robert Frost's Stopping by Woods on a Snowy Evening
Write a short paper (1 page each) explicating each poem
- Week 12 - Read Ch. 15 Words: the Building Blocks of Poetry
By 4/12 Read William Blake's The Lamb
Write a one page (500 word) essay to explicate/discuss
- Week 13 - Read Ch. 17 Figures of Speech, or Metaphorical Language
By 4/19 Read T. S. Eliot's Eyes That Last I Saw In Tears
Write 500 words to explicate, or answer questions at the end of the poem
- Week 14 - Read Ch. 26 The Dramatic Vision: An Overview
By 4/25 Read Eugene O'Neill's Before Breakfast
Also read his Long Day's Journey into Night
Discuss these works in a 500 word essay

TOTALLY OPTIONAL : the following videos are available at the LRC or at the Centers. Students may wish to view them by way of introduction to short fiction, poetry and/or drama. All are part of the Literary Visions series.

1. Reflected Worlds: the Elements of Short Fiction
2. Distant Voices: Myth, Symbolism & Allusion in Poetry
3. Image of Reality: the Elements of Drama

FINAL REMINDER: Essays should be submitted to the Middle Keys Center by the due dates listed on this packet. Papers can simply be mailed to the attention of Bev Zomber, FKCC, Middle Keys Center, 900 Sombrero Beach Road, Marathon, FL 33050. Alternatively, papers from the Key West or Upper Keys campuses can be sent to the Middle Keys Center via the college courier system. Students must take into account that the USPO and the college courier do NOT guarantee delivery dates, and should plan accordingly when attempting to meet the published deadlines. Students should retain copies of their papers. The instructor will not return her copies to students. The instructor will grade the papers and give feedback, via mail or telephone. Be sure you include a correct address and telephone number on each submission.

Final coursework is due to the instructor in Marathon no later than Thursday, April 25, 2002. (BEFORE the last day of classes for the semester so instructor can finish grades).