



## ENG 2326.[93E] – INTRO TO LITERATURE

COURSE SYLLABUS: FALL 2024

### INSTRUCTOR INFORMATION

**Instructor: Carol Dale, M.Ed.**

**Office Location: Boles High School**

**Office Hours: Tuesday-Friday 8:50-9:47am and Tuesday-Thursday 4:20-4:45pm**

**Office Phone: 903-883-4464**

**University Email Address: Carol.Dale@tamuc.edu**

**Preferred Form of Communication: e-mail**

**Communication Response Time: 1-2 hours**

### COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

#### Textbook(s) Required

- Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. 8th ed. Boston: Bedford/St. Martin's, 2011. ISBN: 9781457666766.
- Foster, Thomas. *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading between the Lines*. New York: Quill, 2003. ISBN: 9780062301673.
- *The Norton Anthology of English Literature*. 8<sup>th</sup> ed. New York: W.W. Norton & Company, 2006. ISBN: 0393928284.
- Glencoe's *Literature: Texas Treasures-British Literature*.
- Various classroom texts (i.e., *Pride and Prejudice* by Jane Austen and *The Tragedy of Macbeth* by William Shakespeare)

#### Software Required

- Google Drive and Docs
- Microsoft Office

#### Optional Texts and/or Materials

- Personal Laptop, iPad, cellular device, USB plug-in drive, etc.

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## **Course Description**

(ENGL 2326) Introduction to Literature. Three semester hours. (1, 2; 3 or 4) An introduction to the three major genres of literature: poetry, drama, and fiction. The course is designed to develop discriminating reading habits, and the student may be required to make analyses and value judgments based on critical thought. Prerequisite: ENG 1302.

**Student Learning Outcomes** (Should be measurable; observable; use action verbs)

1. Critical Thinking—Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. Communications—In written, oral and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message.
3. Personal Responsibility—Students will understand and practice academic honesty.
4. Social Responsibility—Students will demonstrate an understanding of societal and/or civic issues.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, using Google Drive and Docs and/or Microsoft Word, using presentation and graphics programs, etc.

### **Instructional Methods**

- Instruction will be an “in-person” method in the classroom.
- If you are unable to attend the “in-person” method, you will be required to participate in an asynchronous classroom via D2L Brightspace Virtual Classroom, check in daily, complete daily formative assessments, and complete all assignments in the same timely manner as the “in-person” students.

### **Student Responsibilities or Tips for Success in the Course**

Regularly logging into the course website, amount of weekly study and participation time expected.

## **GRADING**

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Final grades in this course will be based on the following scale:

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A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### **Assessments**

<b>Assignment Name</b>	<b>Percentage of Grade</b>
Writing Assignments 1-4	70
Quizzes and online discussions	15%
Final Exam - WA5	15%

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Requirements:

<https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you

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do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These

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methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

I will respond to your emails within 48 hours on weekdays. If you do not hear from me in that time frame (and 72 hours on weekends), please contact again. Remember, email glitches sometimes. So, always email again if you do not hear a response.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

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## **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

## **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

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learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

## **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **A&M-Commerce Supports Students' Mental Health**

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The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

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## **Department or Accrediting Agency Required Content**

### **COURSE OUTLINE / CALENDAR**

#### **Instructions for Writing Assignments**

1. **WA1 & 2**—Students will complete two analytical writings during the semester. Papers should be 2-3 pages in length, plus the Works Cited. Please use the following guidelines:
  - a. Writings will focus on your findings around an analytical thesis that is equated to one of Robert Foster's chapters discussed in *How to Read Literature like a Professor*. You will select any one of the chapters we read for class. You must analyze, in depth, what you have read and discovered in classroom text and how your selected Foster chapter is carried out in the text. You must support your findings with evidence from the reading.
  - b. Students must analyze, in depth, what they have read. Responses must be original thought, not a summary or recap of what was discussed in class.
  - c. Students are expected to turn in assignments at the beginning of class, on the date they are due. A penalty of 10 points will be deducted for any late papers.
2. **WA2**—In lieu of an essay similar to the above, students will prepare a group slideshow/video based assignment in connection with one text covered in class. The group members will show evidence of oral and written communication and personal responsibility expressing some ill of society.
3. **WA3**—For WA3, Students will write an analytical essay focused on Jane Austen's *Pride and Prejudice*. This paper should be 3-5 pages in length, plus the Works Cited. In Jane Austen's novel, the theme of marriage is central to the development of the plot and the characters. This assignment challenges you to explore the multifaceted aspects of society's expectations for women roles in the early 1800s, as depicted in the novel, by conducting research and critically analyzing the text. You will delve into the roles of women in this era, the societal expectations of marriage, women's employment opportunities, and relevant

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historical context. To complete this assignment, you must use credible sources from the Databases at Texas A&M University-Commerce. While you may utilize Internet resources, please ensure they are from .org and .gov domains. You may also use one resource from the TexQuest Databases. If you need to use .net or .com domains, please seek approval from your teacher. You will download all of your resources and highlight the textual evidence used in your essay.

4. **WA4—Final Exam:** Write a 500-750 word response based upon the topic listed on a separate document, using appropriate organizational and rhetorical strategies and supporting evidence to present and develop an interesting, specific thesis or central idea. This essay should be representative of your best writing skills.
4. **Online Discussions—**Weekly, you will be required to log into your TAMUC accounts and participate in online discussions that pertain to the weekly reading strategies. The same will focus on Thomas Foster’s 26 chapters of *How to Read Literature like a Professor* that pertain to close reading and addressing the same as the weekly texts reflect Foster’s strategies.

**Proposed Schedule for English 2326:**

<p><b>Week 1 – August 22-30:</b></p>	<ul style="list-style-type: none"> <li>● Review Syllabus</li> <li>● Poetry and its characteristics (imagination, emotion, meaning, sound, and appearance)</li> <li>● Epic Poem (Hero, legendary significance, deeds of courage, supernatural antitheses)</li> <li>● Begin <i>Beowulf</i></li> <li>● Assign WA1</li> <li>● Weekly Online and Login Requirements: Foster’s Chapters 1-2</li> </ul>
<p><b>Week 2 – September 3-6:</b></p>	<ul style="list-style-type: none"> <li>● Academic Conversations and response to Epic Poetry</li> <li>● Narrative Poetry</li> <li>● Rhyming Couplets and Iambic pentameter</li> <li>● Selected Canterbury Tales</li> <li>● Weekly Online and Login Requirements: Foster’s Chapters 3-4</li> </ul>



<b>Week 3 – September 10-13:</b>	<ul style="list-style-type: none"> <li>• WA1 Due</li> <li>• Narrative Poetry/Canterbury Tales - continued</li> <li>• Assign WA2</li> <li>• Weekly Online and Login Requirements: Foster's Chapters 5-6</li> </ul>
<b>Week 4 – September 17-20:</b>	<ul style="list-style-type: none"> <li>• Alliterative Poem</li> <li>• <i>Sir Gawain and the Green Knight</i></li> <li>• Weekly Online and Login Requirements: Foster's Chapters 7-8</li> </ul>
<b>Week 5 – September 24-27:</b>	<ul style="list-style-type: none"> <li>• Drama</li> <li>• Blank Verse Poetry</li> <li>• Aristotle Elements of Tragedy</li> <li>• Weekly Online and Login Requirements: Foster's Chapters 9-10</li> </ul>
<b>Week 6 – October 1-4:</b>	<ul style="list-style-type: none"> <li>• Begin Shakespeare's <i>The Tragedy of Macbeth</i></li> <li>• Weekly Online and Login Requirements: Foster's Chapters 11-12</li> <li>• WA2 Due</li> </ul>
<b>Week 7 – October 8-11:</b>	<ul style="list-style-type: none"> <li>• Continue Macbeth</li> <li>• Employ elements of Aristotle Tragedy</li> <li>• Compare with Epic/Narrative Poetry</li> <li>• Weekly Online and Login Requirements: Foster's Chapters 13-14</li> </ul>
<b>Week 8 – October 15-18:</b>	<ul style="list-style-type: none"> <li>• Elizabethan Sonnet Structure</li> <li>• Rhyme Scheme; Iambic pentameter; Rhyming Couplet</li> </ul>

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	<ul style="list-style-type: none"> <li>● Shakespeare's Sonnets: #18, 97, 130, &amp; 138</li> <li>● Compose Sonnets</li> <li>● Weekly Online and Login</li> </ul> <p>Requirements: Foster's Chapters 15-16</p>
<b>Week 9 – October 22-25:</b>	<ul style="list-style-type: none"> <li>● Midterm Exam: 500-700 word response to any literary genre discussed in class to date and your opinion on its relevance in the 21<sup>st</sup> century.</li> <li>● Assign WA3</li> <li>● Weekly Online and Login</li> </ul> <p>Requirements: Foster's Chapters 17-18</p>
<b>Week 10 – October 29-November 1:</b>	<ul style="list-style-type: none"> <li>● Poetry Characteristics Continued</li> <li>● Explication and survey of poetic elements from selections by John Donne, Thomas Gray, Robert Burns, William Blake, William Wordsworth, Percy Bysshe Shelley, John Keats, Elizabeth Barrett Browning, Thomas Hardy, William Butler Yeats, and Dylan Thomas</li> <li>● Weekly Online and Login</li> </ul> <p>Requirements: Foster's Chapters 19-20</p>
<b>Week 11 – November 5-8:</b>	<ul style="list-style-type: none"> <li>● Fiction and Novel Elements</li> <li>● Survey of prose/fiction elements from selections by James Joyce, Charles Dickens, Charlotte Bronte, John Bunyan, and Jonathan Swift</li> <li>● Begin <i>Pride and Prejudice</i></li> <li>● Weekly Online and Login</li> </ul> <p>Requirements: Foster's Chapters 21-22</p>
<b>Week 12 – November 12-15:</b>	<ul style="list-style-type: none"> <li>● Fiction and Novel Elements</li> <li>● Survey of prose/fiction elements from selections by James Joyce,</li> </ul>

	<p>Charles Dickens, Charlotte Bronte, John Bunyan, and Jonathan Swift - continued</p> <ul style="list-style-type: none"> <li>• Weekly Online and Login Requirements: Foster's Chapters 23-24</li> </ul>
<b>Week 13 – November 19-22:</b>	<ul style="list-style-type: none"> <li>• Students will work independently reading <i>Pride and Prejudice</i></li> </ul>
<b>Week 14 – November 26-29:</b>	<ul style="list-style-type: none"> <li>• WA3 Due</li> <li>• Prose/fiction elements from <i>Pride and Prejudice</i></li> <li>• Weekly Online and Login Requirements: Foster's Chapters 25-26</li> </ul>
<b>Week 15 – December 3-6:</b>	<ul style="list-style-type: none"> <li>• Complete Fiction Unit and <i>Pride and Prejudice</i></li> <li>• Prepare for TAMU-C Final Exam; All students will take the exam</li> </ul>
<b>Week 16 - December 10-13</b>	<ul style="list-style-type: none"> <li>• TAMU-C Final Exams</li> </ul>