

Literature Appreciation
50:350:106:90
Fall 2022
Online
Office hours via Zoom by appointment

Dr. Ellen Malenas Ledoux
Armitage 465
(856) 225-2997
eledoux@rutgers.edu

COURSE DESCRIPTION

This course is designed for non-majors and is not writing intensive. It is intended to provide a foundation for understanding the major literary genres as they are expressed in a wide variety of historical periods. Students will also gain a working knowledge of the basic tools of literary study, such as understanding point-of-view, tone, image, and metaphoric language. In addition to readings and short assignments, students will take quizzes, a midterm, and a final exam.

Learning Goals and General Education

This course addresses the General Education category of Art, Aesthetics, and Theories of Interpretation (AAI) by offering students a college-level introduction to literature and the main tools of literary analysis. The course's learning goals align with those of the AAI category as follows: students will learn to define, evaluate, and use critical vocabulary to approach artistic form and content (AAI 1). Students will analyze works of literature, using various critical methodologies, including understanding point-of-view, plot construction, and the use of metaphoric language and symbolism (AAI 4). Finally, students will situate literary works in their relevant historical, cultural, and intellectual contexts (AAI 5).

What Makes This Course a General Education Course?

The course is intended to help students understand how literature is created, how texts mediate the relationship between our thoughts and senses, and how these experiences can be interpreted using a critical vocabulary that draws upon knowledge of the major genres and periods. Regardless of their major, students will find this basic information useful throughout their lives, as they will learn to read contextually and to participate in literary culture. Assessment will be based on a series of quizzes and exams covering key topics.

TEXTS

- *The Norton Introduction to Literature*, Portable Twelfth Edition, ed. Kelly J. Mays, Norton, 2016. ISBN-13: 978-0393938937
- Jesmyn Ward, *Sing, Unburied, Sing: A Novel*, Scribner, 2017. ISBN-13: 978-1501126079

REQUIREMENTS AND GRADING

- Playposit Video Lecture Questions 10%
- Textual Annotation Assignments 5%
- Attendance & participation via Discussions 25%
- Dramatic Monologue Video 5%
- 5 quizzes 15% (Lowest score will be dropped)
- Midterm 20%
- Final exam 20%

Playposit Video Lecture Questions

This semester I will be using a new tool called Playposit that allows the instructor to make lectures interactive by asking questions during recorded lectures. Your responses to these questions will be graded. (Each lecture will typically have 5 questions worth 1-point each.) However, you will be able to answer multiple times until you get the question correct. You will also be able to rewind the lecture to find the correct answer to the question. Please note: in order to have your points counted, Playposit requires that you finish viewing the lecture. So, even if you have answered the last question, you must view the entire video to receive credit for your answers. *Also, not all recorded lectures will have Playposit questions embedded within them, depending on what other assessments are also due during that Module.*

Textual Annotation Assignments

In selected Modules and class periods you will have to read and annotate an article in place of a graded Discussion. Detailed instructions for how to annotate the selected articles are available in the relevant Assignments in the selected modules.

Attendance and Participation via Discussions

The majority of our direct interaction about the texts we read will take place via Canvas Discussions. Not participating in an assigned class discussion *more than twice* over the course of the semester will seriously affect your final grade. Since we meet virtually, reading and responding to your peers' comments is vital. To receive an "A" for the participation portion, you must not only be a consistent participant in online Discussions but also be "exceeding expectations" with the quality of your posts. For a rubric and FAQ explaining how to succeed in your online posts, please see "Guidelines for Online Classes" under Module 1 in Canvas.

Dramatic Monologue

Our exploration of drama will emphasize that plays are meant to be staged and acted, not just read. To support that learning goal, you will be asked to create a video of your performance of a dramatic monologue from *Death of a Salesman*. Detailed instructions about how to prepare the monologue are available in Module 14.

Quizzes

There will be 5 quizzes spaced periodically throughout the various course Modules. The quiz will cover all of the material discussed since the previous quiz. There will also be plot questions assessing whether students are completing the assigned reading. The quizzes consist of 10 multiple choice questions. The lowest quiz score will be dropped at the end of the semester.

Midterm

During Module 8, you will take a midterm, assessing your knowledge of content covered in Modules 1-7. The exam will consist of objective type questions, such as multiple choice, matching, fill-in-the blank and short answer.

Final Exam

During the University's scheduled exam period you will take a final exam online via Canvas. This exam will be cumulative (covering the entire semester), but the emphasis will be on the second half of the semester (Modules 8-15). The exam will consist of objective type questions--multiple choice, matching, fill-in-the blank and short answer—and one essay question.

COURSE POLICIES

Academic Integrity

Refraining from plagiarism or cheating in any form fosters an environment of fairness vital to your academic success and that of your peers. Because “grey areas” can appear in a variety of situations, please review the Rutgers-Camden academic integrity policy: <http://www.camden.rutgers.edu/RUCAM/Academic-Integrity-Policy.php>. You will be held accountable to this standard. If you have any questions about citations, group work, or exam preparation, please do not hesitate to contact me.

Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at <https://webapps.rutgers.edu/student-ods/forms/registration>. Disability services can be found at: <https://success.camden.rutgers.edu/disability-services>

Late Assignments

Late assignments are subject to a reduction of 1/3 of a letter grade for each calendar day past the due date. For example, if the assignment is due Monday and the student turns it in on Tuesday, the submission that would have been an A will now earn an A-. On Wednesday the grade will become a B+, on Thursday a B, and so on. Please note: late posts to Discussions will not be accepted. In order for the class to proceed in an orderly manner, all Discussion posts must be submitted during the designated window.

Reading About and Discussing Difficult Subjects

A guiding principle of instruction in this class is that every student will be respected and protected during our time together this semester. At the same time, the wide ranging nature of academic inquiry in the college classroom routinely means engagement with topics, language, and situations that can provoke discomfort and confusion. This course, in particular, explores material that may deal with challenging topics such as racism, homophobia, misogyny, sexual violence, anti-Semitism, ableism, classism, and other ways in which privileged groups have dominated or abused groups that have been

historically marginalized. While every effort will be made to discuss these topics with sensitivity, please be aware that class readings and class discussion will be devoted to exploring them. If you feel you are unable to read or to discuss sensitive topics at this time, please address your concerns with the professor at the start of the semester.

ASSIGNMENTS

Module 1: Introductions and the Short Story

Class 1

T 09.06 – W 09.07 Introduction to the course

- View “Meet Your Instructor Video”
- Review “Guidelines for Online Classes” document
- Review Syllabus carefully and post any questions under Canvas Discussions entitled “Questions about Syllabus?”
- Post a response to 2 “Getting to Know” you Questions under Canvas Discussions

Class 2

W 09.07 – F 09.09 The Short Story

- Read “Plot” pp. 57-63*; John Updike, “A&P” pp. 437-43
- View video “Module 1 Class 2 Lecture”
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Module 2: The Short Story (continued)

Class 1

Su 09.11 – T 09.13

- Read “Narration and Point of View” pp. 110-115; James Baldwin, “Sonny’s Blues” pp. 66-93
- View video “Module 2 Class 1 Lecture”
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Class 2

W 09.14 – F 09.16

- Read “Character” pp. 130-38; Flannery O’Connor, “A Good Man is Hard to Find” pp. 412-25
- View lecture video on Character and “A Good Man is Hard to Find”
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Module 3: The Short Story (continued)

Class 1

Su 09.18 – T 09.20

- Read “Setting” pp. 164-171; Amy Tan, “A Pair of Tickets” pp. 186-202
- View lecture video on Setting and “A Pair of Tickets”

* Except for *Sing, Unburied, Sing*, all page numbers refer to *The Norton Introduction to Literature*.

- Post a response to 2 of the Discussion questions plus 2 responses to your classmates' comments

Class 2

W 09.21 – F 09.23

- Read Charlotte Perkins Gillman, "The Yellow Wallpaper" pp. 316-329
- View lecture video on "The Yellow Wallpaper"
- Post a picture of your drawing of the yellow wallpaper in the Discussions tab
- **Take Quiz 1**

Module 4: The Short Story (continued)

Class 1

Su 09.25 – T 09.27

- Read "Symbol and Figurative Language" pp. 213-18; Joyce Carol Oates, "Where Are You Going, Where Have You Been?" pp. 94-109
- View lecture on Symbol and Figurative Language and "Where Are You Going?"
- Complete "Module 4 Annotation Assignment"

Class 2

W 09.28 – F 09.30

- Read "Theme" pp. 249-54; Raymond Carver, "Cathedral" pp. 33-46
- View lecture on Theme and "Cathedral"
- **Take Quiz 2**

Module 5: The Novel

Class 1

Su 10.02 – T 10.04

- Read Jesmyn Ward, *Sing, Unburied, Sing*, pp. 1-57
- View lecture on the Novel and pp. 1-57 of *Sing, Unburied, Sing*
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates' comments

Class 2

W 10.05 – F 10.07

- Read *Sing, Unburied, Sing*, pp. 57-127
- Watch Module 5 class 2 video Jesmyn Ward
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates' comments

Module 6: The Novel (continued)

Class 1

Su 10.09 – T 10.11

- Read *Sing, Unburied, Sing*, pp. 127-84
- Complete "Module 6 Annotation Assignment"
- **Take Quiz 3**

Class 2

W 10.12 – F 10.14

- Read *Sing, Unburied, Sing*, pp. 185-238

- View lecture on pp. 127-84 of *Sing, Unburied, Sing*
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates' comments

Module 7: The Novel (continued) and Midterm Review

Class 1

Su 10.16 – T 10.18

- Read *Sing, Unburied, Sing*, pp. 239-285
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates' comments

Class 2 Midterm Review Session

W 10.19 – F 10.21

- Review Midterm Review topics
- View “Midterm Review Information” video
- Attend live Zoom Q&A (optional) Thursday 10.20.22 1-2pm

Module 8: Midterm Exam and Poetry (Lyric)

Class 1 Midterm

Su 10.23 – T 10.25

- **Take Midterm Exam by Midnight on Tuesday 10.25.22**

Class 2 Poetry

W 10.26 – F 10.28

- Read “The Sounds of Poetry” pp. 609-612; Gwendolyn Brooks, “We Real Cool” p. 521; Bruce Springsteen; “Nebraska” p. 489, Walt Whitman, “Beat! Beat! Drums!” p. 629; John Donne, “Batter My Heart” p. 590
- View YouTube video of Brooks reading “We Real Cool”
- View YouTube video of Springsteen performing “Nebraska”
- View lecture on “The Sounds of Poetry” and poems assigned for Module 8 class 2
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates' comments

Module 9: Poetry (continued)

Class 1

Su 10.30 – T 11.01

- Read “External Form” pp. 655-6; “The Sonnet” pp. 667-8; Shakespeare, “Let me not the marriage of true minds” p. 670; John Milton, “When I consider how my light is spent” p. 670; Edna St. Vincent Millay, “I, being born a woman and distressed” pp. 673-4
- View lecture on “External Form” and poems assigned for Module 9 class 1
- Complete “Rhyme Worksheet” (ungraded)
- Check your answers on “Rhyme Worksheet Answer Key”

Class 2

W 11.02 – F 11.04

- Read “Picturing: Visual Imagery and Figures of Speech” pp. 577-588 (including intervening poems); John Keats “To Autumn” p. 718; Sylvia Plath, “Lady Lazarus” p. 727
- View lecture on “Visual Imagery” and poems assigned for Module 9 class 2
- **Take Quiz 4**

Module 10: Poetry (continued)

Class 1

Su 11.06 – T 11.08

- Read “Speaker: Whose Voice Do We Hear?” pp. 509-16 (including intervening poems); Sylvia Plath, “Daddy” p. 725; John Donne, “The Flea” p. 527; Ben Jonson, “On My First Son” p. 716; Emily Dickinson, “Wild Nights-Wild Nights!” p. 700
- View lecture on “Speaker” and poems assigned for Module 10 class 1
- View YouTube Video of Sylvia Plath reading “Daddy”
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Class 2

W 11.09 – F 11.11

- Read “Theme and Tone” pp. 830-832 (including intervening poems); W.H. Auden, “Funeral Blues” (also called “Stop all the clocks”) p. 556; Wilfred Owen, “Dulce et Decorum Est” p. 627; Dylan Thomas, “Do Not Go Gentle Into that Good Night” p. 659; Randall Jarrell, “The Death of the Ball Turret Gunner” p. 590
- View YouTube video of “Funeral Blues” from *Four Weddings and a Funeral*
- View lecture on “Theme and Tone” and poems assigned for Module 10 class 2
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Module 11: Drama (The Tragedy)

Class 1

Su 11.13 – T 11.15

- Read “Drama” pp. 768-771; *Death of a Salesman*, Act I, pp. 1018-1035
- View lecture on “Drama” and *Salesman* pp. 1018-1035
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Class 2

W 11.16 – F 11.18

- Read “Elements of Drama” pp. 768-771; *Death of a Salesman*, Act I, pp. 1035-1056
- Watch Video “Death of a Salesman” (1985)
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Module 12: Drama (continued) and Thanksgiving Break

Class 1

Su 11.20 – T 11.22

- Read “Stages, Set, and Setting” pp. 805-808; *Death of a Salesman* Act II pp. 1056-1072
- View lecture on “Stages” and Salesman pp. 1056-72
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Class 2

W 11.23 – F 11.25

- **No Assignments Due; Enjoy your Thanksgiving Break!**

Module 13: Drama (continued)

Class 1

Su 11.27 – T 11.29

- Read “Tone, Language, and Symbol,” pp. 809-10, *Death of a Salesman*, pp. 1072-1088
- View lecture on “Tone, Language, and Symbol,” and *Salesman*, pp. 1072-1088
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Class 2

W 11.30 – F 12.02

- Read *Death of a Salesman*, Act II, including “Requiem,” pp. 1088-1099
- Post a response to 2 of the Discussion questions plus 2 responses to your classmates’ comments

Module 14: Drama (continued) and Dramatic Monologue Performances

Class 1

Su 12.04 – T 12.06

- View video “Tips for Preparing your Dramatic Monologue”
- **Take Quiz 5**

Class 2

W 12.07 – F 12.09

- **Submit Dramatic Monologue Video Assignment**

Module 15: Final Exam and Review

Class 1

Su 12.11 – T 12.13

- Review Final Exam Review topics
- View “Final Exam Review” video
- Attend live Zoom Q&A (optional) Tuesday 12.13.22 1-2pm
- **Take ONLINE FINAL EXAM. Access via Module 15 on Canvas. You can take the exam during any consecutive 3-hour period between 12:00 am on Friday December 16, 2022 to 11:59pm on Monday December 19, 2022.**