

*The symbolic manifestation as a thing is a matrix of symbolic meanings as words.*  
Paul Ricoeur

**Literature 219W: Literary Analysis Fall 110**  
**August 31, 2010-December 14, 2010**  
**Tuesdays 9:00 a.m.-11:55 a.m.**  
**Delta College**  
**Room S038**



**Instructor:** Joseph L. Lewis, M.A. ♦ Office: S020 ♦ Phone: 989.686.9376 ♦ E-mail:  
josephlewis2@delta.edu ♦ Office Hours: Wednesdays: 12:00 p.m. – 2:00 p.m.,  
Thursdays: 11 a.m. – 1 p.m. and by appointment

**Prerequisite:** Reading Level 7

**Course Description:**

This course explores how scholars have historically analyzed literature to provide a deeper understanding into the nature of the human mind. Here, we will emphasize human concepts of truth, beauty and the sublime by applying various interpretive methods to not only literature, but also, to other forms of cultural expression, to gain a deeper appreciation for the nature of human creativity.

**Required Texts:**

- Literary Criticism: An Introduction to Theory and Practice 4<sup>th</sup> Edition*, by Charles E. Bressler
- Writing about Literature 12<sup>th</sup> Edition*, by Edgar V. Roberts

**Course Materials**

- Notebook
  - Two-pocket folder for final paper
  - Reliable computer access
  - Storage device (example: USB drive)
  - Writing Utensil
- \*All materials can be found at the Delta College Bookstore.

**Major Course Assignments**

- Paper #1 = 10 points due September 28
- Paper #2 = 20 points due October 26
- Paper #3 = 30 points due December 7
- Journal Entries = 40 points (total)

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Total points for the semester = 100 points

## **Universal Grading Rubric**

Every writing assignment is graded according to content, organization, style and conventions.

### **“A” paper**

The paper or journal entry is organized, clear, concise, original and engaging. The writer demonstrates a sense of insight and complexity for her subject matter by providing detailed contextual examples to support her main point. The paper or journal entry is written in complete sentences. There are no spelling errors or grammatical issues. The student consistently displays a command of the conventions of college level writing.

### **“B” paper**

The paper or journal entry is organized, clear, and concise but not necessarily engaging and lacks a sense of originality. The paper or journal entry also lacks a sense of depth and complexity due to the lack of detailed contextual examples. The paper or journal entry is written in complete sentences with minor spelling and/or grammar errors. The student displays knowledge of the conventions of college level writing.

### **“C” paper**

The paper or journal entry is unclear, incoherent and confusing. The paper or journal entry lacks richness and detail. The writer does not provide enough detailed contextual examples to support his main point. For most part, the paper or journal entry is written in complete sentences; however, some sentences are fragmented. There are minor spelling and grammar issues. There is evidence that the student did not proofread prior to submission. The student does not display knowledge of the conventions of college level writing.

### **“D” paper**

The paper or journal entry is severely unclear, incoherent and confusing. The paper or journal entry lacks richness and detail. The writer does not provide any contextual examples to provide her main point. The main point might be muddled or missing. Many sentences are fragmented and there are many spelling and grammar issues. There is evidence that the student did not proofread and revise his response prior to submission. The student does not display knowledge of the conventions of college level writing.

### **“F” paper = failing**

The paper or journal entry is severely unclear, incoherent and confusing. The paper or journal entry lacks richness and detail. The writer does not provide any contextual examples to provide her main point. The main point might be muddled or missing. Many sentences are fragmented and there are many spelling and grammar issues. There is evidence that the student did not proofread and revise his response prior to submission. The student does not display knowledge of the conventions of college level writing.

**Your final grade is based on the following scale:**

93-100% = A	80-82% = B-	67-69% = D+
90-92% = A-	77-79% = C+	63-66% = D
87-89% = B+	74-76% = C	60-62% = D-
83-86% = B	70-73% = C-	Below 60 % = E (failing)

**Late Work**

No late work is accepted!

**Absences**

It is very important that you attend every class **ON TIME!**

**Two** unexcused absences can result in an instructor-initiated drop.

You are not allowed to make up any missed quizzes, tests or in-class assignments due to an absence. Absences also include information missed due to tardiness or leaving class early.

**NOTE:** The instructor reserves the right to drop a student from the course for not only excessive absences, but also, disruptive behavior.

**Classroom Conduct**

- You are expected to treat your classmates and instructor with respect at all times.
- We may discuss “sensitive” or controversial topics in class, so please respect the opinions of others.
- No food allowed! Drinks are okay.
- Remember to silence cell phones and pagers.
- Disruptive behavior (e.g. talking/whispering while others are trying to listen, harassing others, texting, etc.) will not be tolerated.

**Academic Integrity**

Plagiarism is defined as, “the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own” (Lindey “Plagiarism and Originality”). If you are caught cheating or plagiarizing on an exam or an assignment, you will receive a zero on that exam or assignment and a written notification will be issued to you, the Division Chair, the Academic Dean, and the Chief Academic Officer of the College. If you are caught cheating more than once, you will fail the course. If a case is reported to the Chief Academic Officer of the College, a permanent record of the incident will be maintained and the Chief Academic Officer of the College will decide appropriate consequences, including, especially in the case of repeat violation, dismissal from the college. Please review the policy on Academic Integrity online at: <http://www.delta.edu/catalog/StudentsRights.asp>.

If you are uncertain what constitutes plagiarism, please consult with me. I am more than willing to help prevent you from plagiarizing and receiving a poor or failing grade.

### **Students with unique abilities**

If you require additional assistance and/or if you have a documented unique ability which affects your academic performance and can benefit from reasonable accommodations and support, you are advised to contact Mike Cooper, Director Disability Services, in D102 for a consultation. He can be reached at 686-9322.

### **Adverse Weather**

In the case of adverse weather, Delta College will make every effort to contact local radio and television stations as early as possible. Please tune to Delta Q-TV (channels 19 and 35), Delta Public Radio (90.1FM) or other local TV and radio stations, or call the weather line at (989) 686-9179 (or 1-800-686-9179).

### **Valuing Diversity**

In our classroom, we value diversity. Diversity represents an environment of inclusion and equity that fosters creativity, innovation, and growth. We welcome and appreciate differences in identity, expertise, experiences, ideas, and opinions. Each person will be respected regardless of real or perceived gender identity/expression, race, color, ability, socioeconomic status, national origin, sexual orientation, political belief, physical characteristics, parental status, marital status, linguistic/language difference, creed, sex, religion, height, age, arrest record, weight, and/or veteran status.

### **Tentative Course Schedule**

Please note: This schedule only reflects the assigned readings from the textbooks and the due dates of major papers. This schedule does not include supplemental reading from prose, poetry, drama, and film, nor does it include the due dates for journal entries.

#### **Week 1: August 31: Why study literature?**

Pages 1-49 in Bressler's *Literary Criticism*

Pages 1-52 in Roberts' *Writing about Literature*

#### **Week 2: September 14: The Sublime and the Beautiful**

Pages 50-70 in Bressler's *Literary Criticism*

Pages 52-64 in Roberts' *Writing about Literature*

#### **Week 3: September 21: Reader Response Criticism**

Pages 72-95 in Bressler's *Literary Criticism*

Pages 95-112 in Roberts' *Writing about Literature*

#### **Week 4: September 28: Modernity/Postmodernism/Deconstruction**

Pages 96-141 in Bressler's *Literary Criticism*

Pages 83-94 in Roberts' *Writing about Literature*

**Week 5: October 5: Modernity/Postmodernism/Deconstruction**

\*\*\*Paper #1 is due\*\*\*

Pages 96-141 in Bressler's *Literary Criticism*

Pages 113-121 in Roberts' *Writing about Literature*

**Week 6: October 12: Theme and Psychoanalytic Criticism**

Pages 142-166 in Bressler's *Literary Criticism*

Pages 123-134 in Roberts' *Writing about Literature*

**Week 7: October 19: Imagery and Feminism**

Pages 167-190 in Bressler's *Literary Criticism*

Pages 136-144 in Roberts' *Writing about Literature*

**Week 8: October 26: Analyzing Poetry and Point of View**

Pages 188-213 & pages 65-81 in Roberts' *Writing about Literature*

**Week 9: November 2: Marxism**

\*\*\*Paper #2 is due\*\*\*

Pages 191-211 in Bressler's *Literary Criticism*

**Week 10: November 9: Signifyin'(g) the "other" through verbal irony**

Pages 211-279 in Bressler's *Literary Criticism*

**Week 11: November 16: Signifyin'(g) the "Other" through Verbal Irony**

Pages 211-279 in Bressler's *Literary Criticism*

Pages 214-298 in Roberts' *Writing about Literature*

**Week 12: November 23: Cultural Poetics and Cultural Studies**

Pages 211-279 in Bressler's *Literary Criticism*

Pages 214-298 in Roberts' *Writing about Literature*

**Week 13: November 30: Cultural Poetics and Cultural Studies**

Pages 211-279 in Bressler's *Literary Criticism*

Pages 214-298 in Roberts' *Writing about Literature*

**Week 14: December 7: Cultural Poetics and Cultural Studies**

Pages 211-279 in Bressler's *Literary Criticism*

Pages 214-298 in Roberts' *Writing about Literature*

**Week 15: December 14: Presentations \*\*\*Final Papers are due\*\*\*\***

\*I reserve the right to make changes to the schedule as I see fit.

## **Supplemental Reading List**

Dante Alighieri, *Divine Comedy*  
Fyodor Dostoevsky, *The Brother's Karamazov*  
*Notes from the Underground*  
Amy Tan, *The Joy Luck Club*  
Toni Morrison, *Song of Solomon*  
*Beloved*  
William Faulkner, *Absalom, Absalom!*  
*As I Lay Dying*  
William Shakespeare, *Hamlet*  
Zora Neale Hurston, *Their Eyes Were Watching God*  
J.D. Salinger, *Catcher and the Rye*  
Richard Wright, *Native Son*  
*The Man Who Lived Underground*  
John Milton, *Paradise Lost*  
Kate Chopin, *The Awakening*  
Stephen Crane, *The Monster*  
F. Scott Fitzgerald, *The Great Gatsby*  
Harper Lee, *To Kill a Mocking Bird*  
Ralph Ellison, *Invisible Man*  
Ishmael Reed, *Mumbo Jumbo*  
Jack London, *To Build a Fire*  
Flannery O'Connor, *A Good Man is Hard to Find*  
Upton Sinclair, *Oil!*  
Kurt Vonnegut, *Slaughter House Five*  
Mark Twain, *The Adventures of Huckleberry Finn*  
Chinua Achebe, *Things Fall Apart*  
Isabel Allende, *House of Spirits*  
Emily Bronte, *Wuthering Heights*  
Lewis Carroll, *Alice's Adventures in Wonderland*  
Joseph Conrad, *The Heart of Darkness*  
Gustav Flaubert, *Madam Bovary*  
Aldous Huxley, *Brave New World*  
William Golding, *Lord of the Flies*  
Truman Capote, *In Cold Blood*  
Charlotte Perkins Gilman, *The Yellow Wallpaper*  
Mary Shelly, *Frankenstein*