

Syllabus

Instructor Information

Dr. Marie Lo

Department of English

mmlo@pdx.edu

Course Description

Welcome to ENG 300, one of two core courses in the English major. This course emphasizes the foundations literary studies such the study of literary genres; skills in close reading and formal analysis and the application of these skills in academic essays. We will emphasize how the analysis of poetic, dramatic and narrative form enhances our understanding of its theme, often in relation to specific cultural contexts.

This course is required for, but not restricted to, English majors, and is a prerequisite for all 400-level English courses. Students should have at least some preparation in the study of English (the department recommends 12 lower division credits in literature or the equivalent).

Course Objectives

The course is designed to do the following:

- Introduce you to the English major and the field of English as a discipline;
- Improve your ability to examine the literary and rhetorical dimensions of texts through developing close reading skills;
- Develop awareness of and appreciation for the conventions of different genres;
- Familiarize you with some major critical approaches to textual study;
- Help you write effective and elegant interpretations of texts and learn techniques of argumentation specific to the discipline;
- Prepare you for 400-level English courses.

Student Learning Outcomes

By the end of the term, students will be able to do the following:

- Identify and understand different genres;
- Analyze relationships between form and meaning, identify interpretive questions, look for ways that texts attempt to invite or preclude certain readings, and explain multiple levels of meaning;
- Identify and employ techniques of argumentation and literary study;
- Understand some major critical approaches to textual study.

Assignments

- **Online discussion participation 35%**

For **each unit** (with a few exceptions which will be noted in the discussion board), you are responsible for **three** comments: one will be based on a discussion point or question generated by me, one will be a question/observation generated by you, and one will be in response to someone else's comment. I will create an initial post for each unit, and your comments will be nested under that topic post.

Because these posts total 35% of your grade, they should demonstrate that you have done the reading and that you have thought about it. I will evaluate your responses through Bloom's taxonomy, which measures and defines student learning through these different ways:

- Knowledge ("What is the definition of a dramatic monologue?")
- Comprehension ("Can you find an example of synecdoche in this passage?")
- Application ("Now that you now how sonnets are written, can you complete complete the scansion of the final lines?")
- Synthesis ("Given what you know about , how might you draw on both approaches to *The Great Gatsby*?")
- Evaluation ("How does the adaptation of *M Butterfly* from drama to film produce a different kind of narrative?")

For more specific information on Bloom's taxonomy, click [link](#).

Note that each post does not have to have all these elements. However, these are the means by which I will assess whether or not you have done the reading and how you have assimilated the information. You will be scored according to the following system for each discussion unit: 0=none; 1=partial; 2=complete. To receive 2 points for a discussion unit, for example, you will need to responded to the discussion prompt, generated your own discussion/observation and responded to your classmates' post.

Each comment should be 2-3 paragraphs long and be generally free of spelling and grammatical errors. Your weekly comments are due on

Sunday. I would highly recommend getting started early in the week so that you can give time to others to respond to your comments. I think you will find it valuable to your own thinking process to get feedback that isn't also written at the last minute.

• **Formal writing assignments 65%**

Assignment One: Explication of poetry (4 pages) 15%

Assignment Two: Close Reading (5 pages) 20%

Assignment Three: Argumentation (5-6 pages) 30%

Grading Rubric

A grade-papers demonstrate the following:

1. New argument arrived at through interpretation and analysis of the text, supported with evidence from the text, the relevance of which to the overall argument is clearly explained in the analysis.
2. Good prose style.
3. Clear organization based on the development of a set of ideas, not necessarily on the sequence of the plot.
4. Demonstration of good comprehension of the text.
5. Clear description of the text's significance/implications and/or its subtler or deeper meanings/resonance.

B grade-papers demonstrate a good comprehension of the text. Beyond this, they demonstrate *some* of the above qualities of an A paper. However, such papers receive a B grade because:

1. While they have a clear, well-structured and well-written argument, the thesis is lacking in originality. **OR**
2. While they put forth a highly original argument or set of observations, they nonetheless have *some* writing or organizational problems or gaps in logic.

C grade-papers unfortunately do not offer a clear analysis of the materials. Your paper is a C paper because it may contain some of the following problems:

1. Suggest some interesting ideas but does not follow through on those ideas or give sufficient evidence for them.
2. May suggest some interesting ideas but because of poor organization or prose style does not make those ideas clear to the reader.
3. Misinterprets aspects of the text.
4. Does not present a clear argument.
5. Resorts to summary of the text rather than analysis.
6. Contains many grammatical and spelling errors.

D-grade papers do not show a clear understanding of the materials and contain a large number of the problems discussed above or very serious forms of those problems **and/or** show a lack of sustained thought or effort.

F-grade papers show no effort and/or understanding of the material and/or do not relate to the assignment.

Course Materials

The Great Gatsby by F. Scott Fitzgerald (Scribner, ISBN: 0743273567)

Passing by Nella Larsen (Penguin, ISBN: 0142437271)

M Butterfly by David Henry Hwang (Plume, ISBN: 0452272599)

A selection of poems and other material available on D2L. We will also be watching the film adaptation of *M Butterfly* directed by David Cronenberg.

Course Expectations

1. Engage in appropriate classroom behavior. In this online class, you are expected to:
2.
 - Treat your peers and your instructor with respect, tolerance, and professionalism. This includes being aware of “tone” when responding in writings to others in discussion boards and communications.
 - Be dependable and responsible to your peers if assigned group activities.

- Contribute equitably and frequently to any small group & group assignments.
3. Review all items in this course site thoroughly. Participate fully in all course activities. Read all assigned readings for this class at the beginning of the week and before you attempt to do assignments; submit all assignments on time.
 4. Papers must be typed and double-spaced using Times New Roman font, 12-point typeface, one-inch margins, and page numbers. You should follow the rules of MLA style. Please make sure that your papers are submitted as Word documents. (<http://owl.english.purdue.edu/owl/resource/747/01/>)
 5. Late assignments will not be accepted. However, if you know beforehand you won't be able to hand your assignment in on time, email at mmlo@pdx.edu at least 24 hours before the deadline, and we will work out an alternative due date.
 6. Even though email is our main mode of communication, please be patient if I do not reply right away. Given the volume of email, it may take me up to 48 hours to reply.
 7. Demonstrate academic honesty. Review the [Student Conduct Code](#) to know your rights and responsibilities as a member of the Portland State University community. This code describes behavior for which a student may be subject to disciplinary action. [Academic misconduct](#) will not be tolerated. An act of academic dishonesty (e.g., cheating, plagiarism, misrepresenting or improper/no citing that leads the instructor/viewer of content to believe that the writing and content are original to you, or unauthorized possession of examinations will automatically result in a grade of "F" for the affected assignment and the case will be referred to university authorities. If you are still unclear as to what constitutes plagiarism, consult this [site explaining plagiarism](#) from the PSU Library. When in doubt, cite the source.
 8. Make sure you keep electronic copies of all your assignments also outside of D2L so that you can produce them should the need arise.

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test. Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.

For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety)(<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Campus Safety and Title IX Reporting Obligations

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. Similarly, PSU faculty are required to file a report if they have reasonable cause to believe that a child with whom they come into contact has suffered abuse, or that any person with whom they come into contact has abused a child. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this [link](#)):

- Women's Resource Center (503-725-5672)
- Queer Resource Center (503-725-9742)
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800
- Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556

For more information about the applicable regulations please complete the required student module [Creating a Safe Campus](#) in your D2L.

Course Outline

Please note: this syllabus is a living document, so may be subject to change. While I as your instructor will make every effort to adhere to the information below, there may be instances where individual items may change or are adjusted. If this should be the case, I will make you aware of this as soon as possible.)

Week 1

- Unit One: Introduction
- Unit Two: How to Read Poetry
- Discussions Due

Week 2

- Unit One: Reading Writing about Poetry
- Unit Two: Writing about Poetry
- Discussions Due

Week 3

- Unit One: Prose and the Novel--*The Great Gatsby*
- Unit Two: *The Great Gatsby*
- Discussions Due
- **Assignment One Due**

Week 4

- Unit One: *The Great Gatsby*
- Unit Two: *The Great Gatsby*
- Discussions Due

Week 5

- Unit One: Critical Responses to *The Great Gatsby*
- Unit Two: Prose and the Novel (continued)--*Passing*
- Discussions Due

Week 6

- Unit One: *Passing*
- Unit Two: *Passing*
- Discussions Due
- **Assignment Two Due**

Week 7

- Unit One: Drama--*M Butterfly*
- Unit Two: *M Butterfly*
- Discussions Due

Week 8

- Unit One: *M Butterfly*
- Unit Two: Film-*M Butterfly*
- Discussions Due

Week 9

- Unit One: Writing workshop
- Unit Two: Catch up on Discussions you missed.
- **Rough Draft of Assignment Three Due**

Week 10

- Unit One: Peer Editing One
- Unit Two: Peer Editing Two
- **Assignment Three Due**