

Syllabus Introduction to Literature, EN210

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Notes:

- *This course is a hybrid course.*
- *This means we meet primarily in-person in our classroom and occasionally in our Zoom or Moodle classrooms. In addition to class meetings, we use Moodle for storage, for submissions, forums, assignments, and exams.*
- *Enrollment Key: reading=knowledge=power*
- *Abbreviations: CP = CoursPak*

- ***What helps is a class WhatsApp group.*** *If such is formed, it may be helpful to join. Send an email to the chat administrator.*
- ***Send an e-mail to [REDACTED] following this format: your name and class and section: Name-Class-Section-Subject Example: Jaguon-EN317-E-mail confirmation***

Course Introduction: If you were to ask ordinary, everyday people on the street the question, What is "Literature"? most would stumble around answering. "Well," one might respond, "it's uh"; another, "Isn't it? Naw---"; or even "Never heard the word before." But if you were to ask the same people, "What good stories have you read lately?" or "What good movies have you watched?" or even "What kind of poetry (or better yet, songs) are you into?" most people would respond happily and without hesitation.



The very word, “literature,” with its high-sounding, four-syllable air, makes most ordinary people retreat. In fact, the word is harmless describing the creative works that you and I enjoy reading, writing, watching, and listening to: the short stories, poetry, novels, movies, and songs that imagine our culture. Certainly, there are distinctions. We all don't

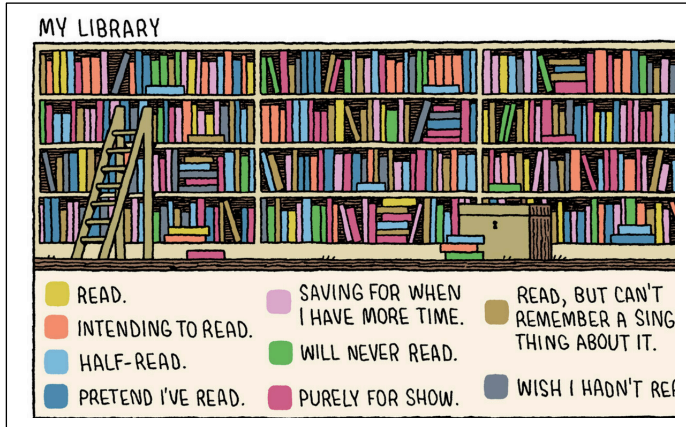
read or watch the same things. And there are some kinds of literature that are more complex than others and some literatures that soar while others crawl. But in the end, when we talk about literature, we're talking about that short story we enjoyed or that poem, perhaps that song, and maybe even that movie.

Literature, however, functions beyond pleasure as well. On the one hand, it dramatizes the complexities of our culture's values; on the other hand, it perpetuates or questions these values. This semester, in our class, we will look at the value of literature beyond mere pleasure. We will:

- ◆ Learn to appreciate it as a form of knowledge;
- ◆ Begin to understand a work's impact by understanding the parts of it;
- ◆ Learn the basic types of written literature and grasp the differences in their art and statement;
- ◆ Begin to possess the tools and skills necessary for making reasonable judgments about the quality of a work;
- ◆ Learn to analyze different types of literature in order to grasp what it is a particular work is attempting to or has succeeded in conveying.

In a Nutshell, Our Learning Objectives for this semester will be that by the end of our term, you will:

- A. Basically master the main structural elements of fiction, poetry, and drama
- B. Analyze and evaluate meaning and theme in fiction, poetry, and drama
- C. Write effective, thesis-driven critical essays about literary texts
- D. Develop an enhanced appreciation of literature as a source of insight into the human condition

**Required Texts:**

📖 **Kennedy and Gioia's *Literature: An Introduction*, 11th, 12th, or 13th, or 14th editions.**

📖 **CoursePak (CP)** –Pick up your CoursePak at **Fast Copy (472-2679)** in downtown Hagatña next door to Bank of Guam going towards Payless—left side

Call before going down and give them some time to prepare, preferably the day before. Also, please be sure to pick up your order after you've called.

This Is a Hybrid Course – That means that we will be primarily meeting in-person and occasionally in our Moodle and Zoom classrooms.

Moodle and Turnitin.Com

We have a Moodle site for the class. In order to use the site, you must be enrolled. The enrollment code is stated at the beginning of this syllabus.

The college uses Turnitin.com to help students learn to borrow sources properly. Your paper (s) will be submitted to turnitin.com via the class' Moodle site. You may also be submitting a hard copy to me.

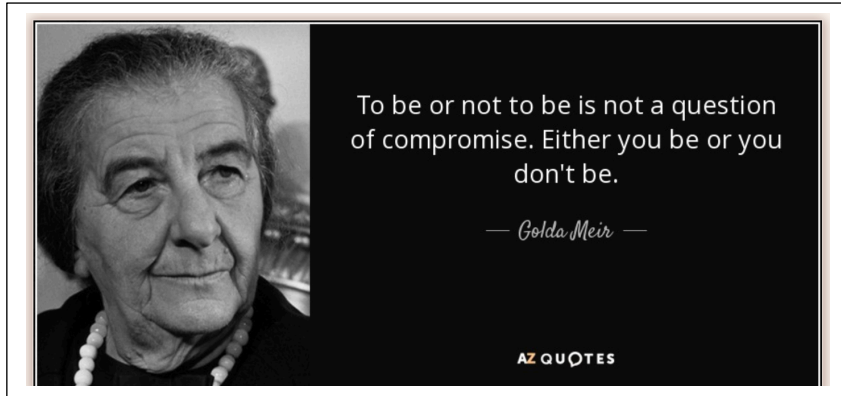
Reviewed 1-23-23

Class Activity

- Lectures Class Discussions Evaluations Small Group Discussions
- Film Clips Dramatic Presentations Creative Activities

Assignments

- | | |
|-----------------------------------|--------------------------------|
| One personal story paper | Forum Posts |
| One critical paper 4-5 pages long | Reading—Lots of it |
| 2-3 Tests | Class Participation |
| Activities | Various Exercises Occasionally |



Evaluation Distribution

1 Personal Story (SLOs A, B, D)	--	10% (3% Process + 7% Story)
1 Analysis paper (draft and final) (SLOs A-D)	--	35% (32% Paper + 3% Process)
2 Tests (SLOs A, B, D)	--	25% (12.5 + 12.5)
Blog/Quiz-Responses & Assignments (SLOs A, B, D)	--	25%
Class Contributions including Attendance		5%

Grading Scale

A Grade of D or lower for the course means retaking the course.

The grade NC is not used in this course.

Other symbols, assigned by the Office of Admissions & Records, are administrative and do not evaluate work:

"W" - Official Withdrawal;

"UW" - Unofficial Withdrawal (Note: For GPA calculation, "UW" is treated as an "F" grade);

"CW" - Credit Withheld.

A+	100-98		B+	87-89		C+	77-79
A	93-97		B	83-86		C	70-76
A-	90-92		B-	80-82		D	60-69

Class Attendance

You cannot contribute if you are not here. Attendance by itself comprises a part of your grade and can be used as "easy points." After three absences, excused or unexcused, your grade in general may be significantly affected.

Any work turned in late because of absence is counted as late and must be excused by the professor in order to receive full credit. If you know you are going to be absent, make arrangements to take care of your assignments beforehand. If your absence is unexpected,

email me as soon as you are able and make arrangements for the work to be caught up. Do not assume that I will accept late work due to an absence.

Class Talk

You are expected to join in classroom discussions. You are expected to speak at least one sentence during class, either in question form or statement form, that will show that you have read both the commentary and the short story assigned. These comments should reflect careful reading and thinking about the work.

I advise that you jot down *before class* a question and an observation that you plan to make and upon which you want to build. You can then enter into the conversation either by asking a question and providing some thought behind the question; by piggy-backing onto someone else's suggestion; by steering the conversation when the opportunity arrives towards the point you want to make.



Blog-Quizzes

Responses to the readings are the bedrock of our classes and are due just about every class period. The questions will be the same for every story we read., except for one, the Wild Card Question. You may write your response at home and just copy and paste your response into the Blog-Quiz box once the quiz begins, adding your answer to the Wild-Card Question into the mix.

Promptness is important since scheduled blog-quizzes are given during the first minutes of class. The lowest blog-quiz score is dropped.

You will have 20 mins. at the start of class to work on your blog-quiz responses. It would be wise to begin writing these at home so you have enough time to do a good job. See “Reading Response” at the end of this syllabus.

Making Up for Missed Blog-Quizzes or a Low Score on a Blog-Quiz

You may make up Blog-Quizzes over the weekend following a missed or bombed quiz. You will lose points for days late but at least you will have some points.

Let's say you miss a quiz on Tuesday. You have till the following Tuesday to make up the blog-quiz. Each blog-quiz logs in your time for beginning and ending. So I will go by that.

For instance, let's say you get a 3/10 on a quiz. You could rewrite the blog-quiz and maybe get a 8/10. The blog-quiz would lose a point or so for lateness but at least it would be more than 3/10. **The highest score for a late or bombed blog-quiz is 8.5**

The **lowest blog-quiz is automatically dropped**, so you could count your missed or lowest-score quiz as your dropped one.

Maximum Subs Allowed. You can retake/make up **no more than 3 blog-quizzes** except with Dr. Flores' approval and that only for extreme circumstances.

Your Papers

- You will submit your thesis and draft to Moodle. These will be registered as on-time or late. These will gain you points for the paper process.
- You will also submit your draft for your Workshop Group via the Workshop Forum.
- Your final draft will be submitted as hard copy and also to Moodle .

Deadlines

Assignments must be turned in at the beginning of class. Assignments handed in later than this may be counted late.

Evaluation of Themes

Themes will be evaluated holistically for organization, ideas, statement and proof as well as sentence style, coherence, precision, and grammatical correctness. See the "Evaluation Handout."

Masks Are No Longer Required But Encouraged if you're feeling under the weather. **If you are coughing, sniffing, sneezing, have a fever, do not come to class.**

Classroom Protocol, Whether In-Person or Online

What can I say—do what your teacher said to do on the first day of kindergarten:

- Come to class on time dressed appropriately, have your homework done, and sit up straight.
- Remain in class throughout; take care of bathroom and other needs before class.
- Avoid distractions like phones and family members---as much as possible.
- Keep eating outside of class.
- Talk to contribute to class, not to catch up on the latest news, except during down times.

Reminder of some best practices for the online course meetings should we have any:

- ❖ Pick a quiet room so background noise is minimized.
- ❖ Log in a little early so there is no delay in your efforts to connect. Maybe 10 minutes before start time.
- ❖ Stay on mute until ready to speak. Then re-mute when done speaking. Speak loudly, clearly, and not too fast.

- ❖ If your internet is not robust, you could stay on audio versus video until you are ready to speak.

No Unauthorized Recording:

Only the instructor may record class sessions. Unauthorized recording of online class meetings is not allowed, to include screen shots that include identifiable information of any person in the session. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

Stay Focused

Eating, sleeping, text messaging, surfing the web and using technology for other than class use are distractions and will affect your grade. You may lose participation points for engaging in distracting behaviors. More importantly, you will lose out on vital information and skills that will create gaps in your understanding and will result in lower scores. You may be asked to leave class if you cause any disturbance/distraction in class.

Smoke-Free, Vape-Free Campus—When you go on campus, remember that UOG is a smoke-free, vape-free campus. Smoking and vaping are prohibited anywhere on the campus proper.

ADA Accommodation Statement

For individuals covered under the ADA (Americans with Disabilities Act), If you are a **student** with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

EEO Statement -- The University is committed to maintaining an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sexual discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact The Director of the **EEO/ADA & Title IX** at (671) 735-2244, (671) 735-2971, or TDD (671)735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

Statement for Guard members

If you are a Guard member and apply to be deployed during the semester, in order to be given any accommodation or an incomplete grade, you *must* discuss your situation with the professor personally *before* you apply. You must not assume professor approval or accommodation. Keep in mind that the final decision about whether or not accommodations will be allowed, or an incomplete grade given, is at the professor's discretion, and is therefore not guaranteed.

Plagiarism

Plagiarism is theft. The University views willful and knowing plagiarism as a serious breach of research ethics. I will be forced to fail your paper and fail you in the course should you engage in deliberate plagiarism. You may have to suffer University sanctions as well, including expulsion.

Read the statements below, then come prepared the following class period with questions or comments about plagiarism.

AI Policy

"The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly. – UOG Senate

TURNITIN

As part of its commitment to student learning and to integrity in scholarship, the College of Liberal Arts and Social Sciences subscribes to Turnitin, an instructional service that compares submitted papers to multiple sources.

We will be using Turnitin in this course to help you learn best practices in citing sources. Turnitin will compare each paper you submit (through Moodle if a Moodle user) to a vast database of articles, essays, and student papers. It will state what percentage of the paper is from other sources and provide links to these sources.

You will be able to submit drafts of your papers to Turnitin before submitting a final draft to me. This will allow you to 1) check how much of your work comes from other sources; 2) review your citation uses and 3) revise as necessary before the final paper is due.

Turnitin by itself does not identify plagiarism. It simply checks for source use. It will assist, however, should plagiarism be suspected. I will review your paper, examine the sources and citations identified by Turnitin, and do any additional research necessary before making a decision. All submissions to this course may be checked using this tool.

Your submitted work will be archived in the international Turnitin repository.

AI Use

Turnitin also checks for AI use. So please make sure the work you turn in is your own.

As instructor:

1. I will use Turnitin as one of the many learning approaches of the class to encourage integrity in scholarship and nurture student success in the thoughtful use of sources.
2. I will inform you of my use of Turnitin in the syllabus and for each assignment.
3. I will use Turnitin for all submissions for each Turnitin assignment.
4. I will consider all factors before making any decision concerning plagiarism.

Please be sure to come to me should you still have questions about Turnitin.

This statement is a compilation of Turnitin syllabus statements from various universities.

College Plagiarism Policy

Plagiarism is a serious offense. Plagiarism is using material composed by another person (or other people) as if it were your own. Sources of direct and indirect quotations, ideas, outlines, suggestions, charts or graphs, and paraphrases or summaries must always be referred to (cited) in your paper. If you do not give your source for the information that you include in your paper, unless it is “common knowledge,” you are plagiarizing.

Faculty members are expected to inform students of the plagiarism policy and practice it.

In her textbook *Twenty Questions for the Writer*, Jacqueline Berke offers the following list of items which the writer must give credit for:

1. When you directly quote someone else.
2. When you use someone else’s ideas or opinions (unless they are common knowledge).
3. When you use someone else’s examples.
4. When you cite statistics or other facts someone else gathered.
5. When you present evidence or testimony taken from someone else’s argument.

Applying best practices, teachers are encouraged to create positive learning experiences for students rather than punitive ones. When a student fails to learn the citation lesson, the teacher decides what to do with cases of plagiarism. One practice is to fail the student on the assignment. Another practice is to fail the student for the course. Students who plagiarize also may be summoned to appear before the Student Discipline and Appeals Committee to show cause why they should not be expelled from the University.

Multiple Submission of Papers for Courses

There are important intellectual connections between courses within major and minor programs in the College. There are also important connections between courses in different programs, especially at the junior and senior level. However, each course is conceptualized as a separate unit and written work assigned in each course is expected to be submitted in that course only.

Students who believe it would be appropriate to submit the same written material for a grade in two classes in the same semester must get written approval from both instructors concerned.

A paper submitted for a grade in one class during one semester may not be submitted for a grade in another class during any other semester.

The certain penalty is a grade of "F" for any paper submitted in violation of this policy.

The New Kid on the Block—AI

Download the Student Guide to Navigating College in the AI Era:

studentguidetoai.org.

ChatGPT is a large language model developed by OpenAI that has numerous learning and teaching applications in the university.

While ChatGPT has the potential to revolutionize teaching and learning in the university, there are also some potential downfalls being considered by many institutions when used in student work:

1. Lack of personalized feedback: ChatGPT provides automated responses based on pre-existing data and algorithms, which means that it may not provide personalized feedback to individual students. This lack of personalized feedback can make it difficult for students to improve their work and could hinder their learning progress.
2. Dependence on technology: The use of ChatGPT in student work could lead to students becoming overly dependent on technology, and *potentially decreasing their ability to think critically and solve problems on their own*.
3. Potential for errors: ChatGPT is still a machine learning model, which means that there is a potential for errors in its responses. Students may receive incorrect or misleading information, which could negatively impact their grades and overall learning experience.
4. Lack of human interaction: The use of ChatGPT in student work may reduce the level of human interaction and socialization that is important in the university learning experience. This could impact the development of interpersonal skills and the ability to work collaboratively.
5. Ethical concerns: There are also ethical concerns to consider when using ChatGPT, particularly around issues of data privacy, bias, and fairness. It is important to ensure that the use of ChatGPT in student work is carried out in an ethical and responsible manner.

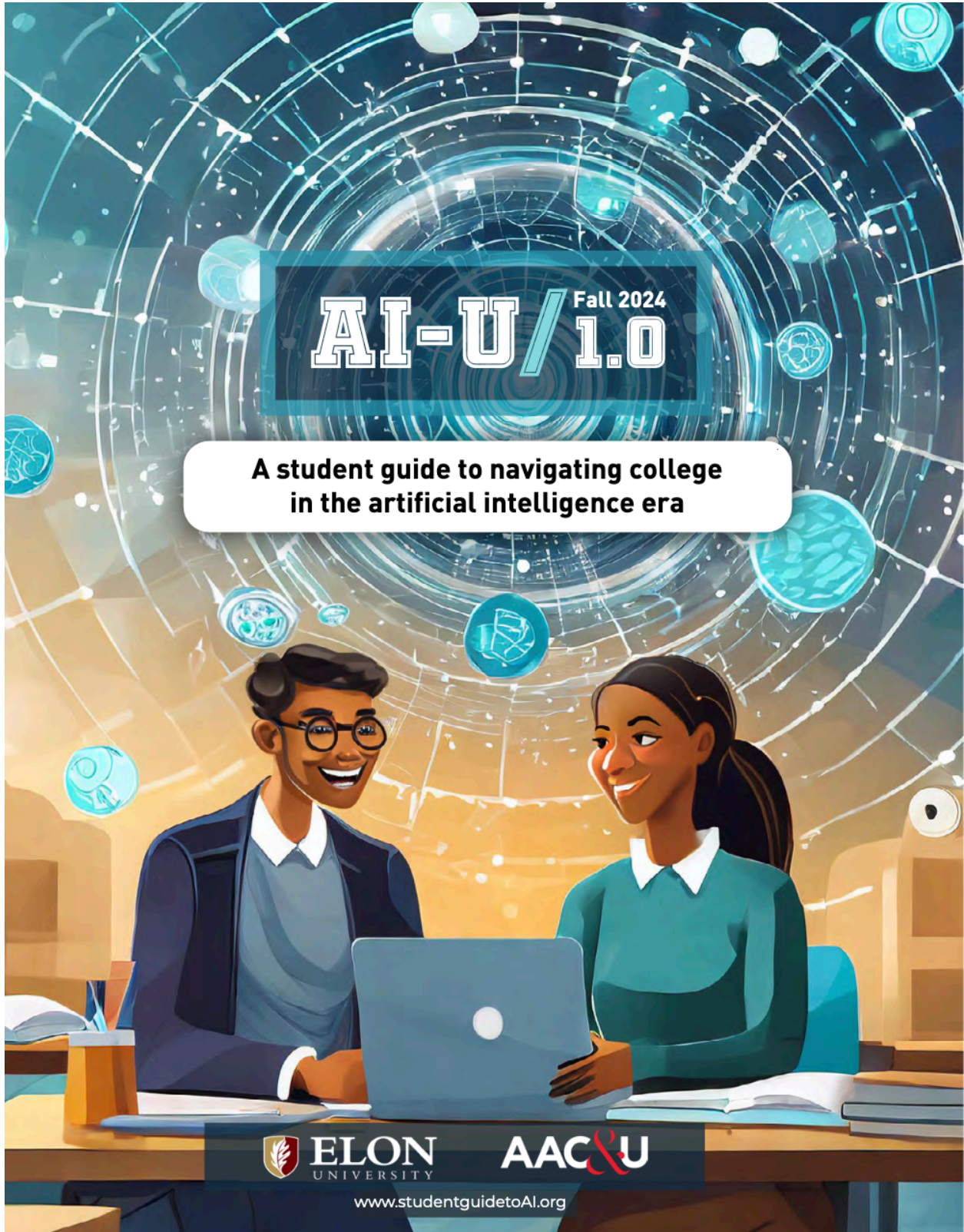
The Policy

The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly.

From --SCIE Report 3-16-23

Turnitin

Our class uses the source checker called Turnitin. It will detect source and AI use. Unethical use of AI assistance may result in a failing grade.



AI-U/1.0

Fall 2024

**A student guide to navigating college
in the artificial intelligence era**



www.studentguidetoAI.org

HOW TO READ AND HOW TO WRITE

Two Types of Reading

You have two types of readings you'll be doing:

- First, you'll be reading certain kinds of literature. We'll begin by reading short stories to help you become familiar with this kind of literature; next we'll study poetry; finally, we'll explore drama and film. The first short story we'll be reading is "Most Dangerous Game."
- Second, you'll do readings that will explain to you what the elements are that make up the kind of literature you're reading for that particular assignment. For example, for the short story "Most Dangerous Game," you'll be reading Chapter 1 on "Story and Point of View." This chapter will explain to you that a story is always told from a particular person's point of view. It's important to know who is telling the story, why, and whether they're reliable and trustworthy. It makes a difference, in other words, when you're reading about a murder to know whether the person telling the story is the detective, a witness, the murderer, or the victim. These kinds of explanatory readings are called "Chapter Readings" or "Critical Commentary."

You should practice tying these two types of readings together as far as *strategies*.

In "Most Dangerous Game," for instance, you can practice figuring out who the narrator is and what difference it makes to the story. You can also practice deciding who the protagonist and antagonist are and what their struggle is about.

Analyzing Is Also About Discovering Insights.

As you develop your *critical* skills, you need to focus on the *insight into the human condition* that the story is dramatizing for us.

So it might be helpful to begin by talking about what *insight* the story provides. In other words, what about human life does the story clarify or what awareness does it bring? What *idea* is the story about? Prejudice or hunting or the bullying instinct or the scapegoat syndrome or mob mentality? What does the story have to say or argue about this idea? Have you studied something in your psychology, history, anthropology, philosophy, religion classes that might help you attend more closely to what's happening in these stories.

BLOG-QUIZ AND PAPER CRITERIA
EN210 Introduction to Literature
Dr. E. Flores

CRITERIA

Minimum Fulfillment Grade—Free Points

Not on Time—1 pt. Off per class

Not Typed—Go down to C bracket

A=10 Correct length
On Time
Typed
Followed directions

B=8 Required length or close
Missed some directions

C=7 Only one page
Missed some directions

D=6 Less than one page
Missed directions

D-/F = 4-5 Less than half
Missed directions

ANALYSIS CRITERIA

For QRs: I will not be as rigorous as I am with your formal papers as far as grammar and sentence structure, but I still expect your response to be satisfactorily understandable and coherently organized.

A Profound and Insightful Analysis into the theme of the work and how a particular element advances that theme Effectively Worded

10 Soaring
9 Basically Soaring

B Sound Analysis but lacking the depth (profundity) and insight of the A response; Clearly stated

8.5 Satisfactory Analysis but needs profundity and thoughtfulness
8. Basic Analysis
Basic organization

C—Still lots of summary but some (satisfactory) attempt at analysis—Prose and coordination of ideas fumbling

7.5 Some analysis but still not all put together logically
7 Some analysis but not organized
6.5 Minimal analysis

D Primarily Summary
5 Coherence Problems

F
4 All Summary/Sloppy

PROFOUND ANALYSIS

What does profundity mean?

-) It means that the analysis moves beyond factual, literal, or basic comprehension into inferential reading.
-) It means that the reader has caught the reading codes the writer has planted as to what is significant and what is not.
-) It means that the reader has noted the symbols and metaphors and has demonstrated skill in making symbolic or metaphoric connections.
-) It also means that the reader has captured the human insight beyond the level of plot and is able to show how the significant details of the story synchronize to bring that insight into view.

Here's an excerpt from one of our stories that will help exemplify the difference between inferential reading and basic or literal reading:

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

Basic or literal reading would get these from the sentence above:

- 1) The lady's name is Mrs. Mallard.
- 2) Her husband dies.
- 3) She's got some kind of heart trouble.
- 4) People want to break the bad news to her gently so her heart doesn't act up

Inferential reading would go further by looking at what is *inferred* not just literally stated:

- 1) The most important inference point and most obvious is the strange name, Mallard. What is a mallard?
- 2) The second inference point sits right on the character's name—or lack of it. We that we aren't given the character's first name—she's known only as Mrs. Mallard, after her husband's name.
- 3) The third inference point is ensconced in the character of the protagonist. The protagonist is presented as an extremely fragile person; she seems even coddled—with the whole focus on her in this first line, and no mention made of those who will be giving her “great care.” The line seems to go to great lengths to avoid having any other name in it but the lady's. What do you or can you make of this symbolically and ironically?

**IN PREPARATION FOR WRITING THAT PAPER
SAMPLES OF ANALYSES**

C-Level

In Amy Tan's "Pair of Tickets," Jing Mei's mother dies and Jing Mei goes to China to join up with her sisters and learn more about her identity. She doesn't like being Chinese. That is why she goes by June May instead of Jing Mei. When her mother dies, this shakes her up and the aunties tell her she needs to go to China. When she gets there, she meets all these different people and her father starts to talk with her about her mother's history. This helps Jing Mei understand why her mother expected so much of her. As she meets the different people, she begins to like her Chinese side more.

Professor's Note: Notice how this response has the kernel of an idea—identity and Jing Mei's search for it. Notice also that there is proof drawn from the story to establish the ideas of identity. On the other hand, note that more time is spent telling the story rather than developing the idea. Lots of questions remain because of the generalities that are given instead of specifics.

Below is a B-level paper that does more with the idea than the above sample did. Note the increased focus on ideas.

B-level

In Amy Tan's "Pair of Tickets," Jing Mei is in search of her identity. She starts out not liking her Chinese side just because her classmates at school don't like that side. You see this when she is willing to Americanize her name to June May. It takes the death of her mother to shake her up as she learns that there is a lot about herself she doesn't understand. Her mother's death reveals that that she had two older sisters. Her trip to China also helps her to begin appreciating her Chinese side as she understands it better. She always thought of that Chinese side as bad and primitive and strange. You see this when she talks about herself transforming into a werewolf. When her father talks to her about her mother's hard life, Jing Mei also begins to appreciate her mother and to understand her better.

Professor's Note: Notice how this response alternates idea and proof unlike the previous one. Every other sentence is an advancing idea with key words encapsulating that advancing idea: "in search of identity," "to Americanize," "understands it better," "bad, primitive, strange." Despite these superb moves towards idea-focused analysis and inferential reading, the paper still could have done a lot more with higher-order symbolic analysis as the following paper does.

A-level

Amy Tan in her short story, "Pair of Tickets," uses the symbolism of "pairs" to help us understand the main character's search for her full identity. The story's title begins this symbolic work with its two tickets. The two tickets are for her and her Dad, but the two tickets also symbolize the double trip that Jing Mei, the protagonist, is going on—a physical trip to China but also a symbolic trip into acknowledging and embracing her full identity as a Chinese American. The two-ticket symbolism also brings to mind Jing Mei and her mother. Her mother's first ticket was to the U.S. away from the bad memories and the hard life in China. But Jing Mei also became a ticket for her mother to a new start after the awful experience and sorrow of losing her first set of children. Because Jing Mei isn't interested, she misses out on this very crucial feature of her relationship with her mother and some of the frustrations and pain of it.

Ironically, it takes her mother's death for her to begin her journey into understanding. In other words, she needs the hard fact of a physical loss to get her ready to understand all she would be losing if she continued to reject her Chinese side just because her California classmates can't understand her difference and want to ignore it. Instead of being proud of her difference from them, she buys into their rejection of her difference. She accepts the Americanizing of her name to June May instead of standing up proudly as her mother wanted her to do. She should have insisted that her name be said correctly because of all the beautiful meanings that would be lost if said differently. But she doesn't. She, in fact, doesn't even know the meanings of her own name.

Names in this story signal a lot. From a very Americanized but uninteresting name like June May to the deep meanings of her name, her mother's name, and her sisters' names and how all those names carry the past, the present and the future of these four women.

Her mother's death breaks out the meanings of the names as it breaks out a lot of family secrets and stories that Jing Mei might have heard from her own mother if she'd been more interested in learning her cultural history. She has two older sisters, for instance. That's no small bit of information. Her mother has all these years been searching for those sisters. That's another large piece of information she missed out on because she was too busy rejecting her cultural inheritance.