

English 3: Introduction to Literature



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Office Hours	T/R 10-11am and by appt.

Welcome to ENL 3! I'm excited that you decided to take this course and that you're taking it with me. In this class, we will read and write about a range of imaginative literature in order to develop your skills in critical thinking, reading, and writing. We will think about how literary texts can serve not only as a source of aesthetic enjoyment and appreciation, but as unique objects of intellectual inquiry, and to get there we will compose thesis-driven, argumentative essays supported by textual evidence. We will acquire critical tools and vocabulary to help us better examine, discuss, and write about our diverse course texts, and we will explore how literary language creates and shapes meaning. We will also think and talk about the ways that these analytical skills, explored through reading literature and honed through the act of writing, are portable to other areas of your academic and non-academic lives.

Important

The prerequisite for ENL 3 is completion of the Entry Level Writing Requirement (ELWR). If you take ENL 3 without having met the ELWR, you will receive credit for the course, but it will not fulfill the lower-division writing requirement. You must earn a final grade of C-or higher to fulfill the lower-division writing requirement, even if

you've completed all of the work. If you receive a D-range grade, you'll still receive credit for the course, but it will not satisfy the lower-division writing requirement.

Goals

- Cultivating critical thinking associated with rhetorical and literary analysis
- Developing strategies for reading a range of texts
- Considering audience with your writing
- Understanding reasons behind conventions of usage, specialized vocabulary, format, and citation systems
- Engaging, evaluating, and ethically citing sources
- Close-reading various literary texts, which includes recognizing and analyzing literary terms and genre conventions, as well as understanding what constitutes textual evidence and analysis
- Constructing and supporting a complex thesis statement
- Revising multiple drafts to develop a polished essay
- Giving and acting on productive feedback through peer review
- Reflecting on how the writing process influences the written product

Required Texts

We will be reading a variety of genres and texts – most of which you will be able to access as digitally via Canvas. There are only two texts that I have not made electronically available. They will be available at the UC Davis Bookstore as well as other online sellers. While I highly recommend that you to own physical copies of these texts, I do understand if you need a digital version.

Texts:

- Shirley Jackson, *The Haunting of Hill House* [ISBN: 9780143039983]
- Caryl Churchill, *Escaped Alone* [ISBN: 9781559365406]
- All other readings can be accessed digitally through Canvas.* Please make sure to check the modules each week for the required readings.

* Printed course readers will be given out to students upon request and need only. Please let me know if you need your readings printed.

Requirements

Grading

I want and expect that all of you will come prepared to engage with our texts. As such, it is of equal importance that you come to class prepared to discuss and interrogate the texts as it is to complete assignments. As we are still living in a great amount of uncertainty (not unlike the time periods of many of our writers!), I am relatively lenient; however, your learning and engagement is your own. Please be prepared to communicate with me when and if you need course accommodations.

Grade Breakdown

Attendance and Participation	20%
Homework (Annotations, Discussions, Journals)	20%
Essay #1	20%
Essay #2	25%
Final	15%

Grading Scale

A+ = 97-100	C+ = 77-79.9
A = 93-96.9	C = 73-76.9
A- = 90-92.9	C- = 70-72.9
B+ = 87-89.9	D+ = 67-69.9
B = 83-82.9	D = 63-66.9
B- = 80-82.9	D- = 60-62.9

Late Work Policy

Late work will only be accepted without penalty with prior written communication. I understand that this quarter will be difficult, so I will be as lenient as possible when it comes to late work. I only ask that you tell me at least 24 hours in advance if you are unable to turn in your work on time. I accept late work up until the last instruction week with penalties in line with the rubric. Keep in mind, it is always better to be

transparent about your needs since I encourage taking charge of your learning experience.

I cannot accept late work for quizzes and the Final.

Communication

Communication Etiquette

I am here to support your success. Please seek my help if you need it. I will do everything I can, and I will note your effort. If my office hours are inconvenient for you, do not hesitate to make an appointment or email me with questions or problems. I check my email often and will respond with reasonable regularity. Please note that emails sent before 6am, after 5pm, and on weekends will take me longer to respond to.

I am always happy to talk with you about your ideas and drafts during my office hours or by appointment; however, please do not send drafts via email for me to look at and respond to. I will not respond to drafts over email.

Inclusive Language

Pronouns are linguistic tools that we use to refer to people. (i.e. they/them/theirs, she/her/hers, he/him/his). Because pronouns in English are often associated with gender identity, using each other's correct pronouns is an important way to show respect to each other and create a learning environment that is inclusive to trans* and gender-non-conforming scholars. Consistent with core values for this course, we will collectively create an inclusive learning environment by doing the following:

- Offer opportunities for our classmates to share their correct pronouns
- Use each other's pronouns correctly, or if pronouns are not known, refer to people by name or with gender neutral language (they/them).
- Discuss the group using gender neutral language (i.e. "y'all" or "everyone" versus "you guys")

This course is designed to emphasize and explore multilingual and multicultural adaptation. We are very fortunate to be in a diverse learning environment where we encounter a range of linguistic and cultural backgrounds and levels of English proficiency. This learning environment reflects a realistic writing and collaborative situation from today's world. You are invited to use all of your languages as resources in this course. You are welcome to write in a language other than English whenever it is

helpful (such as in first drafts and notes), to draw on words and phrases in final drafts that do not have translations in English, and to use print-and web-based sources that are written in languages other than English. **In this class, I expect “written accents” (missing articles, incorrect prepositions, incorrect verb tenses) to be treated with respect.** While all students in this course are expected to challenge themselves to become more effective and accomplished writers in English, we will not spend time worrying too much about the aspects of English that take many years to acquire (i.e. articles, verb tense, prepositions).

Code of Academic Conduct

In written assignments, you must unambiguously cite all work that is not your own and give credit to any person or publication whose language or ideas you use. You may not submit work that you have submitted for credit in other courses, and you may not turn in work that you could not have completed on your own (e.g., you may have a family member or tutor read over a paper and make suggestions, but you may not enlist someone to write or fix your work for you). Penalties for violations of this code of conduct may include failure of an assignment, failure of the course, and other academic penalties.

Please refer to the UC Davis Code of Academic Conduct for more information. Students who are in doubt as to what constitutes a violation of academic integrity should consult with their instructor.

Accommodations

Because we all learn differently, we all need accommodations. If an aspect of this course prevents you from learning or participating fully, please let me know. We will work together to create the best learning environment for you in this course. If you need official accommodations, you have a right to have these met. I encourage you to reach out to the Student Disability Center (<https://sdc.ucdavis.edu/>) if you feel that it is a good option for you.

Be Well

Taking care of yourself is always part of my teaching philosophy, but with COVID, the flu, and RSV going around, please take care of yourself. I want to make sure that we all have a safe space to learn together, so if you are experiencing COVID or flu-like symptoms, please keep me informed so that we can work together to create accommodations.

To access Counseling Services in North Hall and all locations call 530-752-0871

It is also important that I tell you that I am a mandatory reporter. If you tell me something i.e. sexual harassment, stalking, etc. that you want to keep "confidential," I cannot. My job requires me to talk to and involve the appropriate people who have more experience and knowhow. If, however, you would like to talk to someone who is not a mandatory reporter, you can call the CARE (Center for Advocacy Resources and Education) Line at 530-752-3299.

Writing Support Center

The goal of the Writing Support Center in the Academic Assistance and Tutoring Centers is to help you develop as a writer at UC Davis through encouraging peer feedback and guided practice on a variety of writing topics. The team is made up of undergraduate tutors who are UC Davis students as well as specialists who are experienced in teaching writing at the college level and hold advanced graduate degrees. To help students through the writing process, writing tutors and specialists work with students one-on-one as well as in small groups to discuss topics that range from brainstorming to drafting. Tutors and specialists are trained to help students at any point in the writing process.

The writing support team also has a Writing Studio where you can work on your essays with peers, tutors, and specialists. The studio is located in the University House Annex, and it is open from 12pm-7pm Monday through Thursday.

For more information, please visit the AATC Writing team's website: <http://success.ucdavis.edu/services/writing.html> or call 530-752-2013
The main office is 2205 Dutton Hall.

Course Calendar

Week 1: Poetry

Tuesday – January 10th:

- Read:
 - Look through Canvas Course; In class: Poetry close reading of Shakespeare, "Sonnet 117" and Bervin, "117"
- Due:
 - Review course and syllabus and come to class with questions

Thursday – January 12th:

- Read:

- A Guide to Annotating
- Herbert, "Easter Wings," Spenser, "Amoretti LXXV," Dickinson "I'll tell you how the sun rose," Keats, "La Belle Dame sans Merci: A Ballad," and Pope, "Ode on Solitude"
- Due:
 - Week 1 Poetry Annotations

Week 2: Poetry

Tuesday – January 17th:

- Read:
 - Marvell, "The Mower Against Gardens," Owen, "Dulce et Decorum Est," Angelou, "California Prodigal," Hummel, "Station," Teasdale, "There Will Come Soft Rains," Waheed, "-by the time we are seven," and Choi "We Used Our Words We Used What Words We Had"
- Due:
 - Week 2 Poetry Annotations

Thursday – January 19th:

- Read:
 - Reid, "Ten Ways to Think About Writing: Metaphoric Musings for College Writing Students"
- Due:
 - Words of Advice #1

Week 3: Poetry

Tuesday – January 24th:

- Read:
 - Lorde, "Coal," Anzaldúa, "Cultures," Herrick, "To the Virgins, to Make Much of Time," Rose, "Women Like Me," Lorca, "Gacela del Recuerdo de Amor"
- Due:
 - Week 3 Poetry Annotations

Thursday – January 26th:

- Read:
 - Wheeler, "Close Reading of a Literary Passage"
- Due:
 - Words of Advice #2

Week 4: Drama

Tuesday – January 31st:

- Read:
 - Thoroughly read through Essay #1 Prompt
- Due:
 - Draft of Essay #1 (Poetry Close Reading) Due Before Class!

Thursday – February 2nd:

- Read:
 - UNC Writing Center, "Thesis Statements"
 - Churchill, "Escaped Alone"
- Due:
 - Canvas Discussion
 - Words of Advice #3

Week 5: Short Fiction

Tuesday – February 7th:

- Read:
 - Bradbury, "There Will Come Soft Rains," Le Guin, "The Ones Who Walked Away from Omelas," and Ketchum, "The Box"
- Due:
 - Essay #1 Due by 11:59pm
 - Canvas Discussion

Thursday – February 9th:

- Read:
 - Lessner and Craig, "'Finding Your way In': Invention as Inquiry Based Learning in First Year Writing"
- Due:
 - Words of Advice #4

Week 6: Short Fiction

Tuesday – February 14th:

- Read:
 - Chiang, "Story of Your Life"
- Due:
 - Canvas Discussion

Thursday – February 16th:

- Read:
 - Irvin, “What is ‘Academic’ Writing?”
- Due:
 - Some Words of Advice #5

Week 7: The Novel

Tuesday – February 21st:

- Read:
 - Jackson, *The Haunting of Hill House* ch. 1-4
 - Essay #2 Guidelines
- Due:
 - Canvas Discussion

Thursday – February 23rd:

- Read:
 - Rosenwasser and Stephen, “Analysis: What It Is and What It Does”
- Due:
 - Words of Advice #6

Week 8: The Novel

Tuesday – February 28th:

- Read:
 - Jackson, *The Haunting of Hill House* ch. 5-9
- Due:
 - Essay #2 Proposal
 - Canvas Discussion

Thursday – March 2nd:

- Read:
 - Sommers, “Revision Strategies”
- Due:
 - Words of Advice #7

Week 9: Essay Review

Tuesday – March 7th:

- Read:
 - Thoroughly read through Essay #2 prompt

- Due:
 - Draft of Essay #2 Due Before Class!

Thursday – March 9th (No Class: One-on-One Conferences):

- Read:
 - UNR Writing and Speaking Center, “The Uneven U”
 - Vieregge, “Exigency: What Makes My Message Indispensable to My Reader”
- Due:
 - Words of Advice #8

Week 10: Wrapping-Up

Tuesday – March 14th:

- Read:
 - Reread your essay out loud **at least** three times!
- Due:
 - Essay #2 Due by 11:59pm

Thursday – March 16th:

- Read:
 - Go back through all readings and work completed
- Due:
 - Final Words of Advice
 - Questions about the final

Final: March 22nd 1:00-3:00pm