

Dr. Julia Daniel
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Rm 133 Colson Hall
Office Hours: T 11:30-1:30

ENGL 200
T, TH 10:00-11:15 in WDB-D 109

Foundations of Literary Study: City Living, Living Cities

In this course, we will investigate the many ways literature generates meaning by exploring a wide variety of pieces, including poetry, drama, and prose fiction. To better see how formal characteristics contribute to meaning-making, we will focus on a common theme across our readings: the city. Does the city bring us closer together or push us farther apart? Does it include a place for nature or is it mostly artifice? How are the boundaries between neighborhoods created, moved, and violated? To answer these questions (and many more), we will learn and practice the skills of attentive reading in order to discover how our writers craft language to achieve different ends. As a partner in this exploration, you will:

- Practice the skill of close reading and develop annotation strategies for literary texts
- Master key literary terms and integrate them into your own analyses of the literature
- Place the literature in conversation with its context
- Articulate your readings in class discussion and written assignments

Required Texts

Arthur Miller. *A View from the Bridge*. ISBN 9780822212096
William Carlos Williams. *Selected Poems*. ISBN 9780811209588
Sandra Cisneros. *The House on Mango Street*. ISBN 9780679734772
Carl Sandburg. Selected readings via eCampus.

Course Assignments

Course work includes quizzes, participation, three unit exams, and a final exam

Quizzes: There will be several unannounced quizzes during the semester that will cover the reading for the day or material we've covered before. Expect one every day. Some of these quizzes may be open book. These quizzes are designed to reward engaged reading and active note-taking. **I will drop your two lowest quiz scores for the semester.**

Participation: Thoughtful, lively, and engaged conversation is at the heart of this class. **You will receive no credit for attendance;** I expect more from you than occupying a space in the classroom. Instead, you will receive a participation point for every day you contribute to discussion. All the members of this community benefit from your insights and vice versa, so we rely on one another to come prepared for conversation. I recommend walking through the door with reflections and questions already in hand.

When you contribute to discussion, I will take your name card and you will receive a point for the day. If your name card is still on your desk when you leave, you earned no points for the day. **I forgive two**

zeroes for the semester. These cover absences and/or days you do not contribute. Use them wisely. If you miss a day for an approved University function, it is your responsibility to provide the appropriate paper work and schedule a meeting with me to discuss the day's readings to earn your point. You must do so within a week of your absence in order to receive credit.

Grade Breakdown

Each Unit Exam 15 Final Exam 25 Quizzes: 15 Participation: 15

Grade Scale

0 %	60 %	60 %	66 %	70 %	73 %	76 %	80 %	83 %	86 %	90 %	94 %	97 %
F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+

Classroom Policies

Submissions

Long written components of exams will be taken out of class and uploaded to eCampus by the time indicated on the prompt. Closely follow all the details on the prompt. **I do not accept late work. Late work receives a ZERO** Computer difficulties are not an excuse for late work. I therefore highly recommend that you upload your projects well before the time the exams are due in case of technical difficulties.

Everyone receives one Panic Card for the semester. This Panic Card entitles you to an extra 24 hours to submit your work, no questions asked. However, if you do not use a Panic Card, I will add a full percentage point to your overall grade at the end of the semester as a reward for your timely work. Weigh this in your decision-making process. NB You cannot use a Panic Card for your final exam

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

eCampus eCampus will serve as my primary way of communicating with you throughout the semester. I will provide supplemental readings, links, and videos on this site, and any changes to the schedule can be found in the Announcements section. If you miss a class, PowerPoints from lecture segments can also be found there. It is your responsibility to check eCampus every day.

Accountability Partners On the first day of class, you will be assigned an accountability partner. Make sure you have a reliable way of contacting your A.P. (Email is usually the best.) **If you have a question about the syllabus or a project, or if you miss a day of class and want to get caught up, the first person you will contact is your A.P. Most questions can be solved this way. Do not contact me until you've spoken with your A.P. first.**

Electronics All electronic devices must be turned off at the beginning of class and remain so during our time together. Using a device during class will erase your participation point for the day.

Inclusivity The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Office Hours Please come and see me during my office hours (listed above). If these times are inconvenient, please contact me and I will try to accommodate your schedule.

Email I can be easily reached via email. I check my email between 8 a.m. and 6 p.m. Monday through Friday. If we have an exam, I will also add hours on the weekend and will let you know about these ahead of time. Please remember that emails are both letters and professional communications. **I do not reply to improperly formatted emails. Craft your prose accordingly.** I will be using your Mx accounts. It is your responsibility to check your email daily.

Emergencies

Emergencies can arise during the semester. Your wellness and safety is my top priority. I am happy to help you access WVU resources as needed. In terms of coursework, if you would like me to consider an extension due to an extreme emergency (serious illness, etc.), be prepared to provide me with paper work. We will then meet and create a reasonable completion schedule together.

Work Schedule

I reserve the right to amend this schedule and syllabus. If I do so, I will inform you of it ahead of time. Lists of specific readings are available on eCampus. When class discussions go well, as I anticipate they will, we often get behind, so please keep your eye on the readings list as it will most likely evolve during the semester. I will notify you in class and via eCampus of these alterations.

Schedule

T 1/13 Welcome. Syllabus
Th 1/15 How to Read a Poem Like a Poem

T 1/20 Intro to Sandburg "Chicago"
Th 1/22 Sandburg "The Harbor."

T 1/27 "Skyscraper"
Th 1/29 "Skyscraper" performance

T 2/3 Intro to Williams. "Young Sycamore."
Th 2/5 "The Great Figure."

T 2/10 Exam Review
Th 2/12 Poetry Exam

T 2/17 How to Read a Play like a Play, Intro to Miller
Th 2/19 A View From the Bridge

T 2/24 AVB
Th 2/26 AVB

T 3/1 AVB
Th 3/2 AVB

T 3/10 AVB AVB Conclusions, Exam Review
Th 3/12 Drama Exam

T 3/17 How to Read a Novel Like a Poem and a Play, Intro to Cisneros
Th 3/19 Mingo

Spring Break! Have fun and be safe.

T 3/31 Mingo
Th 4/2 Mingo

T 4/7 Mingo
Th 4/9 Mingo

T 4/14 Mingo conclusions, Exam Review
Th 4/16 Mingo Exam

T 4/21 The Good, The Bad, The Ugly: Comparative Analysis
Th 4/23 Comparative Analysis cont.; Strategies for Longer Written Analysis

T 4/28 Final Exam Review
Th 4/30 Final Exam

Have a beautiful summer! Keep reading!