



**Navajo Technical University**

<http://navajotech.edu>

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English English 1410-1: Introduction to Literature SPR 2022

Tu Th 11:00 to 12:20 3 credits

Please note that this syllabus and the accompanying schedule may be changed depending upon class needs. You are responsible for keeping track of these changes, regardless of whether you are in class when they are announced.

Instructor: Dr. Peter Moore

Email: [pmoore@navajotech.edu](mailto:pmoore@navajotech.edu)

Office hours: via email and immediately before and after class, and by appointment. If you email me for office hours, I will generally get back to you the same day.

Phone: (505) 593-2391 (Text or email me, please.) NOTE: please follow the appropriate protocol when either emailing or texting me. This means including your class, section number, and full name in any text or email). Please do not call this number except in emergencies!

### **Required Books:**

**Required Materials:** Texts: *A Poetry Handbook*, by Mary Oliver, Houghton Mifflin Harcourt; Sophocles, *The Three Theban Plays*, Penguin Classics; *Handbook of Literary Terms: Literature, Language, Theory* by X. J. Kennedy, Dana Gioia and Mark Bauerlein; plus a variety of handouts.

**Tools:** Composition journal; a 3 ring binder or folder; a flash drive if necessary. Please note that you must have a Navajo Technical University email address that you check regularly.

**Materials:** Handouts, to be saved in the 3 ring binder or folder. Midterms, finals, and quizzes will be based upon the content of these handouts.

### **The mission, vision, and philosophy of Navajo Technical University**

**Mission:** Navajo Technical University honors Diné culture and language, while educating for the future.

**Vision:** Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

**Philosophy:** Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Ína (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

### Course Description

In this course, students will examine a variety of literary genres, including fiction, poetry, and drama. Students will identify common literary elements in each genre, understanding how specific elements influence meaning.

English 150 introduces you to the three major genres of literature: poetry, fiction, and drama. This class will help you read, think, and write about these genres in a clear and organized way. In this class, you will learn literary terminology as well as a coherent set of reading strategies that will help you to read literary texts in an informed way. You will also learn to write about literature with power and insight. Thus the course will improve the your abilities in both reading and writing, not only in the field of literature, but in general.

The class includes the study of the elements of literature through a blend of formal, cultural, and historical approaches. You will learn about the parts that make up the whole of a poem, a play, or a work of fiction by reading carefully in order to understand how each element contributes to the overall meaning. Each work of literature is embedded within historical and cultural contexts, so we will explore how the time, place, and culture of an author’s writing affect literary works and our reactions to them.

This course provides beginning students with a serious study of imaginative literature. The course aims to give you a sufficient grasp of the nature and variety of poetry, drama, and fiction through helping each student acquire the skills and techniques necessary for careful reading of, thoughtful interpretation of, and coherent writing about literary texts. The course will present you with a diverse selection of writers, and emphasizes the skills of close reading as a necessary path to both understanding and enjoyment.

You will be expected to write in an engaged and thoughtful way in your essays during the course. You must also have a standard composition book, and should write 2 pages per week in addition to any other typed, more formal assignments. These other assignments will include 3 longer essays (typed, double spaced, standard margins and type face); a midterm and a final; and a variety of shorter, typed reaction essays.

STUDENT LEARNING OUTCOMES	COURSE MEASUREMENTS
Students will learn to identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.	Students will show understanding through shorter essays (reaction papers), as well as longer graded essays, and exams.
Students will write reasonable, well-supported analyses of literature that	Students will learn detailed approaches to writing about literary texts, as well as

ethically integrate evidence from texts they have read.	how to incorporate quotations from texts in support of their interpretations.
Students will begin to understand how historical and cultural forces have influenced literature.	Students will study texts from a wide variety of cultures and historical periods, and connect, in writing and in discussion, the culture and the historical periods to the texts they study.
Students will make use of historical and cultural perspectives to evaluate contemporary problems/issues, modes of expression, and thought.	<ul style="list-style-type: none"> <li>Students will write papers to show sufficient understanding of literary texts and a mastery of the skills required to write about them well.</li> </ul>

### **Instructor Expectations**

We will do a great deal of work during class, so you should come to every class with a positive attitude and a willingness to work hard and participate. Attendance and participation are extremely important and will affect your grade. In addition, often we will work on assignments within class periods. You must hand in all assignments on time, as I will not accept late assignments.

### **Grading**

Students must attend each class session and show up on time. You must also turn all assignments in **on time**. Late papers are unacceptable. In this class there are no make-up exams unless the instructor approves prior arrangements.

**If you miss more than three classes, you may be dropped from class or receive a failing grade. If you fail to hand in all written work or your midterm or final, you will not pass the class.**

Attendance and Participation, 20%

Essays, with revisions, 30%

Midterm plus take home final, 30%

Quizzes and reaction papers, 20%

### **Grading Scale**

100 – 90%	A
89 – 80%	B
79 – 70%	C

69 – 60%	D
59 – 0%	F

### **A note on this class**

My goal in teaching is to ensure that all students pass and learn to master the appropriate skills. But this requires that you put your best effort into the class as well. If you take advantage of all the opportunities both the class and NTC as a whole offers, you should be able to master the material and do well. If you do not understand something, please come and see me at the end of class or in office hours, and I will ensure that you do understand it.

Note: For every credit hour spent in class, a student is expected to spend at least two hours outside of class studying the course materials and working on assignments.

### **Course Policies:**

- Show up to every class on time, ready to work.
- Complete all reading assignments before class.
- Participate constructively and actively in all discussions.
- Provide support for the learning of both yourself and your fellow students.
- Turn in all assignments **on time**.

### **Attendance Policy:**

Regular attendance is required, and regular attendance and participation are part of your grade. Show up on time. If you are more than ten minutes late, you will be counted as absent for that class. If you must miss a class, it is your responsibility to find out what you missed. If you have more than 3 (three) unexcused absences, you may be automatically dropped from the course. And please keep me informed if you have to miss a class!

### **Academic Integrity:**

I expect complete integrity (honesty) of every student in all your academic work. The guiding principle of academic integrity is that all submitted work must be the student's own. If you use ideas or words that are not your own, you are plagiarizing. Students who engage in academic dishonesty, who plagiarize, diminish their education and bring discredit to themselves and to the college community. Avoid plagiarism, and avoid helping other students plagiarize. I will cover some basic ideas on what plagiarism is, as well as how to avoid it. If you have any questions, please ask me and I'll explain.

**Diné Philosophy of Learning:** An important approach to mastering the content of this course is to consider each assignment as part of a progression through the four seasons of the year and the four directions. Think about the Diné Philosophy of Education as expressed through these words: ***Nitsáhákees*—thinking (east); *Nahat'a* —planning (south); *liná*—doing or executing**

**(west); and *Sihasin*—reflecting (north).** We can connect these to the ideas of this course in the following ways.

***Nitsáhákees*—(east): think clearly – learn to think for yourself – do your own work:** Think about reading assignments as you read them, and also think about what you'll need to do to put the information into practice on a written assignment. Like the **spring season**, the reading assignments and ideas about writing are designed to plant seeds of information that will mature as you further reflect on them.

***Nahat'a*—(south): plan your schoolwork and assignments. Learn to plan and prepare for classes and assignments, and be on time and prepared for class.** Create plans to help you accomplish the task assigned. Plan on how you will complete the assignment should as we go over the ideas from readings in class and work on writing examples. Also plan what you'll need to do and how long it might take to do the assigned work. Like the **summer season**, your planning helps you grow towards successfully completing assignments and the class.

***liná*—(west): Use what you have learned in your everyday life, and use common sense and show respect for others at all times.** Practice your new skills by doing the work required for the course. Practice your new skills, and the ideas in what you've read and in what we've discussed by doing your homework assignments in a timely and engaged manner. Like the **autumn season**, you now harvest the information by completing assignments that demonstrate your full understanding and gather or store the knowledge you've gained for use in future assignments.

***Sihasin*—(north): Self-discipline: don't be lazy; develop a positive attitude, and work in a disciplined way. Also, reflect on what you have learned, so that the ideas become part of you.** Evaluate your skills by reading the comments on completed and graded work so that you understand what you did correctly and where you might need more work. Consider how to use what you've already learned in future assignments and in other classes. Envision how your new skills can be used to achieve desired results in the future. Like the **winter season**, it's time to reflect on the knowledge you've gained so that you can use it in conjunction with new seeds of knowledge you will gain in the next assignment.

### **Students with Disabilities**

The Navajo Technical College and the General Science program are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform the instructor privately of such so that accommodations arrangement can be made. Students who need an accommodation should also contact the Special Needs Counselor.

### **Weekly Schedule**

(Note that this schedule is tentative and subject to revision based upon student learning and class needs)

**Week 1:** Introduction to class; poetry handout #1.

*A Poetry Handbook*, pages 1 to 12. Assignment in *Handbook of Literary Terms*.

**Week 2:** Introduction to poetry; poetry handout #2. Poetry reaction essay #1 assigned.

*A Poetry Handbook*, pages 13 to 34. Assignment in *Handbook of Literary Terms*.

**Wk. 3:** Reaction paper #1 due; poetry handout #3. Reaction essay #2 assigned.

*A Poetry Handbook*, pages 35 to 66. Assignment in *Handbook of Literary Terms*.

**Wk. 4:** Reaction paper #2 due; poetry handout #3. Reaction essay #3 assigned.

*A Poetry Handbook*, pages 67 to 108. Assignment in *Handbook of Literary Terms*.

**Wk. 5:** Poetry reaction essay #3 due. Assigned: formal poetry essay #1.

College level writing discussion and lecture plus handout on college level writing.

**Wk. 6:** Drafts due, poetry essay. Read *Oedipus the King*. Work on poetry essay. Begin reading drama: *Oedipus the King*. Assignment in *Handbook of Literary Terms*.

**Wk. 7:** Poetry essay due; *Oedipus the King* reading; introduction to Greek tragedy.

Assignment in *Handbook of Literary Terms*.

**Wk. 8:** MIDTERM.

**Wk. 9:** *Oedipus the King* continued. Assignment in *Handbook of Literary Terms*.

**Wk. 10:** *Oedipus the King* continued. Reaction paper, *Oedipus the King*. Drama/tragedy essay assigned.

**Wk. 11:** *Oedipus the King* essay due. *Antigone*; assignment TBA; reaction paper on *Antigone* assigned.

**Wk. 12:** . *Antigone* assignment; reaction paper #2 *Antigone* due.

**Wk. 13:** short story handout; work on fiction ideas and terms.

**Wk. 14:** short story/fiction work; reaction paper.

**Wk. 15:** Work on final essay; preparation for final exam.

**Wk. 16:** Finals week; final exam; all work due. Final exam: December 10, 8am.