

**ENGL 1153: Writing about Literature and Culture**

(204/251)

**Meetings: Tuesdays and Thursdays.**

**Venue: MY 205**

**9:30:00 am - 10:50 am**

**Instructor: Elizabeth Olaoye**  
([elizabeth.olaoye@msutexas.edu](mailto:elizabeth.olaoye@msutexas.edu))

**Hang-Out Hours: Mon. 8 am-10:30 am**  
**Tues & Thurs: 8 am to 9:15**  
am and by appointment.

**Office: BW 205**

**Course Materials:**

1. *40 Short Stories ed.* Beverly Lawn and Joanne Diaz 5th edition ISBN 978131903589.
2. *Everyman*, a medieval morality play (Copy available on D2L)
3. PDFs of other relevant materials will be made available on D2L.
4. 1 blue book (writing material)

**Course Description:**

This course introduces the student to specific literary genres: drama, fiction, and essay writing. It emphasizes literature as a reflection of culture. The course will include discussion of literary terms, close textual analysis, mindful interpretation, and any pertinent historical backgrounds. The method of learning will be a mix of lectures, discussions, small group assignments, and individual class work.

The instructional approach involves the engaging inquiry method, a collaborative means to explore facets of critical reading and evidence-based writing during the entire term. Your unique experiences and growth are highly valued and eagerly anticipated. Since the process of writing itself is epistemological- a way of coming to know, we examine writing as a process of self-expression, self-reflection, and as a means of communication.

## **Student Learning Objectives:**

At the end of ENGL 1153, students will be able to:

1. Describe the literary genres of fiction and drama
2. Read critically and analytically
3. Explain and exemplify literary terms and elements
4. Make meaningful connections between different texts, genres, and authors
5. Appreciate the value and perspective of a variety of cultures

## **Writing Objectives:**

Your writing this term will show your ability to communicate ideas clearly, with a specific purpose, and to a specific audience. You will utilize appropriate strategies for varying contexts and logical organization methods. You will also apply revision methods to achieve a polished final draft/presentation, using standard academic format and conventions of grammar.

When necessary, you will utilize proper MLA documentation. You will also be required to use critical thinking and listening skills in written and oral communication as a tool for learning.

Required readings for each class, homework assignments, and major due dates are outlined in the schedule posted to our course D2L page. This schedule is subject to change with notice, so make sure you check your MSU email and D2L news regularly.

## **Communicating with the Instructor:**

During office hours, you can find me in my office or schedule an appointment over Zoom. It is helpful to set up an appointment in advance. You can also reach me by sending an email to [elizabeth.olaoye@msutexas.edu](mailto:elizabeth.olaoye@msutexas.edu). Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Graded assignments should be returned within ten business days of the assignment's due date. Discussion forum grading and response will be completed within two days of the end of the instructional week.

Since we are all university students here, it's a great idea to keep our emails formal and professional when communicating with instructors and professors. It's worth noting that emails have a different tone than texting a friend. When composing your emails, consider including a descriptive subject line, addressing the instructor respectfully, and stating your reason for contacting them clearly.

Here's a helpful example for reference:

*Subject: ENGL 1143 Section [XXX]: Question about [X]*

*Dear [instructor's name],*

*My name is [student's name], and I am currently a student in your [Course#;Section#; Date Class Meeting Times] this semester. I am writing to you [explain the issue].*

*Thank you,  
[student's name]  
[M. number]*

## **Grading Policy**

The grades I assign to your work this semester are only one measure of how successfully you have completed a task—an indicator of how well you appear to have learned the lessons that the task intends to teach. Grades are not a measure of your worth as a person or your potential as a student. At their best, grades are one important piece of how you learn both what you're doing well and what you can improve this semester. If you have any questions about your grades after having carefully considered my comments on your work, please ask me.

This course will be graded paying attention to the course objectives listed in your course outline. Your writings will be graded based on how well you have expressed your ideas and how well you have responded to the requirements of the assignment. If you are able to turn in your work on time, revise it promptly, and address the requirements of the assignment, you can earn a B grade. To move beyond that however, you will have to be able to use the English language creatively in such a way that your essay makes an exceptionally good reading. The following numerical equivalents for final grades are used:

A = 100-90%;

B = 89-80%;

C = 79-70%;

D = 69-60%;

F = 59-0

## Assignments

### Class Requirements - Total class points = 700

Assignment	Points	Due
Reading Celebrations + Usher Research	200	throughout
Short Story Take-Home Exam I	100	2/15, 3/3
Everyman Essay (Essay II)	100	4/28
Midterm Examination	100	3/5
Final Paper (Essay III)	100	5/5
FOO Presentation	50	throughout
Attendance and Participation	50	throughout
Total	700	

### **General Assignment Description:**

\* Every assignment needs to be typed except the reading quizzes. You will submit the major essays by submitting them through Dropbox in D2L.

1. **Reading Celebrations (10)** - Quick Quizzes over the assigned reading, given randomly worth 20 points each. The library research is worth 50 points
2. **Presentation (1)** - Due on your scheduled day, a presentation on an assigned text, with full literary analysis considering the context, as well as literary devices employed in the short story, worth 50 points
3. **Short Story Take-Home Exam (1)** - A take-home exam examining the Short Stories, worth 100 points
4. **Midterm Exam** - Will be written in class on March 5
5. **Essay #I** - 3 - 4 page essay examining dramatic elements in Everyman play and performances, worth 100 points
6. **Essay #III** - 2 Page essay reviewing the reading from the semester

### **Midterm Grades:**

In order to help you keep track of your progress towards achieving course objectives, I will provide a Midterm Progress Report through your individual Navigate account. If you are earning a below a C at the midway point, consider visiting the Tutoring and Academic Support Programs Center.

### **Attendance/Participation:**

In order to receive full credit for attendance and participation, you must attend and actively participate in each class session. Active participation means contributing regularly to class discussions and engaging in group activities. More than three absences will have a negative impact on your grade, and nine absences will be considered grounds for failure, regardless of progress toward the other requirements of the course. Potentially extenuating circumstances are subject to my discretion and must be brought to my attention immediately. Frequent and/or conspicuous late arrivals or departures may be considered absences.

### **Required Work:**

You must complete all course requirements in order to pass this course, meaning you must submit final drafts of all three major assignments, regardless of lateness and/or a failing grade.

### **Late Work Policy:**

Assignments are due by the date and time listed on the course schedule. Major assignments submitted up to a week late will lose one letter grade. Except in cases of a documented and severe emergency, assignments more than a week late will receive a grade of "F." No other assignments, including in-class assignments, quizzes, rough drafts, peer reviews, and homework assignments, will be accepted late. You will not receive credit for any work you miss when you are not in class.

### **Academic Integrity:**

Do not plagiarize. It ruins your reputation and your grade. All work for this class must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. If it is not, that will be considered plagiarism. Plagiarism is passing the words, ideas, and work of other people as your own. Plagiarism is a serious breach of ethics and integrity and will be handled as such, usually resulting in a failing grade for the assignment at the least. We will discuss plagiarism at length in class: what it is, why it's a problem, and how to avoid it. Source citation conventions differ widely but remain united by a logic of giving credit; we will explore that logic. Please see me if you have any questions about source documentation or plagiarism in general. For more detailed information on penalties for academic dishonesty, please refer to page 55 of the Student Handbook <https://msutexas.edu/student-life/assets/files/handbook.pdf>

## Disability Support Services

If you have a **disability** or think you have a disability (physical, learning disability, hearing, vision, psychiatric) which may need a reasonable accommodation, please contact the **Disability Support Services** as early as possible in Room 168 of the Clark Student Center, by phone at 940-397-4140, or by email at [disabilityservices@msutexas.edu](mailto:disabilityservices@msutexas.edu). Accommodations may include extra time on assignments, a flexible attendance policy, access to assistive technology, access to a note-taker, and more.



## What are the technology requirements for this course?

You will need regular internet access. For any tech help, please contact the Information Technology Department: Phone: (940) 397-4278 (or) Email: [helpdesk@msutexas.edu](mailto:helpdesk@msutexas.edu)

You are eligible for a **free Office 365 Education** with your MSU account, which includes Word, Excel, PowerPoint, OneNote, and Microsoft Teams.

## Tutoring Services

The Tutoring Center provides tutoring services to assist students in every aspect of their writing. Located in the Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. It's a myth that only bad writers use the Writing/Tutoring Center. In fact, experienced writers know that they need feedback early and often to improve their writing. Your tuition and fees already pay for these tutoring services: use the service! Make an appointment for an in-person or online visit with the Tutoring Center.

## Campus Carry Statement:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to MSU Texas's Campus Carry page (<https://msutexas.edu/campus-carry/>).

## Course Schedule ENGL 1153 Spring 2024

The following is the weekly schedule for the course. The schedule may change as necessary

Topics, Assignments, forums, and quizzes.	
<b>Week 1</b>  Tuesday, January 16 before class.	<b>Topic: Understanding Literature</b> <ol style="list-style-type: none"> <li>1. Introduction, syllabus, in-class writing (diagnostic)</li> <li>2. Complete the syllabus scavenger hunt in class.</li> </ol>
Thursday, January 18 before class	<ol style="list-style-type: none"> <li>1. Review of in-class writing, overview of common writing problems</li> <li>2. Lecture: Understanding Literature</li> <li>3. Understanding Literature Quiz</li> </ol> Before next week: Read “The Story of an Hour,” pp. 56-58
<b>Week 2</b>  Tuesday, January 23 before class	<b>Topic: Reading and Writing about Literature</b> <ol style="list-style-type: none"> <li>1. Reading and Writing about Literature review of the writing process</li> <li>2. Reading and Writing about Literature Quiz</li> </ol>
Thursday, January 25	<ol style="list-style-type: none"> <li>1. Fiction – “The Story of an Hour”</li> <li>2. Junot Diaz, “Fiesta, 1980”</li> <li>3. Discuss the theme of loss and compare it to “The Story of an Hour.”</li> </ol> Start working on Assignment 1
<b>Week 3</b>  Tuesday January 30	<b>Topic: Writing Literary Arguments</b> <ol style="list-style-type: none"> <li>1. The Purpose of Literary Essays</li> <li>2. Developing a Suitable Topic for a Literary Argument</li> </ol>

Thursday, February 1	<ol style="list-style-type: none"> <li>1. Jamaica Kinkaid, "Girl"</li> <li>2. Silko's The Man to Send Rain Clouds"</li> <li>3. Chinua Achebe, "Civil Peace"</li> <li>4. Presentations</li> </ol> <p>Continue Working on Assignment 1</p>
<b>Week 4</b>  Tuesday, February 6	<b>Topic:</b> Writing about Fiction <ol style="list-style-type: none"> <li>1. Writing Papers about Fiction</li> <li>2. Writing Papers about Fiction Quiz</li> <li>3. Using Sources in Your Writing</li> </ol> <p>Introduce the MLA Bibliography Course</p>
Thursday, February 8	<ol style="list-style-type: none"> <li>1. Updike, "A&amp;P"</li> <li>2. Walker, "Everyday Use"</li> <li>3. Quiz on plot</li> <li>4. Presentations</li> </ol>
<b>Week 5</b>  Tuesday, February 13	<b>Topic:</b> Plot <ol style="list-style-type: none"> <li>1. Plot: Meaning and Various Forms</li> <li>2. Quiz on "Happy Endings" and " A Man Like Him"</li> <li>3. Margaret Atwood, "Happy Endings"</li> <li>4. Willa Cather, "Paul's Case"</li> </ol>
Thursday February 15	<p>Workshop (Students work in groups to generate ideas for a comparison/contrast paper. Discuss concepts such as using quotations from stories, organizing a comparison/contrast paper, etc. For example, compare and contrast the role of tradition in two stories.)</p> <p>Presentations</p> <p>Assignment #1 first draft due in D2L</p>
<b>Week 6</b>  Tuesday, February 20	<b>Topic: Character</b> <ol style="list-style-type: none"> <li>1. Writing about Character and Characterization</li> <li>2. Quiz on Character and Setting</li> </ol> <p>Assignment # 1 Peer Review in Class</p>



Thursday, February 22	<ol style="list-style-type: none"> <li>1. Nnedi Okorafor, "Hello Moto"</li> <li>2. Willer Carter "Paul's Case"</li> <li>3. Jhumpa Lahiri, "Interpreter of Maladies"</li> <li>4. Presentations</li> </ol>
Week 7  Complete by Tuesday, February 27	<p><b>Topic: Point of View and Setting</b></p> <ol style="list-style-type: none"> <li>1. Writing about Point of View and Setting</li> <li>2. <i>Rashomon</i> : Discuss the Rashomon effect</li> <li>3. Quiz on Point of View</li> </ol>
Thursday, February 29	<ol style="list-style-type: none"> <li>1. Adichie, "Birdsong"</li> <li>2. Faulkner, "A Rose for Emily"</li> <li>3. Ben Okri, "In the Shadow of War" (setting)</li> <li>4. Presentations</li> </ol> <p>Quiz on "Birdsong" and "A Rose for Emily"</p> <p>Assignment# 1: Short story assignment due on Sunday night. Read Poe' The Fall of the House of Usher" (Read through the Spring Break)</p>
Week 8  Tuesday, March 5	<p><b>Mid-term Examination</b></p>
Thursday, March 7	<p><b>Library Instruction:</b> Students will work with the Librarian to locate secondary materials on a take-home assignment on Edgar Alan Poe's "The Fall of the House of Usher", the setting, and the Gothic tale.</p>
Week 9  Tuesday, March 12	<p><b>Spring Break</b></p>

Thursday, March 14	<b>Spring Break</b>
Week 10 Tuesday, March 19	<b>Topic: Other Elements of Fiction</b>  <ol style="list-style-type: none"> <li>1. More on Setting: "The Fall of the House of Usher"</li> <li>2. Style, Tone, and Irony</li> <li>3. Symbol, Allegory, Metaphor, and Myth</li> </ol> Present your Usher research (50 Marks)
Thursday, March 20	<ol style="list-style-type: none"> <li>1. Shirley, "The Lottery"</li> <li>2. James Joyce, "Araby"</li> <li>3. Gabriel Garcia Marquez, "A Very Old Man with Enormous Wings"</li> <li>4. Presentations</li> </ol>
Week 11 Tuesday, March 26	<b>Topic: Drama</b>  <ol style="list-style-type: none"> <li>1. Introduction: Thinking about Drama?</li> <li>2. Writing about Drama</li> <li>3. Assignment: Read <i>Everyman</i></li> </ol>
Thursday, March 28	<b>Easter Break</b>
Week 12 Tuesday, April 2	<b>Topics: The Great Ages of Drama</b>  <ol style="list-style-type: none"> <li>1. Discuss the great ages of drama</li> <li>2. Introduce Medieval Drama and <i>Everyman</i></li> </ol>
Thursday, April 4	<ol style="list-style-type: none"> <li>1. <i>Everyman</i>, 1-15</li> <li>2. Morality Play Elements Exemplified in <i>Everyman</i></li> </ol>
Week 13 Tuesday, April 9	<b>Topic: Analyzing a Play through the Elements of Drama: <i>Everyman</i></b>  <ol style="list-style-type: none"> <li>1. Elements of Drama in the Analysis of a Play</li> <li>2. <i>Everyman</i>: Elements of Drama exemplified</li> </ol>

Thursday, April 11	<ol style="list-style-type: none"> <li>1. <i>Everyman</i>, 15-23 (Fellowship and Kindred)</li> <li>2. Analysis of characters: Fellowship and Kindred</li> </ol>
Week 14 Tuesday, April 16	<b>Topic:</b> Drama and Theatre Production <ol style="list-style-type: none"> <li>1. The medieval stage and actor</li> <li>2. Contemporary Productions</li> </ol> <p>Start brainstorming on the essay that compares <i>Everyman</i>'s productions with the original text.</p>
Thursday, April 18	<ol style="list-style-type: none"> <li>1. Class Screening and Read Along Portland Community College Performing Arts Center's production of <i>Everyman</i></li> <li>2. Write your thesis and introduction</li> </ol>
Week 15 Tuesday, April 23	<b>Topic:</b> Writing about Drama and Theatre Production <ol style="list-style-type: none"> <li>1. Class Screening and Read Along Houston Community College Performing Arts Center's production of <i>Everyman</i></li> <li>2. Adapting an old play to suit modern audiences</li> </ol>
Thursday, April 25	<ol style="list-style-type: none"> <li>1. Continue working on your comparative essay, in-class discussions allowed</li> <li>2. Writing a comparative analysis of theatre productions</li> <li>3. Peer review</li> <li>4. Submit your <i>everyman</i> essay by Sunday night</li> </ol>
Week 16 Tuesday, April 29	Revision/ workshop/group presentations
Thursday, May 2	Revision/ group presentations Start uploading your final paper
May 6	<b>Deadline to upload your final paper</b>

