

**Assignments and Schedule of Activities**  
**ENG 200 Intro to Lit., Fall 2007, Sections 005, 006**

**Important Note:** We may not get to discuss all the assigned readings in class. However, you are responsible for all assignments, including required worksheets and responses. Quiz and exam content can refer to any assignment, whether we cover that material in class or not. While you are not required to complete worksheets on all readings, I certainly recommend it, so that your interpretations will be conducted according to protocols and perspectives of literary analysis.

**Week 1 Tues., Aug. 28: First Class.....Welcome**

*In class:* Course introduction; syllabus/schedule, text review; e-mail & phone numbers, review of performance guidelines, expectations for sustained performance.

*Assignments:* Reading: Ch. 1: "Reading and Responding to Literature," (3-24); *Chapter 3*, "Approaching Fiction: Responding in Writing" (61-71); "Immigrants" (4); "Girl" (18); "Powder" (20); "Appointment in Samarra" (73);

**Response #1** Briefly summarize each story (word process; label "Response #1") (see Handout: Response Guidelines)

**Thurs., Aug. 30**

*In class:* Responding to literature; discuss assigned readings

*Assignments:* Reading: Chapter 4, "Stories and Meaning" (72-96); Chapter 5: Narrative Point of View (97-101); "To Build a Fire" (106); "In the Gloaming" (118);

**Response #2:** Compare/contrast the SETTING and TONE in the assigned stories. How does each of these elements affect each story's plot?

**Week 2 Tues., Sept. 4**

*In class:* Writing about literature; discuss assigned readings

*Assignments:* Reading: Chapter 6, "Symbolism and Allegory" (144-147); "A Very Old Man With Enormous Wings" (171-176); "The Chrysanthemums" (157-164)

**Response #3:** Discuss one of these stories in terms of symbolism and metaphor. How do those representations affect us as readers of these stories?

**Thurs., Sept. 6**

*In class:* discuss assigned readings

*Assignments:* Reading: Chapter 7, "Writing Arguments about Fiction" (177-190) "The Hanging of the Mouse" (278); "The Trial of Thomas-Builds-the-Fire" (291)

**Week 3 Tues., Sept. 11**

*In Class:* **Fiction Essay Assigned;** discuss assigned readings

*Assignments: Reading:* "The Cask of Amontillado" (180);

**Thurs., Sept. 13**

*In class:* discuss assigned readings

*Assignments:* Reading: "Battle Royal" (482); "An Act of Prostitution" (280)

**Week 4 Tues., Sept. 18**

*In class:* discuss assigned readings

*Assignments:* Reading: "A Good Man is Hard to Find" (223); "On Fiction: Remarks From Essays and Letters" (218); "On Interpreting 'A Good Man is Hard to Find' " (223)

**Response #4:** Summarize story in five sentences or fewer (capture essential plot from start to finish, and interaction of the key players). How do O'Connor's comments from

"Writing Short Stories" (220) distinguishing "meaning" from "theme" affect how you think about this story?

### **Thurs., Sept. 20**

*In class:* discuss assigned readings

*Assignments:* Reading: "The Yellow Wallpaper" (419)

**Response #5:** As the story develops, how do the changes in the state of mind of the protagonist affect our reaction to her, her situation, and her reliability as narrator?

### **Week 5 Tues., Sept. 25**

*In class:* discuss assigned readings

*Assignments:* "Cactus," "The Library" (handouts)

Research Assignment: Establish some context for these two stories by investigating the author's background, and causes and consequences of the war in Bosnia—specifically in Sarajevo-- in the early 90's.

### **Thurs., Sept. 27**

*In class:* **Fiction Exam; Fiction Essay Due;** discuss assigned readings

*Assignments:* Reading: Chap. 13-15 "Approaching Poetry" (663-669); "Harlem,"(663); "Spring" (703); "Stop All the Clocks..." (704); "Spellbound" (705)

**Poetry Response #1** What qualities so these poems share that that would seem to make them poems? Be specific and make the list as extensive as you can.

### **Week 6 Tues., Oct. 2**

*In class:* discuss assigned readings

*Assignments:* Chap. 16-18: Familiarize yourself with poetic terms and their applications.

Reading: "Jump Cabling" (717); "I Ask My Mother to Sing"(711);"Spring and the Fall" (711-712); "Song" (749)

**Response #2:** Summarize. Why do the women cry? Why do they continue to sing?

### **Thurs., Oct. 4**

*In class:* **Poetry Essay Assigned;** discuss assigned readings

*Assignments:* Chapters 19-21: Familiarize your self with poetic terms and their applications. Reading: "Musee des Beaux Arts" (904); "Icarus" (728); "Icarus" (Handout  
*Poetry Worksheets required for all poems you choose for your essay.*

### **Week 7 Tues., Oct. 5**

*In class:* discuss assigned readings

*Assignments:* Reading: "Those Winter Sundays" (853); "Aunt Jennifer's Tigers" (1005); "Dover Beach" (989); Poetry Worksheet Required for "Dover Beach"

**Response #3:** The two poems of Hayden and Rich are full of the unseen, of implication. From bits of evidence in the poems, what can we infer about the daily atmosphere of each house?

### **Thurs., Oct. 11**

*In class:* discuss assigned readings

*Assignments:* Reading: "Theme For English B" (948); "Incident" (691); "Dear John..." (738); "...Indian's Welcome..." (984)

### **October Break...enjoy the long weekend!**

### **Week 8 Tues., Oct. 16**

*In class:* discuss assigned readings

*Assignments:* Reading: "Tell the Truth..." (924); "Leda and the Swan" (840); "A Chinese Banquet" (855) "When I Consider" (805); "When I Heard" (820)

Poetry Worksheet Required for "Leda and the Swan" and "Tell the Truth..."

**Response 4:** What can we tell about the speaker of the Whitman poem from the poem's content?

### **Thurs. Oct. 18**

*In class:* discuss assigned readings

*Assignments:* Reading: "A Supermarket in California" (1003); "A Poem for Black Hearts" (1011), "Music Swims Back To Me" (handout); "Lying in a Hammock" (863); "Anyone Lived..." (847); Poetry Worksheets Required for "Music Swims Back to Me" and "A Poem for Black Hearts"

**Response #5** React to cummings' inventiveness with language, punctuation, and form.

### **Week 9 Tues., Oct. 23**

*In class:* discuss assigned readings

*Assignments:* Reading: "I Wandered Lonely..." (981); "Sonnet 29" (975); "...Acquainted With the Night" (936); "Do Not Go Gentle..." (810); "To the Virgins..." (730); "The Man He Killed" (handout); Poetry Worksheets Required for "...Acquainted with the Night" and "Do Not Go Gentle..."

### **Thurs., Oct. 25**

*In class:* **Poetry Exam; Poetry Essay Due**

*Assignments:* Reading: Chapter 29, How to Read a Play (1025-1032); *Trifles* (1033)

**Drama Response #1:** Referring to the qualities of irony (see glossary and handouts), clearly identify some types of ironies in the play and show why those examples are ironic. What effect does the use of irony have on the action and themes of the play?

### **Week 10 Tues., Oct. 30**

*In class:* discuss *Trifles*

*Assignments:* Reading: Tragedy (1094-1099), *Antigone* (1142-1158)

### **Thurs., Nov. 1**

*In class:* Greek Tragedy; *Antigone* (Discussion and Film)

*Assignments:* Reading: *Antigone* (1058-1076)

**Response #2:** Topics, 1064, #5: To what extent is Ismene a foil to Antigone? Is Ismene entirely without courage? Be specific.

### **Week 11 Tues., Nov. 6**

*In class:* *Antigone* (Discussion and film); **Drama Essay Assigned**

*Assignment:* Reading: Elizabethan Theater (1178-79) *King Lear* (Acts I and II)

**Response #3:** Summarize the first two acts separately, briefly, but succinctly, in terms of bonds and the breaking of bonds.

### **Thurs., Nov. 8**

*In class:* discussion and film (*King Lear*, Acts I, II)

*Assignments:* Reading: *King Lear*, Act III)

**Response #4:** Critic W.H Clemen says that in *King Lear*, "...image is Lear's most characteristic form of utterance." Listening to what Lear says in Act III, show some examples of how images of external forces reflect the workings of Lear's mind (internal).

**Week 12 Tues., Nov. 13**

*In class:* discussion of assigned reading and film (*King Lear*, Act III)

*Assignments:* Reading: *King Lear*, Act IV

**Thurs., Nov. 15**

*In class:* discuss assigned readings; film (*King Lear*, Act IV)

*Assignments:* Reading: *King Lear* (Review Introduction to p. 44, Act V)

**Week 13 Tues., Nov. 20**

*In class:* Discuss assigned readings; film (*King Lear*, conclusion)

*Assignment:* *Slam the Door Softly* (1532 to conclusion)

**Thurs., Nov. 22 Thanksgiving Break – no class****Tues., Nov. 28**

*In class:* Discussion of *Slam the Door Softly*

*Assignments:* Reading: *Krapp's Last Tape* (handout or online)

**Response #5:** Watching and listening to Krapp and his tapes, we get to know, if only slightly, Krapp at different stages of his life. Do you think Krapp suffers? Discuss.

**Week 14 Thurs. Nov. 29**

*In class:* discussion of *Krapp's Last Tape*; wrap up drama.

**Week 15 Tues., Dec. 4 In class: Drama Exam; Drama Essay due****Thurs., Dec. 6 Last Class!** *In-Class:* Work returned; assessments

**Notices:** Both announced and unannounced quizzes will be given throughout the semester. Your lowest quiz grade will be discarded before calculating the final quiz average.

Use the APA style of manuscript preparation and documentation for your essays. Your eligibility for this course means that you have taken CPN 101 or its equivalent, and that you are familiar with documentation methods, the necessity of documentation, and the avoidance of plagiarism.

Therefore, I will not use class time to provide detailed information about documentation or manuscript preparation. You are not expected to memorize all reference formats. Instead, use a handbook like the Simon and Schuster Handbook for Writers. Many good reference sites are also available on the Internet, including Cortland's Writing Resource Center site:

<http://www.cortland.edu/COWRC/writingHelp.html#handbooks>, and one linked from Cortland:

[http://owl.english.purdue.edu/handouts/research/r\\_mla.html#Electronic](http://owl.english.purdue.edu/handouts/research/r_mla.html#Electronic)

**To avoid plagiarism, you must appropriately attribute ALL borrowed material.**

See Cortland's policy on academic integrity <http://www.cortland.edu/judaffairs/conduct/sa.htm>.