

**ENG 104**  
**MWF 10-10:50**  
**191 Anstett**  
**CRN 12050**  
**Fall 2016**

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**Office: PLC 214**  
**Office Hours: M 11-12:30 pm, W 11-12:30,**  
**and by appointment (e-mail me!)**

### ***Introduction to Fiction: Belonging in America***

#### **About This Class**

In this course, we will examine the formal strategies of literary fiction and develop analytical tools with which to read, discuss, and write about literary fiction effectively. In this section of English 104, we will focus our examination of literary fiction by reading exemplary texts that narrate experiences of the large context in which our class takes place, the United States. We will read narratives in a variety of forms—a novel, novellas, short stories, ballads, and a graphic novel—in order to consider the diverse ways that works of fiction take shape. Using these texts as a foundation, we will explore both what literary narratives are and what they mean: what they mean to us and how they help us understand ourselves, whether we identify as Americans or not, as well as what they mean and have meant historically, politically, and culturally.

This course is designed for freshmen and sophomores and meets the Arts and Letters group requirement. This course is not recommended for English majors, who are encouraged to enroll in the English Department's comprehensive Foundations of the English Major sequence, English 301-2-3.

#### **English Department Course Learning Outcomes**

1. Read literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
2. Draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
3. Perform critical, formal analyses of literary, cinematic, and other cultural texts;
4. Write focused, analytical essays in clear, grammatical prose;
5. Employ logic, creativity, and interpretive skills to produce original, persuasive arguments; and
6. Employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis.

#### **Required Materials**

*Great American Short Stories*, ed. Negri (*GASS*)  
Larsen, *Passing*  
Melville, *Billy Budd and Other Stories*  
Diaz, *The Brief and Wondrous Life of Oscar Wao*  
Yang, *American Born Chinese*

Additional readings and handouts will be made available as PDFs on the course Canvas site. You are required to make hard copies of PDFs and bring them to class on the days we discuss them.

**Course website at <http://canvas.uoregon.edu>**

## POLICIES

### **Attendance**

**You are expected to attend every class meeting.** You are expected to come to class on time, having completed all assigned reading for that day and with the relevant course textbooks, printed PDFs, and pen and paper for taking notes. Computers will not be allowed in the classroom unless you have a documented disability.

There will be a sign-in sheet at each class meeting; you are responsible for making sure you sign the sheet. Missing class more than **three** times in the term will result in reduction of your final grade by 1/3 of a letter grade for each absence (an A becomes an A-). If you are late for more than **three** class sessions, the fourth late arrival will be considered an absence, and every late arrival after that will be considered an absence. Disrespectful behavior (sleeping, personal conversations during class, disrespecting others' points of view, using your cell phone) will result in your being counted absent that day; I will not interrupt the class to confront you about this behavior, I will simply count you absent.

Documented illness and documented personal emergencies are excused absences: you will not be penalized for an excused absence. If you are ill, contact me in advance of any missed class to touch base and find out what you will need to make up before next class.

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### **Grading**

Final grades are established as follows:

Participation	5%
Quizzes	5%
Midterm Exam	20%
Short Essays (3 pages x2)	20%
Long Essay (6 pages)	25%
Cumulative Final Exam	25%

The percentage ranges below will earn the following final grades. I will occasionally issue an A+ based on exceptional class performance in addition to a grade of over 98%.

93-100 (A), 90-92.99 (A-), 87-89.99 (B+), 83-86.99 (B), 80-82.99 (B-),  
77-79.99 (C+), 73-76.99 (C), 70-72.99 (C-), 67-69.99 (D+), 63-66.99 (D),  
60-62.99 (D-) lower (F)

### **Assignments and Exams**

Both in-class and take-home work will be counted toward your final grade in this course. Work to be prepared in advance of class, including assigned reading, is listed on the Course Schedule. You will also be expected to participate fully during class meetings, which may include discussions, activities, and workshops.

Expect six unannounced reading quizzes during the term. Quiz questions will be taken directly from weekly study questions, available on Canvas. The best way to succeed on these quizzes is to do the reading, complete the study questions, and attend all class meetings. Quizzes may cover aspects of assigned readings not covered during class lectures and discussions and may require you to do interpretive work. Failure to take a quiz earns a 0 and there will be no make-up quizzes. I will drop your lowest quiz score so each will be worth 1% of your final grade.

All essays will be typed and submitted on paper. All essays must be stapled and double-spaced in 12 point Times New Roman font with 1” margins. In the top left hand corner, indicate your name, the name of the class (English 104), the date, and the name of the assignment. Number all pages after the first. Use MLA style for all other formatting and citation requirements.

Please proofread and revise your written work – a good habit to get into. Sloppiness and mechanical errors will result in a lower grade.

Late assignments **lose one letter grade per day, including weekends and holidays.** You may ask for an extension if the assignment is due more than 72 hours (3 days) later, and the earlier the better. I may not grant the extension. In case of a looming or unexpected disaster, consideration will be given if you keep me in the loop and communicate in advance.

The midterm and cumulative final exam will include materials, ideas, and terminology from the lectures as well as from the readings. You will be expected to identify representative quotations and respond to short- and long-answer questions. Exams will emphasize critical thinking: understanding terminology and concepts and being able to apply them on your own are crucial for success in this class. To prepare for these exams, read texts carefully, attend all class sessions, study early and often, study with your classmates, and meet with me in office hours.

No make-up exams, quizzes, or in-class assignments will be offered except in cases of documented emergency.

No incompletes will be granted except in case of documented emergency.

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### **Academic Honesty**

All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. This includes ideas you get from your classmates. This also includes ideas you get from websites as well as books and other media. Even if you rewrite a source in your own words, if you do not cite that source in your text and your bibliography, you are still committing plagiarism. See the library website for more on citation practices.

**Academic dishonesty will result in an automatic failing grade for this course.** For definitions of cheating and plagiarism, you may refer to the *Student Conduct Code* on the Office of Student Conduct and Community Standards website. Please familiarize yourself with these if you are not clear on what constitutes cheating or plagiarism. You are also welcome to contact me with any questions about your use of sources. I’m very happy to talk with you about this!

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### **Access**

The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

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## **Course Content**

Many of the texts we will read together this term deal with difficult issues and have troubling and disturbing content. Religion, sexuality, and politics will be in our reading and conversation; cruelty and violence are often present in stories concerning U.S. culture and history. We will be thoughtful in taking up issues that can and should disturb us, as they raise special ethical, intellectual, and emotional challenges and questions.

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## **An Additional Tool for Your Success**

**E-mail your classmates:** In the space below, write down the e-mail contact information for at least two of your classmates. When you have a quick question about something we did in class, something on the syllabus, or an unclear assignment, you may wish to check with a classmate or two before you check with me.

1. Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

2. Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

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**By remaining in this course you verify that you have read, understood, and agreed to abide by all information disclosed in this syllabus.**

## Course Schedule

Readings and assignments are due in class on the date listed. Scheduling, readings, due dates, and assignments are all subject to change at instructor's discretion.

### Week 1

Date	Readings Due	Assignment Due
Mon., 9/26	Wheatley, "On Being Brought from Africa to America," Canvas	
Wed., 9/28	Hawthorne, "Young Goodman Brown," <i>GASS</i>	
Fri., 9/30	Harte, "The Luck of Roaring Camp," <i>GASS</i>	

### Week 2

Mon., 10/3	Melville, <i>Benito Cereno</i> , pp. 161-201	
Wed., 10/5	Melville, <i>Benito Cereno</i> , pp. 202-227	
Fri., 10/7	Melville, <i>Benito Cereno</i> , pp. 227-258	

### Week 3

Mon., 10/10	Frances Ellen Watkins Harper, Aunt Chloe Poems, Canvas	Short Essay 1 Due
Wed., 10/12	Harris, "The Wonderful Tar-Baby Story," "How Mr. Rabbit Was Too Sharp for Mr. Fox," Canvas	
Fri., 10/14	Chesnutt, "The Goophered Grapevine," <i>GASS</i>	

### Week 4

Mon., 10/17	Jewett, "A White Heron," <i>GASS</i>	
Wed., 10/19	Gilman, "The Yellow Wall-Paper," <i>GASS</i>	
Fri., 10/21	Cather, "Paul's Case," <i>GASS</i>	

### Week 5

Mon., 10/24	<b>Midterm Exam</b>	
Wed., 10/26	Larsen, <i>Passing</i>	
Fri., 10/28	Larsen, <i>Passing</i>	

### Week 6

Mon., 10/31	Anderson, "The Egg," <i>GASS</i>	
Wed., 11/2	Hemingway, "The Killers," <i>GASS</i>	
Fri., 11/4	Brooks, "A Bronzeville Mother Loiters in Mississippi. Meanwhile a Mississippi Mother Burns Bacon," "The Last Quatrain," Canvas	

### Week 7

Mon., 11/7	Jarrell, "The Death of the Ball Turret Gunner," Wilbur, "The Death of a Toad," Canvas	Short Essay 2 Due
Wed., 11/9	Yamada, <i>Camp Notes</i> poems, Canvas	
Fri., 11/11	Silko, "Lullaby," Canvas	

**Week 8**

Mon., 11/14	Diaz, <i>The Brief and Wondrous Life</i> , to p. 75	Long Essay Proposal Due
Wed., 11/16	Diaz, <i>The Brief and Wondrous Life</i> , pp. 76-154	
Fri., 11/18	Diaz, <i>The Brief and Wondrous Life</i> , pp. 155-253	

**Week 9**

Mon., 11/21	Diaz, <i>The Brief and Wondrous Life</i> , pp. 254-end	
Wed., 11/23	Vuong, "Someday I'll Love Ocean Vuong," "Telemachus," Canvas	
Fri., 11/25	Thanksgiving Break – NO CLASS MEETING	

**Week 10**

Mon., 11/28	Yang, <i>American Born Chinese</i> , to p. 106	
Wed., 11/30	Yang, <i>American Born Chinese</i> , pp. 106-233	
Fri., 12/2	Conclusions and Exam Prep	Long Essay Due

**Finals Week**

Wed., 12/8	<b>Cumulative Final Exam, 10:15 am - 12:15 pm</b>	
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