ENL3: Introduction to Literature  
Fall 2014 – M/W 4:10-6:00pm – 163 Olson  

“Delight in Disorder”  

Course Description and Goals:  
Welcome to ENL3. This course will help you develop the reading and writing practices necessary to study literature at the university level. We will read poetry, drama, and fiction, learning to slow down and describe not only “what” a piece of writing says, but also “how” it is being said. Building on our readings and discussions, over the quarter we will work through the process of turning your ideas into sophisticated expository essays. While literature will always be our object of study, learning to pay close attention to language and express your thoughts on the page are skills that will help you succeed in any major. By the time you finish this course, you should be a more sophisticated reader, as well as a more confident and skilled writer.  

Our course’s readings are organized around the loose theme of “delight in disorder.” This title hints at series of tensions central to art, but also to human experience more broadly: tradition and experimentation, order and chaos, comedy and tragedy, reason and madness. As we move through different genres, you will learn to describe how the ideas within a piece of writing, as well as the form in which they are presented, both influence the effects that literature can have on us as readers.  

Required Texts:  
– William Shakespeare, Much Ado About Nothing (Edition available at bookstore)  
– Virginia Woolf, Mrs. Dalloway (Edition available at bookstore)  
– Course Reader, available through Davis Copy Shop  

Assignments and Grade Breakdown:  
– Participation and In-Class Writing, 10%  
– Smartsite Blog Posts: 5 posts, 250 words each, 10%  
– Essay 1: Close Reading Paper, 20%  
  o Draft: 750-1000 words  
  o Final: 1000-1500 words  
– Essay 2: “Seed” Paper (Research Question and Annotated Bibliography), 15%  
  o 1000-1250 words  
– Essay 3: Argumentative Essay, 30%  
  o Draft: 1000-1500 words  
  o Final: 1500-2000 words  
– Final Exam: 15%
Course Policies

University Policy and Prerequisites
- You must have completed the Entry Level Writing Requirement to take this course, or you will not receive credit for it. If you do not know if you have fulfilled the ELWR, talk with your major advisor.

- You must submit all major assignments, produce a minimum of 6000 words of original, graded written work and earn a final grade of C- or higher to pass ENL 3.

Attendance, Absences, and In-Class Rules:
- This is a discussion-based course, so your attendance and participation are crucial. All students get two free absences per quarter—you do not need to tell me why you were absent, or to provide a note. However, you will still be responsible for the regular homework and assignment due dates.

- If you are late or if you leave early, you will be marked absent for the day. Each day you are absent past the two free absences will result in a deduction of 1.5% from your final course grade. If you miss more than 5 classes, you cannot earn a passing grade in the course.

- Cell phones, laptops, and other electronic devices cannot be used during class.

Late Papers:
- For each 24 hours that your paper is late, 5% of the paper’s final grade will be deducted.
- I do not accept revised papers, nor do I take any late or revised homework.

Getting Assistance:
- Office Hours are a valuable resource to help you succeed in this class, and throughout college. If you have questions about the syllabus, our assignments, our in-class discussions, or would simply like to talk about something we have read, Office Hours are just what the doctor ordered. If you have class during the times listed, send an email and we can try to find a convenient time to can meet.

- We will have a peer-review workshop for two of our three papers. In these group-editing sessions, you will learn how to give and to receive feedback. They are crucial to your success and development as a writer. For this reason, missing these reviews may severely affect your grade.

- Our Student Academic Success Center offers workshops, tutoring, and same-day appointments for drop-ins: http://lsc.ucdavis.edu/writing.html. Although we will discuss techniques for writing your essays, you should be aware from the start that this course is not a review of grammar and mechanics. If you do not own a reliable style guide, you should purchase one; I recommend either Michael Harvey’s The Nuts and Bolts of College Writing, or Diana Hacker’s A Pocket Style Manual.

- Plagiarism will simply not be tolerated. Any attempt to use the words or ideas of ideas and pass them off as your own is a serious offense, and will be reported to Student Judicial Affairs.

- Please let me know right away if you have any documented disabilities requiring accommodations for at-home or in-class writing.
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<th>Date and Topic</th>
<th>Readings</th>
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| **Poetry**  | Dickinson “Tell all the Truth”  
              Herrick “Delight in Disorder” | |
| **Day 1: Mon. Oct. 6**  
  *Introduction to Literature* | | |
| **Day 2: Wed. Oct. 8**  
  *What is Close Reading?* | Shakespeare “Sonnet 73”  
              Auden: “The Fall of Rome”  
              Plath “Lady Lazarus” | Introduce Blog Post Assignment |
| **Day 3: Mon. Oct. 13**  
  *A Study in Form: The Sonnet* | Shakespeare: “Sonnet 130”  
              Donne: “Holy Sonnet 14”  
              Yeats: “Leda and the Swan”  
              Millay: “I, being born a woman and distressed”  
              Hilbert: “Domestic Situation” | Introduce Essay 1 |
| **Day 4: Wed. Oct. 15**  
  *A Study in Style: Emily Dickinson* | Dickinson: “I dwell in Possibility,” “I started Early,” “I felt a Funeral in my Brain,” “Much Madness is divinest Sense,” “There’s a certain Slant of light,” “The Soul selects her own Society,” “The World is not Conclusion” | |
| **Day 5: Mon. Oct. 20**  
  *Romanticism and Free Verse* | Whitman “I hear America singing,” “Crossing Brooklyn Ferry”  
              Ginsberg “Supermarket in California”  
              A.R. Ammons “Gravelly Run” | Essay 1 Draft Workshop |
| **Day 6: Wed. Oct. 22**  
  *Visual Poetry* | Herbert “Easter Wings”  
              Carroll “The Mouse’s Tale”  
              Hollander “Swan and Shadow”  
              Kearney “Every Hard Rapper’s Father Ever: Father of the Year” and “Black Automaton in TAG” | Essay 1 Final Draft due Sunday Nov. 2nd |
| **Drama**  | Shakespeare *Much Ado About Nothing*  
              (Read Plot Summary / Screen clips from Branagh and Whedon film versions in-class) | |
| **Day 7: Mon. Oct. 27**  
  *Performance and Adaptation* | | |
| **Day 8: Wed. Oct. 29**  
  *Comedy and Dramatic Characters* | *Much Ado About Nothing* (Act I-III) | |
| **Day 9: Mon. Nov. 3**  
  *Tropes, Puns and Other Curious Words* | *Much Ado* (Act IV-V) | Introduce Essay 2 |
| Day 10: Wed. Nov. 5  
Elizabethan England  
(Learning to Historicize) |   |   |
|------------------------|----------------|----------------|
| Fiction                | **Day 11: Mon. Nov. 10**  
**Things Spoken and Implied** |   |
|                        | Hemingway “Hills Like White Elephants”  
Walker “Everyday Use” |   |
|                        | Poe “Fall of the House of Usher” and “The  
Purloined Letter” | **Essay 2 due Sunday Nov. 16th** |
|                        | Doyle: *The Sign of the Four* (thru Chapter 9) |   |
|                        | Doyle: *The Sign of the Four* (finish)  
Kipling: “White Man’s Burden” |   |
|                        | Woolf: *Mrs. Dalloway* (Pg 1-47) | **Introduce Essay 3** |
|                        | Woolf: *Mrs. Dalloway* (Pg 47-100)  
Joyce: “Eveline” |   |
|                        | Woolf: *Mrs. Dalloway* (Pg 100-147)  
Pound: On “In a Station of the Metro” |   |
|                        | Woolf: *Mrs. Dalloway* (Pg 147-End) |   |
|                        | Morrison “Recitatif” |   |
|                        | Draft Workshop / Catch-Up Day | **Essay 3 Draft Workshop** |

**Essay 3 Final Draft emailed by Sunday Dec. 14th at 5:00pm**

**Final Exam** – Wed. December 17th 3:30-5:30pm