

## **ENG 190: HOW & WHY WE READ**

Instructor: Ryan Winet  
Time: W 6:45-9:15PM  
Location: Orlando 115  
Instructor office: Orlando 112  
Instructor email: [rwinet@rollins.edu](mailto:rwinet@rollins.edu)  
Office Hours: W 5-6PM or by appointment

### **Rollins College Catalogue description:**

*ENG 190 Texts and Contexts: Gateway to English major.* Theme based course introducing students to the practice of literary analysis and writing. Focusing on skills in close reading using literary and critical terminology on multiple genres. Suitable for non-majors and potential English majors.

### **Class description:**

You're in this course because you love to read. Whether you devour post-apocalyptic fiction or Jane Austen, whether you are a news junkie or have just recently discovered the poetry of William Carlos Williams, you know your life is enriched every day by the set of skills that we call reading. As the title of this course suggests, we will be analyzing more deeply not only *how* we read but also *why* we read. Thomas C. Foster will be our principal guide on this journey, and the many shorter works of literature he cites in his work will become our foray into that unavoidable—but very controversial!—concept of a “canon” (i.e. classics) that is the foundation of traditional college-level education.

### **Required text for purchase:**

*How to Read Like a Professor (HRLP)\**

Author: Thomas C. Foster

ISBN: 978-0-06-230167-3

Copyright Year: 2014

Publisher: Harper Perennial

*\*All additional readings will be available on our class Blackboard site.*

### **Names of Major Assignments and Percentage Value of Overall Grade:**

- Quizzes (15%)
- In-Class Presentations (15%)
- Rough Drafts (10%)
- Close Reading Essay (10%)
- Thematic Essay (15%)
- Envoi Essay (20%)
- Final Examination (15%)

## **Quizzes and Homework Assignments**

Quizzes are primarily diagnostic: they are meant to gauge familiarity with assigned topics and to review old topics. All quizzes in the class are cumulative: in other words, material from Unit One will continue to filter into Units Two and Three. **As the instructor of our class, I reserve the right to administer additional quizzes beyond what is listed in this syllabus. I will exercise this right should the class show a considerable lack of knowledge about assigned readings or concepts we've discussed in class.**

## **Grade Distribution**

This course follows the following grading scale: A (94-100), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (64-66), D- (60-63), and F (below 60). Assessment of your work will consider the following criteria (in the context of a particular assignment): **Content, Organization, Expression, and Conventions**. We will discuss our class grading rubric before our first major writing project is due.

## **Course Assignments**

All written work for this class (unless otherwise specified) should be printed and typed in 12-point Times New Roman, be double-spaced, and follow MLA style guidelines. As we work through our drafts, you must save ALL of them, as each major writing project will be submitted as a portfolio. Final drafts of writing projects will be submitted to our Blackboard site AND handed to me in class. **In-class reading quizzes will not be rescheduled, late homework is not accepted, and email submissions do not count. Late projects will incur a 5% penalty per day.**

## **Email**

**Every weekday, I devote two time periods to respond to student email: 9AM and 5PM. If you email me at 10:10AM on Monday, the earliest I will respond to you is 5PM Monday.** As a general policy, I do not respond to emails over the weekend, which means an email sent to my inbox on Friday at 7:30PM will not be answered until Monday morning.

This policy is designed to create a fair space between professors and students for thoughtful and helpful correspondence. Email is not the same as a chat or instant messenger feature, and should tend toward the more formal in tone, especially at the beginning of the semester when you are getting to know your professors. Use class time and office hours to your advantage. Additionally, all emailed correspondence must contain the following to receive a response:

- **an email title;**
- **a salutation;**
- **a body;**
- **and an appropriate farewell (e.g. "Sincerely," or "Thanks,").**

## **Technology**

Unless otherwise specified, I do NOT allow laptops, tablets, or smart phones to be used in class. These devices should be taken off desks at the beginning of class periods so that students are not tempted to use them. Failure to comply with this component of classroom etiquette could result in dismissal from class and an absence for the class period in question.

### **Recording Device Use**

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

### **Attendance Policy**

**You may miss one week (1 class). After that, each absence will reduce your final grade by 5%.** If you miss more than 15 minutes of class time (either arriving late or leaving early), you will be counted absent. If you are consistently tardy, you jeopardize your ability to do well in the course. If you have a situation that impedes your ability to arrive to class on time, please come see me during my office hours to discuss.

Students will not be counted absent if they have a dean's note, a doctor's note, or observe a particular religious holiday. For those students who know they will be absent for any reason, it is best practice to inform your professor (i.e. me) as early as possible.

### **Late Work Policy**

Major assignments turned in late will be penalized a half-letter grade for every day beyond the due date. Generally, assignments will be counted late if they are submitted *after* the end of a class period.

### **Academic Honor Code Reaffirmation**

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honorcode-rollins-college.pdf>

### **Membership in the student body of Rollins**

College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

***“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”***

Material submitted electronically should contain the pledge; submission implies signing the pledge.

**Credit Hour Statement Policy AC 2000:** adopted 4/7/16

Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities.

Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course’s duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are:

- Reading texts and watching films.
- Regularly checking email for updates about our class.
- Composing a variety of different documents, including but not limited to: multiple drafts of essays, and emails.
- Engaging and utilizing resources unique to Rollins, especially the Olin Library and printing centers on campus.

### **Accessibility Services**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Accessibility Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disabilityservices/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Accessibility Services Office and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously approved by the Accessibility Services Office with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. Accessibility Services Office staff are available to assist with this process.

### **Title IX Statement (updated 7/12/16)**

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX. Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

### **Course and Instructor Evaluation**

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments. For the fall and spring terms, the online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. For the summer term, the CIE process will be open for a period of seven days for the six-week sessions. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form. Please note that independent studies, internships, and applied music courses (MUA) are excluded from the online process. Also excluded for confidentiality reasons are courses with enrollments of three or fewer students.

**Note: Small changes may be made to the syllabus throughout the semester. These changes will be communicated in a timely manner to students in-class and via email.**

### **W 8/30**

Introductions; review class timeline and expectations; lecture: levels of reading (close reading, scanning, synoptic reading) and types of reading; discussion.

- Purchase *How to Read Literature Like a Professor* (HRLP) from bookstore
- Read syllabus
- William Chace: “The Decline of the English Department”
- Verlyn Klinkenborg: “The Decline and Fall of the English Major”
- Colleen Flaherty: “Where Have All the English Majors Gone?”

### **W 9/6**

Quiz #1; student presentations; themes: the role of the English Department and its disciplines in the modern university; student presentations; (more) close-reading practice.

- Read HRLP, Chapters 1-3
- Read Margaret Atwood, “Happy Endings”
- Read Raymond Carver, “Cathedral”
- Read Franz Kafka, “The Hunger Artist”

### **W 9/13**

Quiz #2; theme discussion: the quest, communion, vampirism; student presentations.

- Read HRLP, Chapters 4-7
- Read Jorge Luis Borges, “The Gospel According to Mark”
- Read T.S. Eliot, “The Love Song of J. Alfred Prufrock”
- Read Kelly Link, “I Can See Right Through You”
- Read Angela Carter, “The Company of Wolves”

### **W 9/20**

Quiz #3; theme discussion: influences, the Bible, Shakespeare, folklore; student presentations; close-reading practice; lecture: “From Points to Thesis”

- Read HRLP, Chapters 8-10
- Read W.H. Auden, “Musée des Beaux Arts”
- Read James Joyce, “The Dead”
- Read Tobias Wolff, “Bullet to the Brain”

### **W 9/27**

Quiz #4; themes discussion: folklore, symbolism, politics; student presentations; in-class writing studio.

- Read HRLP, Chapters 11-13
- Read Flannery O’Connor, “A Good Man is Hard to Find”
- Read Robert Frost Poetry Cluster: “Mowing,” “After Apple Picking,” “The Road Not Taken,” and “Out, Out—”
- Read Edgar Allan Poe, “The Fall of the House of Usher”
- SUBMIT Rough Draft of Close Reading Essay to Blackboard on Sunday

#### W 10/4

Quiz #5; themes discussion: violence, symbolism, politics; student presentations; return rough drafts with feedback; workshop.

- Complete close reading essay.

#### W 10/11

**DUE: FINAL DRAFT OF CLOSE READING ESSAY DUE IN CLASS.** Quiz #6; introduction to Thematic Essay assignment; lecture: “Making Comparisons”

- Read HRLP, Chapters 14-16
- Read Joyce Carol Oates, “Where Are You Going, Where Have You Been?”
- Gabriel Garcia Marquez, “A Very Old Man with Enormous Wings”
- Read D.H. Lawrence, “The Rocking-Horse Winner”
- Complete Writing Assignment #4: An Introduction with Two Texts

#### W 10/18

Quiz #7; themes discussion: the Christ figure, flights of fancy, sex and sexuality; student presentations.

- Read HRLP, Chapters 17-19
- Read J.D. Salinger, “For Esmé – with Love and Squalor”
- Read Flannery O’Connor, “The River”
- Read Geography Poetry Cluster: Theodore Roethke, “In Praise of Prairie”; Seamus Heaney, “Bogland”; Auden, “In Praise of Limestone”

#### W 10/25

Quiz #8; themes of discussion: sex and sexuality (part deux), baptism, geography; student presentations.

- Read HRLP, Ch. 20-22
- Read Hemingway, “Big Two-Hearted River, Part I”
- Read Franz Kafka, “The Metamorphosis”
- Read John Milton, “When I Consider How My Light is Spent”

#### W 11/1

Quiz #9; themes of discussion: seasons, the monster, blindness; student presentations.

- Read HRLP, Chapters 23-25
- Read Joyce, “Araby”
- Read Nathaniel Hawthorne, “The Man of Adamant”
- Read James Baldwin, “Sonny’s Blues”
- **SUBMIT rough draft of Thematic Essay to Blackboard**

#### W 11/8

Quiz #10; themes of discussion: illness, reading, symbolism; student presentations.

- Complete final draft of Thematic Essay

#### W 11/15

**DUE: FINAL DRAFT OF THEMATIC ESSAY IN CLASS.** Quiz #11; introduce final project to students; in-class studio workshop.

- Read HRLP, Chapters 26-27
- Read HRLP, “Postlude” and “Envoi”
- Read Donne Poetry Cluster: “The Flea” and “A Valediction: Forbidding Mourning”
- Complete Proposal

**W 11/22**

**NO CLASS: THANKSGIVING BREAK!**

**W 11/29**

**DUE: PROPOSAL;** Quiz #12; student presentations; Final Exam preparation.

- Study for the Final Exam

**W 12/6**

**FINAL EXAM;** writing studio.

- Complete the Envoi Essay

**W 12/13**

**DUE: ENVOI ESSAY.** Farewells.