

ENGH 201: Reading and Writing about Texts

Instructor: Dr. Hyunyoung Cho
Spring 2023

Section 03 TR 10:30 – 11:45

Section 01 TR 12:00 – 1:15

Section 02 TR 1:30 – 2:45

Classroom: G 207

Office: G645

Office Hours: R 3:00 – 7:00 pm and by appointments

Email: hcho23@gmu.edu

Tips to Succeed in this Course:

1. Come to class meetings. This is a **face-to-face only** class and a substantial part of learning happens in class meetings, through the interactions with the instructor and with your peers. In addition, many classwork assignments are in-class only and available only to those attending the class. No make-ups will be available for those assignments.

2. Complete low-stakes assignments in good faith & with best effort. All the learning activities (i.e., low-stakes assignments) such as quizzes, readings, short writing exercises, and group works are designed to help you to learn and practice the key learning outcomes of the course. Therefore, while I grade these low-stakes assignments leniently and mainly for completion, doing them in good faith will play a key role in helping you learn in this course and prepare you to write a strong final essay, the culminating assignment of the course.

2. Follow the schedule: While I allow some flexibility when grading the low stakes assignments, it is to your benefit to complete them by the deadlines. Each assignment builds into the next learning activity, whether the group work, the class lecture, or a writing exercise. Therefore, only when you complete an assignment by the deadline, you will be able to fully participate in the next class activity that builds on it.

3. Take advantage of Class Learning Activities: Engage actively in reading the texts, and in group discussions. Key skills that you need to learn in this course include reading, analyzing, evaluating the highly complex human situations portrayed in literary texts, and the most effective way to increase your ability to do so is to participate actively in the class learning activities. These reiterative activities are created to help you to comprehend the depicted situations, to explain them in your own words, and to formulate your perspective about them. You will do these exercises in reiterations throughout the semester, gradually developing your ability. Often you will work in groups and these peer collaborations provide valuable opportunities to engage with & learn from your peers because they notice different things from you while reading the same texts. Again, all these practices will prepare you to formulate and communicate your own interpretation of literary texts in the final essay.

Course Description and Learning Goals:

English 201 has a dual mission: to promote careful reading and clear writing. Students will read texts of two literary genres, poetry and prose fiction, and write extensively to practice close analysis of imaginative texts. We will emphasize close reading of the texts, paying attention to the ways in which formal features work to create meaning. We will also examine the ways in which a literary text engages with the important issues of its own time.

Students who successfully complete this course should be able to:

1. Read for comprehension, detail, and nuance.
2. Identify the specific literary qualities of language as employed in the texts they read.
3. Analyze the ways specific literary devices contribute to the meaning of a text.
4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced.
5. Evaluate a critical argument in others' writing as well as one's own.

This semester, we will begin by reading a few old stories from the Western civilization, the story of Adam and Eve from the Hebrew Bible and orally transmitted fairy tales recorded by Grimm Brothers. Then we will consider how these stories are adapted, responded to, and "translated" in Western literature and culture, to our own day. We will ask questions like "What does Esperanza share in common with Cinderella and how is she different?" Or "how does the story of Neil in *Pelle the Conqueror* shed a new light to the story of Adam and Eve?" We will spend time not only identifying the recurring narrative elements or patterns in our texts; more importantly, we will consider how a character can be interpreted differently, and how each text modifies and tells the story in new ways, in response to the socio-cultural preoccupations of its own time; most importantly, you will bring your own thoughts and life experiences to these readings and interrogate the messages of these stories, as well as being challenged by them. Throughout all these exercises, one of the primary goals is for you to develop your capacity to evaluate and act on complex human situations that you will encounter as members of the society.

Textbooks and Course Materials

Required Purchase:

- Sandra Cisneros, *The House on Mango Street*, Vintage, 1984. ISBN: 9780679734772 (Please note that this is the 25th Anniversary Edition with the author's introduction). Please purchase a paper copy, rather than an electronic copy.
- Marjane Satrapi, *Persepolis: The Story of a Childhood*, ISBN: 978-0-375-71457-3
- Marjane Satrapi, *Persepolis 2: The Story of a Return*, ISBN: 978-0-375-71466-5

The rest of the required readings, as listed below, will be provided in our Blackboard course site, using the GMU library's e-Reserve system (Leganto). Please click on "Required Readings" in the left-side navigation column in our BB site. **I strongly recommend that you make paper copies of these readings for class meetings and add annotations (i.e., your reactions jotted down in the margin) as you read. Research has shown that interacting with the reading using multiple sensory organs enhances the effectiveness of learning: try to use not only your eyes but also your vocal cord, ears, and hands.**

- The story of Adam and Eve from the Book of Genesis in the Old Testament of the Bible, i.e., Hebrew Bible. We will approach this well-known story not as religious writings but as an old story, a piece of literature. The story was originally written in (Biblical) Hebrew, and we will read it in modern English.
- Fairy Tales: “Brier Rose,” “Cinderella,” and “Snow White” by Grimm Brothers.
- These fairy tales were collected originally in German by Grimm Brothers in 1819. We will read them in modern English translation.
- An excerpt from *Paradise Lost* by John Milton: we will read brief excerpts from Book 1, 2, and 4 of this epic poetry, a 17th-century re-telling of the Bible, especially, the story of Adam and Eve. I will provide the reading (the excerpt), but I recommend you buying the book. If you do, buy either of the following editions:
 - *John Milton Paradise Lost*, Edited by Stephen B. Dobranski (Norton, 2022)
 - *John Milton Paradise Lost*, Edited by John Leonard (Penguin, 2003)
- Two Short Stories: “The Boarding House” by James Joyce; “You Touched Me” by D. H. Lawrence.
- One film: *Pelle the Conqueror* (1987) directed by Bille August, based on a novel by Martin Andersen Nexø (1869-1954).

Recommended Readings (all of them are available in the IGC library)

- **For Literary Terms:**
 - Chris Baldick, *The Oxford Dictionary of Literary Terms*. In addition to the paper copies in the IGC Library, you can use the electronic copy available at the GMU Library.
- **For Guidance on Writing:**
 - Diana Hacker and Nancy Sommers. *A Writer’s Reference* (8th edition), Boston: Bedford/St Martin’s, 2016. This book provides a useful guide on writing in general and contains a chapter on the MLA documentation style. The IGC Library also has many other writing handbooks.
 - Kelly J. Mays, ed., *The Norton Introduction to Literature*, Shorter 11th edition. ISBN: 978-0-393-91339-2. This book contains a useful article on writing about literature.
- **Resources for individual readings:**
 - Maria Tatar, ed., *The Classic Fairy Tales* (Norton Critical Edition) ISBN: 0393972771
 - Jack Zipes, ed. *The Great Fairy Tale Tradition from Straparola and Basile to The Brothers Grimm*
 - Mary Oliver. *A Poetry Handbook*
 - James Joyce. *Dubliners* (Norton Critical Edition)

Blackboard Course Site

We will heavily use Blackboard in this course. Consider it as our supplementary classroom and learn the layout of our course site.

- Class materials, such as syllabus, schedule, weekly lesson plans, assignment directions, supplementary materials, and important announcements will be available on Blackboard.
- Many learning activities will be partially carried out on Blackboard. Each week’s learning activities are grouped in weekly folders.
- If the class is canceled due to weather or other situations, students should check Blackboard for updates, both the “Announcements” and the week’s folder.

Technology Requirements

While this is a f2f class, we will continue to utilize the Blackboard learning management system both in and outside classroom. If you anticipate any difficulty to meet the following technology requirement, consult with me immediately.

- **An Active GMU email account:** GMU policy dictates that Mason account is the only way instructors communicate with students by email, therefore instructors respond to email sent from a Mason email address only. If you regularly use Gmail or another email client, make sure you forward your Mason Mail to your account. Do not, however, send messages to me, or any other professors, from any email client other than Mason account.
- **A laptop computer with a recent version of [Microsoft Word \(free for GMU students: click here for more info\)](#):** **BRING your laptop to class meetings.**
- **Regular back-up of your work:** establish a stable system of back-ups. **It is your responsibility to prepare for unexpected but frequent failures and loss of your laptop computers and the resulting loss of your work.** Save and back up often and in multiple ways: use USB-drives AND save in remote locations by using Cloud services and/or by self-emailing as attachments. **Computer failures will not constitute a legitimate excuse for late assignment submissions.**
- **Internet Browser compatible with Blackboard.** Go [HERE](#) to see the current list of supported browsers. Blackboard will be our home in this course, especially during the first half of the semester. Readings will be provided on Blackboard and some major works will be submitted to Blackboard.
- To view video and audio files, you must also have [Adobe Flash](#) and [Quicktime](#), [Real Player](#), or [Windows Media Player](#) installed on your computer. *These programs require a high-speed Internet connection.*
- To read PDF documents, you will need to have a PDF reader, such as [Preview](#) (for Macs) or [Adobe Reader](#) (the most recent version) installed on your computer. **Adobe Reader DC** is a free program for reading & commenting on pdf documents; do not download the “pro” version which is not free.

GMU-Korea IT Services and GMU Technical Support Center:

As GMU-Korea students you can obtain assistance with technology issues you encounter by visiting the GMUK IT Services (on the second floor of the GMU building) and by contacting the Instructional Technology Unit (ITU) Support Center. The Instructional Technology Unit (ITU) Support Center provides students with information about a range of technical support issues, including updates about network outages, how to set up a Mason email account, and how to access the library databases from off-campus.

The gateway page for the ITU Support Center is available at <https://itservices.gmu.edu/services/services-students.cfm/>.

Course Requirements and Grading

* This is a 1000-point course.

Course Requirements	Grade Points	Late Submission Policy: <ul style="list-style-type: none"> • Standard Deduction Policy Applied (SDP) • Life Happens Passes Allowed (LHP) • Neither are allowed (Neither) 	Feedback
Participation: Group activities, Quizzes, Short writing exercises etc. Some of these assignments are in-class only, with no make-up availability.	250 points	SDP	Graded Rubric
Co-curricular Activities	50 points	SDP or LHP	Graded Rubric
Building-Block Tasks			
Terms of Literary Analysis Worksheet & Quiz	50 points (30 + 10+10)	Only for the individual draft: LHP or SDP	Graded Rubric
Greek-Roman Mythology Worksheet & Quiz	30 points (20 + 10)	Only for the worksheet: LHP or SDP	Graded Rubric
<i>Paradise Lost</i> Group Dramatization: Fleshing out and enacting an episode	200 points	N/A	N/A
Literary Analysis Essay			
Formal Outline and Introduction	50 points	LHP	Written Feedback from Peers
Revised Introduction and Two Body Paragraphs (Initial Draft)	50 points	Neither	Oral Feedback from Instructor (Individual Conference) + Marked Rubric
First Full Draft	50 points	Neither	Written Feedback from Peers
Peer Reviews of the Literary Analysis Essay	50 points	Neither	Graded Rubric
Final Draft + Self-check list + Reflection on Revision	220 points	LHP	Graded Rubric

- **Attendance**

I expect you arrive on time and attend every class.

While the attendance is not assigned grade points, the attendance will serve as a gateway for many learning activities in this class, including collaborative work and in-class writing exercises, **most of which will be impossible to be made up once missed**. If you miss an excessive number of classes for whatever reasons, you missed a substantial part of the learning in this course and therefore, **you are advised to consider dropping the course**.

- **Classwork Participation:** You will be assigned various classwork activities, quizzes, discussion board postings, group collaborative activities, and individual writing exercises. You will get participation points for these activities, up to 20 points per a full week and up to 245 points over the course of the semester. You will get full participation for the course if your accumulated points are at or above 230. Some of these assignments are in-class only, available only to those attending the class. Make-ups are not available for these assignments.
- **Co-curricular Activities:** This semester, I have created three co-curricular activities that you can choose from. Please see [the description here](#). These experiential learning activities ask you to expand what you have learned in class to outside the class to deepen your learning.
- **Building-Block Tasks:** These short writing assignments will help you develop and practice the skills necessary for writing about literature.

1. Terms of Literary Analysis Worksheet:

I will assign you a handout of literary terms. You will look them up in Chris Baldick's *The Oxford Dictionary of Literary Terms* and explain the terms in your own words, along with an example. Following individual submissions, you will collaborate with your peers in your group to produce a finalized group draft. You will then take quizzes based on this assignment and class readings. Follow the detailed instructions in the worksheet.

2. Greek-Roman Mythology Worksheet:

I will assign you a handout of figures and terms of Greek-Roman Mythology. You will explain each term in the handout and attach an image/famous painting/picture that you have found on the web. You will take a quiz based on this assignment and class readings. Follow the detailed instructions in the worksheet.

- **Paradise Lost Group Dramatization: Fleshing out and enacting an episode:**

Task Description: You will work in groups to act out a scene from *Paradise Lost* (TBD). Based on the text, you will develop a "script" and videotape your group's enacting of the scene, and submit the video, along with the script. More detailed instructions will follow in a separate handout.

Learning Outcomes (i.e., Why I ask you to do this): Acting out a part or a whole of a literary text has been a key pedagogical strategy used in the western educational tradition. Acting out, that is, role-playing a character, enables students to comprehend in depth the complex and dynamic situation portrayed in the scene and the complex psychological and emotional states of the characters involved in the scene. This kind of exercise with fictional but probable situations enhance students' ability to understand and evaluate fellow human beings and human society, a key skill that students will carry to their personal and professional life.

- **Literary Analysis Essay:** This is the culminating assignment of this class. You will write an essay that analyzes one (or two) of the literary texts in light of the contexts covered over the course of the

semester, and/or in relation to the course theme. 1500 – 2000 words. To help you develop your topic, I will provide a list of sample prompts, but you are free and encouraged to formulate your own essay question, following the models provided in sample prompts. You are encouraged to meet with me to discuss your essay topic as early as possible. In Week 13, you will be asked to submit the paragraph-by-paragraph outline of the paper (with the passages to be quoted) and a draft of introductory paragraph; in Week 14, you will submit the FULL first draft of the essay.

You will write in chunks and in multiple drafts, and you will get feedbacks both from your peers and myself during the writing process. This is a specific kind of argumentative essay in which you make an interpretive claim about one or two of the texts from our class and support it with passages from the readings (i.e., textual evidence). Throughout the semester you will learn the techniques of literary analysis and will practice writing paragraphs by analyzing passages from a literary text.

Both the first full draft and final draft are required for this assignment. You will revise your first draft based on your peers' reviews, as well as my input provided during the individual conference. Final draft should show significant revision and improvement over the first draft, and you will attach 1. a self-check list (the form to be provided by the instructor) 2. a reflection on the feedback you have received and your revision. Throughout the writing process, you are encouraged to come and see me for consultations. I do not provide email commenting; you will have to meet with me either virtually or in my office.

More details on this assignment will follow in a separate handout.

▪ **Peer Reviews of the Literary Analysis Essay:**

Commenting and evaluating other people's writing is integral part of getting trained to become a better writer. Evaluating your peers' performance will also be a key part of your work in your professional life. In this course, in addition to mini peer reviews that you will be asked to do as Classwork throughout the semester, you will read your peers' essay drafts and provide feedback using the peer review handout.

The peer review handout is designed to instruct you the critical expectations of a literary analysis essay. Read it carefully and apply those rules and guidelines to your own draft as you revise it. Your performance as reviewer will be graded.

Final Grades Percentage Break-down

Course Grade Range (100 percentile)	Letter Grade
99-100	A+
93-98.9	A
90-92.9	A-
87.5-89.9	B+
83-87.4	B
80-82.9	B-

77.5-79.9	C+
73-77.4	C
*70-72.9	C-
60-69.9	D
Below 60	F

Procedures and Policies

1. Course Material and Recording Policy

- Students are not allowed to record class meetings.
- All the course materials are only for the members of the course. No course materials, including your peers' writings, should be distributed, or circulated outside the course.

2. Late Work Policy:

To help you manage your schedule and maximize your learning in this course, I recommend that you follow the timeline that I have provided in the course calendar. When grading weekly classwork assignments, I do not penalize submissions a few dates late; however, to participate fully in class activities and optimize your learning, you will need to complete assignments by the due dates. For weekly assignments late more than 3 calendar days and other assignments in this course, the following late work policies will apply. See the Course Requirements and Grading table on page 6 for information on which late work policy applies to which assignments.

- ✓ Late Penalty for major assignments: Late submission of a major assignment will result in a 5% grade (or up to 10-point) grade reduction for each calendar day it is late, including weekends and holidays.
- ✓ Classwork will not be accepted once the submission folder is closed.
- ✓ The quiz cannot be taken once it is closed.
- ✓ **Standard Deduction Policy (SDP):** Late submission of certain assignments will result in a flat 10% grade deduction if they are completed within 7 days of the deadline. See table on page 5- 6.
- ✓ **Life Happens Passes (LHP):**

Since we know that "life happens" through no fault of your own, you will have **THREE Life Happens Passes** that you can use on certain assignments to secure an automatic extension without a penalty. Please see the table on pages 3-4 to check for which assignments LHPs are allowed.

Each LHP will give you a twenty-four-hour extension from the original deadline, no questions asked. When using a pass, you do not need to explain your reasons for using it.

Ground Rules for LHP:

- 1) As soon as you can, send me an email with the following subject line.
ENGH201 LHP: [Your Official Name], [the assignment name], [number of passes to be used]
- 2) The email will serve as the record. You don't need my approval; please note that I often do not reply the LHP notification email from students.

- 3) **In addition, indicate that you are using an LHP when submitting your assignment on Blackboard** (using the memo function).
- 4) You may use LHP only for certain assignments (see the table on page 5-6).
- 5) You cannot use LHP for initial drafts of the literary analysis essay (for details, see the table on page 5).
- 6) You cannot use LHP retroactively (i.e., after receiving the assignment grade).

Other Late Policies

Technology Failures

While technology failures do happen, **they are not an excuse for late work**. Excuses such as a crashed hard drive, a corrupted file, common Blackboard glitches, and others are too difficult to verify. Accommodations for tech failures can be made only if there is a verifiable campus-wide technology problem. Otherwise, make sure you start your work early and use email to send your work if you can't upload it to Blackboard. You also have the option to use one of the LHP passes.

Situations leading to Extended Lateness

If you experience situations that will lead to submissions late more than 3 days, the best course of action is to contact me as soon as possible. Earlier you contact me, better the chance that I will be able to help you find a solution.

3. Academic Integrity: GMU Honor Code

It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this Honor Code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found on the Committee of Academic Integrity's website at <https://masonkorea.gmu.edu/resources-and-services/cai/overview>.

4. English Department Statement on Plagiarism:

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books, articles, and websites is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been called common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader-friendly." In other words, writers provide a citation for any piece of information that they think their readers

might want to investigate further. Not only is this attitude considerate of readers, but it will also almost certainly ensure that writers will not be guilty of plagiarism.

The use of artificial intelligence (AI), namely, AI text generators, to produce writing for this course is not allowed unless it is otherwise stated by the instructor. If a student is found to have used AI-generated content for an assignment, that student may fail the assignment or the course.

5. GMU Nondiscrimination Policy and Diversity Statement:

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. GMU shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

For the full statements of this university policy, visit

<https://universitypolicy.gmu.edu/policies/non-discrimination-policy/>

See [here](#) for GMU Diversity Statement.

6. Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence and Stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason Korea’s Deputy Title IX Coordinator pursuant to University Policy 1202 and 1412. If you would like to speak confidentially with the Mason Korea counselor, please see <https://masonkorea.gmu.edu/resources-and-services/counseling-and-wellness> for more information. For more information about Title IX, please see <https://masonkorea.gmu.edu/resources-and-services/title-ix>.

IMPORTANT STUDENT RESOURCES

1. [The Mason Library](#) and [IGC Library](#)

As members of GMU community, you have full access to the library resources available online. You can also seek help with your research by contacting subject librarians. “Ask the Librarian” button on the library front page is a useful tool to explore. The library website is a gateway to a treasure trove of resources and tutorials, which I will encourage you to explore and exploit throughout the semester.

I also recommend you visit the IGC library at your earliest convenience and frequent it throughout the semester. I have ordered many resources (including DVDs of Korean films) relevant for our course and I expect they will continue to arrive. The library also offers a beautiful space for study. Please visit and explore.

2. [University Writing Center](#)

Even though you cannot visit the writing center on the main campus, you will want to frequent the Writing Center’s excellent website and take advantage of its wonderful collection of resources. In addition, you can sign up for an online tutoring service.

3. Tutoring Services at GMU-Korea

Writing tutoring is available at [the Academic Resources Center](#) located on the 6th floor. I expect submissions of your major assignments largely free from grammatical and stylistic errors. Sign-up for sessions and take advantage of this useful resource.

4. [GMU-Korea Counseling Service Center](#)

The Counseling Center provides comprehensive support services that promote the personal, social, and academic success of GMUK students. The Center is located in Multi-Complex Building 3052 (near the IGC Health Center). To reach them, you can visit the center, email wellness@gmu.edu, or call (032) 626-6142.

5. Students with Disability

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students. If you are seeking accommodations for this class, please first visit <https://masonkorea.gmu.edu/resources-and-services/disability-services> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me.

IMPORTANT DATES

Students are responsible for verifying their enrollment in this class.

Enrollment adjustments should be made by the deadlines published in the [GMU Korea Academic Calendar](#). See the site for the most updated and accurate information.

- Last Day to Add Classes: Monday, February 27
- Last Day to Drop Classes (with 100% tuition refund): Monday, March 6
- Last Day to Drop Classes (with 50% tuition refund): Monday, March 13
- Unrestricted Withdrawal Period: Tuesday, March 14 – Friday, March 31
- Selective Withdrawal Period: Saturday, April 1 – Friday, April 28

CLASS SCHEDULE

Please see the separate class schedule documents for weekly learning activities, classwork assignments, and due dates.