Syllabus for English 233H
Literature as Satire

Semester: Fall 2011
Course number/section: ENG -233H - 001
Class time: TTH 2:00-3:15
Room: McKibben Education 351

Instructor: Dr. Elizabeth Tasker
email: taskerea@sfasu.edu
Office: 260 Liberal Arts North, phone: 468-2487
Office hours: MTWTh 11:00– 12:00, W 1:30-2:30

Course Description
According to the General Bulletin, English 233H is a generically-based survey of literature covering a variety of periods and/or traditions for students whose performance on the ACT or SAT exam qualifies them for accelerated and individualized study.

Prerequisite: You must be a School of Honors member who has taken and passed English 133H or ENG 131 and ENG 132 and has a GPA of 3.25. First-semester freshman must have received a 27 on the ACT or 1220 on the SAT (math and English).

This section of 233 is devoted to the study of literature as satire. One of the oldest and most enduring literary traditions, satire dates back to ancient Greece and Rome, and it is still wildly popular today. Satire, in fact, has never really gone out of style. What is satire, and why has it always been so popular? This course aims to answer these questions through our five units of study:

Unit 1 – origins of satire
Unit 2 – satire in drama
Unit 3 – satire and the novel
Unit 4 – satire and the short story
Unit 5 – satire in film and other media

Our goals are 1) to understand the historical development of satire and 2) to study examples in each of the genres listed above. Our selections come from a variety of periods of western literature (European, British, and American) from the classical to the postmodern. We will consider the form, style, structure, purpose, characteristics, and cultural contexts of each of the works we study. In terms of workload, this course will involve substantial amounts of reading, class discussion, studying of notes, and writing. You will have sizable reading assignments for every class period. Be sure that you budget plenty of time for reading outside of class on a regular basis.

Texts and Materials
Many of the texts we read will be posted as PDF files on our course page. You will need regular access to Blackboard for this class. In addition, you will need the following three texts:


You will also need a clean pocket folder with brads or some other type of portfolio holder that you can use for the final project: your thematic book of satire.
Learning Outcomes
Upon completion of this course, students will be able to:

- Describe the classical origins and evolution of satire in western literature.
- Define literary terms related to satire and recognize satiric forms, structures, modes, and related devices.
- Identify and describe selected important works of classical, early modern, enlightenment, and post modern satire.
- Explain the forms, structures, and common characteristics of verse satire, satiric drama, and satiric fiction.
- Craft formal literary analyses of a variety of texts, using satire theory as the method of analysis.
- Analyze satire in other media, including film, television, and advertisements.

This course also meets the following Texas state university program learning outcomes and exemplary education objectives:

Program Learning Outcomes
PLO 1 - The student will demonstrate the ability to read complex texts, closely and accurately.
PLO 2 - The student will demonstrate knowledge of literary history in regard to particular periods of satire in world, British, and American literature.
PLO 5 - The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

Exemplary Education Objectives (for Humanities/Visual/Performing Arts)
EEO 1: To demonstrate awareness of the scope and variety of works in the arts and humanities.
EEO 2: To understand those works as expressions of individual and human values within an historical and social context.
EEO 3: To respond critically to works in the arts and humanities.
EEO 5: To articulate an informed personal reaction to works in the arts and humanities.
EEO 6: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
EEO 7: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Assignments
Course assignments and exams will be weighted in this way:
Reading Responses (4) - 40%
Exam I - 10%
Exam II - 10%
Discussion Board – 10%
Book of Satire Project - 30%

NOTE: You can earn two bonus points on your final average by doing two things: 1) showing me in class this week that you have your text books, and 2) being absent no more than once.

Reading Responses
These will consist of four short 3-4 page papers throughout the semester. Some will consist of close reading and literary analysis; others will focus on personal reflection and response. All reading response will be submitted through TurnItIn on our Blackboard page.
Exams
Exams will consist of identifications, short answers, multiple choice, matching, and essay questions related to the works, authors, literary concepts, and potentially anything that we discussed in class. The second exam is not cumulative.

Discussion Board
You will need to make one post a week to the discussion on our Blackboard course page (15 posts total) about whatever we are reading. Your post needs to be at least five sentences (one healthy paragraph). Informal writing is fine.

Book of Satire Project
The major project for the course will be the creation and presentation of a book of satire targeting a broad theme. I will provide a detailed assignment sheet, but for now consider that the project has three requirements:

1) a satire notebook containing a collection of samples, quotes, cartoons, and miscellaneous examples of satire about your theme, supported with your own commentary.

2) a 7-8 page reflective essay that explains how your notebook examines and/or critiques a broad satiric theme across a range of works. Your discussion needs to tie your personal response both to the theme itself and the works you discuss.

3) a 10-minute presentation of your topic, which you will deliver on a panel along with a number of your classmates.

Grading
For each assignment, I calculate grades on a numeric scale first: I use a 10 point scale for quizzes, presentations, and in-class work, and I use a 100 point scale for tests, papers, and projects. Based on the numeric score, each assignment will also receive a letter grade, based on an A-F scale that uses plus and minus distinctions.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). If your grade is borderline, class participation, enthusiasm, and punctuality can help your final grade; lack of participation, disrespectfulness, and tardiness can hurt your final grade.

All of your writing for this course should adhere to the rules of standard English grammar, punctuation, and spelling (American). Here is a general description of my letter grades:

A – 90-100% on exams and quizzes. On essays and written responses, this grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only the smallest grammatical defects present (such as a missing comma or a single typo).

B – 80-89% on exams and quizzes. On essays and written responses, this grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% on exams and quizzes. On essays and written responses, this grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.
D – 60-69% on exams and quizzes. This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% on exams and quizzes. On essays and written responses, the student did not do the work assigned. See me as soon as possible.

**Formatting Guidelines**

Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class. All papers must be

- **Typed**, using a standard, readable font, such as Times or Arial, size 11 or 12
- **Double-spaced.**
- **Conforming to MLA style**

**Attendance & Punctuality**

Class attendance is required. In this class, you are allowed three absences with no penalty. **Missing more than four unexcused classes can result in your final grade being dropped a letter grade for every additional day that you are absent.** For example, if your GPA for the class is 88, and you miss six classes without documented excuses, your final grade will be reduced by two letter grades (20 points) to 68 points, a final grade of D. Note that excused absences require official documentation. See university policy on guidelines for excused absences.

Occasional lateness a few times throughout the semester is understandable, but habitual lateness is unacceptable and will affect your grade. If you come in after I take role, see me immediately after class to be sure that I marked you late and not absent. Continued lateness will start to count as absences.

**Missed Class and Late Work**

I will not repeat information given in class to those who were late or absent without a valid excuse. You cannot make up missed in-class activities unless you have a documented, excused absence. See SFA policy for what constitutes an excused absence.

Regarding assignments, if you are unable to turn in a major paper or project on time, you must make arrangements with me in advance of the class meeting in which the assignment is due. If I agree with you that you have a compelling reason for missing a deadline, I will grant you a short extension. Otherwise, I will deduct 5 points for every day work is late.

**Other Classroom Policies**

The number one rule in my classroom is to treat others respectfully. I welcome lively conversation but not rudeness.

**NO TEXTING!** Please turn off cell phones upon entering class unless you have a critical situation that requires your immediate attention. In the event that you accidentally leave your cell phone on, and it rings, just turn it off. If you have an emergency, quietly exit the classroom.

Also, if you finish an in-class activity quickly, check with me before leaving. Do not just get up and leave.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior
As stated in Student Conduct Code, policy D-34.1, “Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m and on Sunday afternoons. You can also make an appt. by calling 468-4108.
Weekly Schedule

Except for *The Beggar's Opera*, *Candide*, and *White Noise*, all texts will be made available on Blackboard. Changes may be necessary as the course proceeds.

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tr>
<td>1</td>
<td>T 8/30</td>
<td>Introduction</td>
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<td></td>
<td>TH 9/1</td>
<td>UNIT 1 – Origins of Satire; Petronius - <em>Satyricon</em></td>
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<td>2</td>
<td>T 9/6</td>
<td>Aristophanes – <em>Lysistrata</em></td>
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<td></td>
<td>TH 9/8</td>
<td>Horace – “Satire IV” and “Satire X”; Juvenal – “Satire XV” and “Satire XVI”</td>
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<td>3</td>
<td>T 9/13</td>
<td>John Wilmott – “A Satyr on Charles II,” “A Satyr Against Reason and Mankind”</td>
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<td><strong>Reading Response I due.</strong></td>
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<td>TH 9/22</td>
<td><em>The Beggar’s Opera</em> – Acts II and III</td>
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<td>5</td>
<td>T 9/27</td>
<td>Frances Burney- <em>The Witlings</em>, Act I &amp; II</td>
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<td>TH 9/29</td>
<td><em>The Witlings</em>, Act III</td>
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<td>6</td>
<td>T 10/4</td>
<td><em>The Witlings</em>, Act IV and V</td>
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<td>TH 10/6</td>
<td>Exam review; <strong>Book of Satire topics due.</strong></td>
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<td>7</td>
<td>T 10/11</td>
<td><strong>EXAM I</strong></td>
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<td>TH 10/13</td>
<td>NO CLASS <strong>Reading Response 2 due.</strong></td>
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<td>8</td>
<td>T 10/18</td>
<td>UNIT 3 – Satire and the Novel; Voltaire – <em>Candide</em> Editor’s introduction, general section, vii-ix, chapters 1-18</td>
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<td>TH 10/20</td>
<td><em>Candide</em>, Editor’s introduction, Candide section, xvii-xxiv, chapters 19-30</td>
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<td>TH 10/27</td>
<td><em>White Noise</em>, chapters 14-20</td>
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<td>10</td>
<td>T 11/1</td>
<td><em>White Noise</em>, Part II, chapter 21, Part III, chapter 22-23</td>
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<td>TH 11/3</td>
<td>NO CLASS, Part II</td>
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<td>11</td>
<td>T 11/8</td>
<td><em>White Noise</em> Part III, chapter 24-40</td>
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<td>TH 11/10</td>
<td><strong>Reading Response 3 due</strong></td>
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<td>12</td>
<td>T 11/15</td>
<td>UNIT 4 – Satire and the Short Story; Saunders - “Civil War Land in Bad Decline”</td>
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<td>TH 11/17</td>
<td>Saunders - “Sticks”</td>
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<td>13</td>
<td>T 11/22</td>
<td><strong>EXAM II</strong></td>
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<td>TH 11/24</td>
<td>THANKSGIVING</td>
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<td>14</td>
<td>T 11/29</td>
<td><strong>Reading Response 4 due.</strong> <strong>UNIT 5 – Satire in Film and Other Media: Being There</strong></td>
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<td>TH 12/1</td>
<td><strong>Being There</strong></td>
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<td>15</td>
<td>T 12/6</td>
<td>Current satire in the media: television, journalism, etc.</td>
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<td>TH 12/8</td>
<td>Begin <strong>thematic presentations</strong></td>
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<td>16</td>
<td>M 12/12</td>
<td><strong>Book of Satire notebook and reflective essay due.</strong></td>
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<td>TH 12/15</td>
<td>Final exam scheduled time: 1:00. – 3:00 p.m. – Complete <strong>thematic presentations</strong></td>
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