What We Will Do: Readings in literary genres, such as poetry, drama, short story, novel. 

Prerequisite: six hours of freshman English. For this “crash course” in literature we will read selections from four literary genres: the short story, poetry, drama, and the graphic novel. We will learn about how to read these genres in ways approachable for the non-specialist, with particular attention on reading for character, theme, setting, point of view, and symbolism. The overall goal for this course is to equip you with the basic “tools” to help you read literature in powerful and meaningful ways.

What We Will Read:
- *The Handmaid’s Tale* by Margaret Atwood

Required Web Access:
You will need to have access to d2l.sfasu.edu in order to get access to course materials, submit assignments, and take reading quizzes. Please make sure to configure your d2l account as soon as possible. I will accept no lack of accessibility excuses for missing assignments, quizzes, etc. You also need to revise settings so that d2l emails you anytime I make an announcement.

Some of Our Goals:
1. To learn about various literary genres;
2. To learn about specific literary terms and concepts useful in the reading and understanding of drama, poetry, and the short story;
3. To apply one’s knowledge of those terms and concepts in the discussing and writing about the literature;
4. To consider the ways in which cultural and historical contexts inform literature, and in turn how literature informs and shapes cultures and cultural experiences and exchanges;
5. To explore how personal reactions to literature can enrich our understanding and appreciation of literature; and
6. To learn about and put into practice basic skills for writing critically about literature in short writing assignments and in the exams.

*General Education Core Curriculum Objectives/Outcomes*
1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To articulate an informed personal reaction to works in the arts and humanities.
5. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
6. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Crucial Course Objective:
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course. This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, race, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and local histories centered on the production of social difference into classroom activities.

How Your Grade Will Be Calculated:
The grading standards presented here are general to all the assignments; however, more specific standards (of which you will be made aware) will be attached to each individual assignment.

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Homework, Quizzes, In-class Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Project</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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Course Policies:
1. All Writing Projects must be typed and turned in on d2l on the due date and time. I will not accept hand-written projects. No make-up work is allowed on major assignments.
2. All Homework must be typed and turned in on d2l on the due date and time. I will not accept hand-written homework. No make-up work is allowed on homework announced at the beginning of the semester.
3. Late work will not be accepted unless an exception is approved in advance.
4. Attendance is required in this course. After three absences, your grade will be reduced by one complete percentage point for each class period you miss. If you accumulate six absences or more you automatically fail the course.
5. I will only accept documented excuses for any in-class make-up work: family emergencies, university sanctioned events, and extreme medical issues (hospitalization); I need to be presented with documentation upon your return to the classroom.

6. **An excused absence** does not also excuse major essay deadlines, since these deadlines are given weeks in advance. You must turn in major assignments and homework on time regardless of the excuse, since these due dates are announced at the very beginning of the semester.

7. If you miss any in-class writing, you cannot make it up unless you have a documented excuse for your absence.

8. **Tardiness**: If you are more than 15 minutes late to class, you will automatically be counted absent. If you are not present when attendance is taken at the beginning of class, it is your responsibility to notify me at the end of class that you are present; otherwise you will be counted absent. If you fail to notify me at the end of class and instead claim attendance later in the semester, I will not change the record unless you have documented proof of attendance (peer testimony does not count). If you are consistently late to class, your participation grade will drop.

9. **Classroom Conduct**: If you are disrespectful, rude, or inconsiderate to me or anyone else in the class, you will be asked to leave for the day and you will be counted absent. If you continually disrupt class, you will be asked to leave and will be counted absent. Use of laptops or tablets will not be allowed during class, unless I have otherwise specified. Turn off your cellphones, take off headphones, and be respectful of everyone’s time.

10. **Plagiarism**, or turning in work that is not one’s own, runs counter to the most basic purposes and presumptions of higher education. The minimum penalty for plagiarism will be failure of the assignment. In repeated cases, the penalty is failure of the course and filing paperwork with the academic dean. See SFA policy regarding plagiarism.

11. All work needs to adhere to **MLA format** with appropriate documentation – The Little Seagull Handbook has MLA documentation guidelines.

12. You may not use essays or assignments you have previously written.

13. I will not accept emailed assignments.

14. All students will be graded on their ability to: 1. Achieve the goal of the specific assignment 2. Efficiently and effectively communicate through writing 3. Properly format the work and 4. Avoid stigmatized grammatical and syntactical errors.

15. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

16. I reserve the right to ask you to leave the classroom should you disregard any of these policies, or if I deem that you are being disrespectful to our safe and intellectual learning environment.

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**What is Academic Dishonesty/Plagiarism:**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own.
Examples of plagiarism include, but are not limited to:
  • submitting an assignment as one's own work when it is at least partly the work of another person;
  • submitting a work that has been purchased or otherwise obtained from the Internet or another source;
  • incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Withheld Grades Semester Grades Policy:
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 the SFA website.

AARC:
The Academic Assistance Resource Center offers a free tutoring/writing assistance service to all students at SFASU. You are encouraged to seek help from this center throughout the semester.

Discrimination/Harassment Policy:
No one will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race, religion, disability, or any other categories. If discrimination/harassment takes place (either reported or observed) involved students will be required to conference with me prior to returning to class. More information on this topic can be found here on the SFA website.

MySFA: Per SFASU policy your SFASU-assigned e-mail address is considered an official method of communication from faculty to students. Thus, it is your responsibility to check, on a regular and frequent basis, for any e-mail messages that I may have need to send regarding this course. Such messages may direct you to the mySFA/Blackboard area of this course for additional materials or instructions. Often, I will post schedule updates or announcements on d2l.sfasu.edu as well. Make sure you check frequently.
Course Calendar

The following schedule is tentative. No due dates will be moved up, and I’ll try to keep changes to a minimum.

Tuesday, August 29: Course Introduction and Syllabus
Thursday, August 31: Introduction to poetry; discuss reading.
   Read for September 5: Selections from Exploring Gender Album: Ortiz Cofer, Howe, Hayes, Waite.

Tuesday, September 5: Discuss reading. Discuss voice.
Thursday, September 7: Discuss reading. Discuss setting.
   Read for September 12: Selections from Family Album: Hayden, Voigt, Grosholz, Larkin.

Tuesday, September 12: Discuss reading. Discuss theme.
   Read for September 14: Read Rossetti’s “Goblin Market”
Thursday, September 14: Discuss reading. Discuss the longer poem.
   Poetry explication due at 11:30 pm. Submit in dropbox link on D2L.

Tuesday, September 19: Class cancelled; Dr. Lameborshi attends/presents at Postcolonial Studies Association Convention.
Thursday, September 21: Class cancelled; Dr. Lameborshi attends/presents at Postcolonial Studies Association Convention.
   Read for September 26: Zadie Smith’s “Meet the President.”

Tuesday, September 26: Discuss reading. Discuss short fiction and plot.
   Read for September 28: Edgar Allan Poe’s “The Cask of Amontillado.”
Thursday, September 28: Discuss reading. Discuss Narration and Point of View.
   Read for October 3: George Saunder’s “Puppy.”

Tuesday, October 3: Discuss reading. Discuss Narration and Point of View.
   Read for October 5: Raymond Carver’s “Cathedral.”
Thursday, October 5: Discuss reading. Discuss character development.
   Read for October 10: Edwidge Danticat’s “A Wall of Fire Rising.”

Tuesday, October 10: Discuss reading. Discuss Symbol and Figurative Language.
**Read for October 12:** Gabriel Garcia Marquez’s “A Very Old Man with Enormous Wings.”
Thursday, October 12: Discuss reading. Discuss Symbol and Figurative Language.
**Short Fiction Explication Due by 11:30 pm on d2l.**

Tuesday, October 17: **Midterm.**
**Read for October 19:** Sophocles’ *Antigone.*
Thursday, October 19: Introduction to drama. Discuss reading.
**Read for October 24:** Chapters 1-4 of *The Handmaid’s Tale.*

Tuesday, October 24: Introduction to the novel. Discuss reading.
**Read for October 26:** Chapters 5-9 of *The Handmaid’s Tale.*
Thursday, October 26: Discuss reading.
**Read for October 31:** Chapters 10-14 of *The Handmaid’s Tale.*

Tuesday, October 31: Discuss reading.
**Read for November 2:** Chapters 15-19 of *The Handmaid’s Tale.*
Thursday, November 2: Discuss reading.
**Read for November 7:** Chapters 20-24 of *The Handmaid’s Tale.*

Tuesday, November 7: Discuss reading.
**Read for November 9:** Chapters 25-29 of *The Handmaid’s Tale.*
Thursday, November 9: Discuss reading.
**Read for November 14:** Chapters 30-34 of *The Handmaid’s Tale.*

Tuesday, November 14: Discuss reading.
**Read for November 16:** Chapters 35-39 of *The Handmaid’s Tale.*
Thursday, November 16: Discuss reading.
**Read for November 28:** Chapters 40-44 of *The Handmaid’s Tale.*

Tuesday, November 21: Thanksgiving Break
Thursday, November 23: Thanksgiving Break

Tuesday, November 28: Discuss reading.
**Read for November 30:** Chapters 45-The Historical Notes of *The Handmaid’s Tale.*
Thursday, November 30: Discuss reading.
**Literary Letter project due by 11:30 pm on D2L.**
Tuesday, December 5: Novel Adaptation Screening
Thursday, December 7: Novel Adaptation Screening

December 11-15: Finals Week