Catalog Description: *Readings in literary genres, such as poetry, drama, short story, novel. Prerequisite: six hours of freshman English.*

Course Description: Percy Bysshe Shelley (better known to some as the husband of Mary “Frankenstein” Shelley) wrote that “poets are the unacknowledged legislators of the world.” In celebrating the genius of the poet (no surprise there, as he was a poet himself), Shelley, like other writers before and after him, argued that it is in literature that may be found the truth and beauty of life. Similarly, reading literature can help us to unlock the mysteries and wonders of who we are. Thus this course is as much about appreciating and experiencing the literature we are reading as it is an introduction to reading and writing about literature primarily, but not exclusively, intended for non-English majors.

For this “crash course” in literature we will read selections from four literary genres: the short story, poetry, drama, and the epistolary. 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, meaningful ways while also enjoying what you are reading.

**COURSE OUTCOMES**

General Education Core Curriculum Objectives:

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core course: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText
account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative writing, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td>N/A FALL 2017</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td></td>
<td>N/A FALL 2017</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td></td>
<td>N/A FALL 2017</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision making</td>
<td></td>
<td>N/A FALL 2017</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes:**

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.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Required Texts*


*All other assigned texts are available as PDF files in the course’s D2L site.

Required Assignments

20%  **Reading/Terminology Quizzes** – There are eight scheduled quizzes for this course; each quiz is worth twenty points. These quizzes will involve literary terminology in form of matching terms/definitions, multiple choice questions about the literature, and short answer questions. Students will be allowed to make up ONE missed quiz IF they missed the quiz for a university-recognized absence.

15%  **Collaborative Poetry Explication** – The first essay for this course is a 700-900 word poetry explication in which students will pair up, and collaboratively brainstorm, outline, and write an explication of a pre-selected poem. To “explicate” means to make clear; thus, this essay is about making clear the meaning of the poem by focusing on both the poem’s theme/message, as well as the various techniques that are used to construct that meaning.

20%  **Midterm** – Covering the material from the first half of the course, the midterm is comprised of matching terms/definitions, questions on the major terms, and short answer questions.

15%  **Short Story Literary Analysis** – Due the ninth week of the semester, the second essay for this course is a 700-900 analysis – guided by a prompt – of one or more of the featured short stories in the course. Students will build on the explication skills developed in the poetry explication essay and construct a thesis statement to ground their argument. No research is required or allowed for this essay.

20%  **Final** – Covering material from the second half of the course, the final exam will be largely comprised of short answer questions and major term questions.

10%  **Weekly Participation Exercises** – Participation in this class will involve more than just contributing to large class discussion. While participation as a general rule is not something quantifiable, I will “assign” various exercises in class, such as small group work and informal writing exercises, that are worth weekly participation points that together will be applied to the weekly participation exercise grade.

Grading Scale: While students can expect substantial comments on their drafts and/or in required and informal meetings that are designed to both explain the grade
they have received as well as provide comments to aid in improving the student’s work, the grading rubric below offers additional information about the basic requirements of and differences between A, B, C, D, and F papers.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>An exceptional paper that meets all of the requirements of the assignment as outlined in the assignment guidelines. Such a paper has a clearly stated, sophisticated, and insightful thesis statement. Supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; and there are few to no grammatical / mechanical errors.</td>
</tr>
<tr>
<td>B+</td>
<td>A superior paper that meets all of the requirements of the assignment as outlined in the assignment guidelines. Thesis statement is clear, but lacks the critical sophistication of the “A” paper. Paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; and there are a few grammatical / mechanical errors.</td>
</tr>
<tr>
<td>B</td>
<td>A strong paper that meets most to all of the requirements of the assignment as outlined by the assignment guidelines; the thesis statement lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in places, but not consistent; and there are several grammatical / mechanical errors.</td>
</tr>
<tr>
<td>C+</td>
<td>A good paper that meets a large number of the requirements of the assignment as outlined by the assignment guidelines; the thesis is awkwardly constructed and somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; and there are several grammatical / mechanical errors.</td>
</tr>
<tr>
<td>C</td>
<td>An average paper that meets most of the requirements of the assignment as outlined by the assignment guidelines; the thesis is identifiable, but its claim is vague, observational, or underdeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; and there are multiple grammatical / mechanical errors.</td>
</tr>
<tr>
<td>D+</td>
<td>A mediocre paper meets only one or two of the requirements of the assignment as outlined by the assignment guidelines; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.</td>
</tr>
<tr>
<td>D</td>
<td>A poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many grammatical / mechanical errors on each page.</td>
</tr>
<tr>
<td>F</td>
<td>Does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short</td>
</tr>
</tbody>
</table>
UNIVERSITY AND COURSE POLICIES

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.

Disability Services: 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/.

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. Furthermore, if you turn in an essay that you wrote for another course for this class, or incorporate any kind of outside work when outside research is not allowed for the writing assignment, you are engaging in plagiarism and academic dishonesty.
Please read the complete policy at
http://www.sfasu.edu/policies/academic_integrity.asp

In this course, the penalties for plagiarism are the following: for the first offense, you will receive a zero for the paper and be reported to the appropriate dean for this academic offense; and for the second offense, you will receive a failing grade for the course, and be reported to the appropriate dean of students for this academic offense.

**General Course Policies**

The syllabus for a course is like a contract between student and teacher. A contract, loosely defined, is an agreement between two or more parties in which the parties agree to follow certain behaviors and meet specific responsibilities. By being in this class, you agree to the conditions listed below, including the course policies which outline acceptable codes of behavior for this course, and the course schedule, which outlines the due dates for all assignments. Should you not meet the expectations outlined by the syllabus, you can expect in turn to incur the penalties described below. That means it is extremely important that you familiarize yourself with the syllabus as thoroughly as possible; if a policy does not make sense, make sure to ask me as soon as possible as I will not allow confusion to be an excuse for not completing an assignment as required or for not meeting class expectations as described below.

**Attendance / Lateness Policy:** Students are allowed three unexcused absences without penalty. For each subsequent absence up to the fifth absence, students will lose half a grade from their final grade for the course; the sixth absence will result in an automatic failing grade for the course. I do take attendance, and so should you; that is, you should keep a record of the days you miss class so that you know how many absences you have accumulated. You should be aware that every class you miss puts you behind, whether in the form of a missed quiz, discussion of writing assignments or discussion of assigned readings, preparation for quizzes and/or exams, and so on. As such, it is your responsibility, not mine, to catch up on material you missed due to an absence. In other words, I will not “re-teach” a class you have missed, thus it is important that you make contacts in the class should you miss a class and need notes. Furthermore, I follow the university’s policy for excused absences; this policy only excuses absences for official university business, not illness, court dates, doctor appointments, funerals, etc. Keep in mind, too, that you can and will be marked absent if you fall asleep in class. Finally, students should be aware that not only do I take attendance, but I keep records of tardiness; for every two classes a student is late to class (and I define being late very simply: if you’re not in class when class officially starts, or you do not return on time from break, you are late), I will mark an absence.

**Grievances and Concerns Policy:** If you are having difficulties with this course, whether it is with a writing assignment, a particular reading, or with the course in general, please do not suffer in silence and/or wait until the end of the term to inform me of these problems or concerns in the evaluations. At that point, there is nothing I can do to address those concerns. Thus it would be best for you, me, and the class to be able to address your concerns while there is still time left in the term to do so. Please
talk to me either via email, or in private to discuss any problems or concerns you have with the course and I will do my best to address them. Of course, at the end of the term, your feedback regarding this course is both welcome and appreciated when it comes time to fill out the class evaluations.

**AARC Policy:** Students are highly encouraged to use the AARC, located in the Steen Library, for help with their papers. Some rules/guidelines that students should follow with respect to the Writing Center: 1) set up an appointment (they last thirty minutes), either by signing up on the appointment sheet located at the AARC, or by setting up an appointment online; 2) As a general rule, DO NOT DROP IN – you can never be assured of help by doing this, so it is best to sign up for or set up an appointment; 3) Come in with a complete, TYPED, draft – a typed draft is easier for the writing consultant to read, and a complete draft gives them more to work with and respond to; 4) Come in with specific questions about your draft, or specific parts of the paper that you want the writing consultant to look at; 5) If available, bring the assignment sheet with you so that tutors can reference it if they need more information about the assignment; and 6) DO NOT EXPECT THE WRITING CONSULTANT TO PROOFREAD THE ESSAY FOR YOU (that means fixing spelling and punctuation errors for you) – THEY WON’T. They will, however, point out grammatical/mechanical errors to you, but it is your responsibility to fix them.

**Late Work and Makeup Policy:** I define a paper as “late” if it is submitted an hour after the official deadline for the paper. A paper that is a full day late will be marked down a half letter grade (thus, if you receive a “B” on the paper, but it is late, its final grade will be a “C+”). A paper turned in two days late will be marked down a full letter grade (a “B” paper will become a “C”). A paper turned in three days late will automatically receive a “D.” If that paper shows poor work, additional deductions may occur. No papers will be accepted after four days.

**THERE ARE NO MAKE-UPS IN THIS CLASS.** In-class writing tasks and quizzes CANNOT be made up outside of class. Students also cannot make-up formal writing assignments or exams.

**Peer Review Policy:** Students who miss class on days that peer reviews are scheduled cannot make up those peer reviews, and will lose the points allotted to the peer review from that assignment’s final grade.

**Conference Policy:** Students are encouraged to meet with me to discuss writing assignments, receive help on drafts of papers, to discuss quizzes and / or assigned readings, and general concerns with the course. My scheduled office hours represent the best times to meet with me, and it is a good idea, in order to assure that you will receive my full attention, to schedule a time during my office hours should you wish to talk to me. Should you miss a scheduled meeting with me, I will allow you to set up a makeup meeting, but only if you alert me to being unable to come to the meeting at least two hours before the scheduled meeting. I reserve the right to not meet with a student who has missed a conference, and particularly if s/he habitually misses conferences. My time is precious, too, and I will not devote time to a student who regularly misses meetings
when other students need help / guidance. Finally, please be aware that you cannot be guaranteed of my time if you drop in during my office hours, as I may be meeting with another student, so again, if you can, schedule a meeting with me to insure that you get to work with me when you need / want to.

**Dropbox Policy:** All papers for this course are REQUIRED to be submitted to the appropriate Dropbox folder on the D2L site for this course. Each Dropbox folder will be titled according to the paper (e.g., “Summary”) and will automatically shut down twenty-four hours after the start of class on the paper’s due date. It is your responsibility to remember to submit your papers to the appropriate folder AND to alert me to any difficulties uploading the paper within that twenty-four hour window. I DO NOT ACCEPT “D2L/ THE DROPBOX WOULDN’T LET ME UPLOAD MY PAPER” AS AN EXCUSE. If you legitimately cannot get the Dropbox to cooperate, then send the paper to my D2L email to prove that you have completed the paper on time.

**Email Policy:** All official email from me will go to your email accounts in D2L. I also expect emails regarding this course to be professional. What I mean by that is the following: in the subject line type in the specific concern of the email, provide a formal salutation (“Dr. Hoagland,” not “Mrs. Hoagland” – I’m not married to my dad), and a message that involves complete sentences and appropriate grammar. I don’t answer emails that are casual or familiar, so referring to me as “hey” or “dude,” using “text-speak” and spelling, and avoiding proper punctuation guarantees that I will not answer your email, no matter how urgent the matter discussed in the email might be.

**Cell Phone Policy:** I expect all electronic devices to be TURNED OFF AND PUT AWAY before class starts. If you cannot be parted from your cell phone for the time that you are in class, THEN DON’T COME TO CLASS. From time to time, I will allow class to have their cell phones out to conduct informal research for class work, and I will allow individuals to have their cell phones handy should there be a valid reason for doing so, but other than that, THERE IS NO REASON TO HAVE YOUR CELL PHONES OUT DURING CLASS. If you have your cell phone out during class without permission, I will deduct TEN POINTS from your participation grade for each infraction.

**Additional Policies (aka other stuff you need to know):**

1. If you fall asleep in class, you will be marked absent for the day. So have some coffee or other caffeinated beverage with you if need be.
2. Don’t interrupt when someone has the floor – it’s disruptive and disrespectful. Furthermore, don’t use this class as a place to do work for another class or to visit with your neighbors/friends; again, this is disrespectful behavior.
3. You can bring snacks to class, just don’t get too elaborate. If your food involves utensils or rotisseries, it’s probably not a good idea to bring it to class.
4. If you have any questions or concerns with the class, don’t suffer in silence: come see me during my office hours or set up an appointment. In general, it is a good idea to keep lines of communication open: I am far more likely to be flexible if you talk to me.
CONCISE COURSE SCHEDULE

The following schedule is subject to change, based on course needs and instructor prerogative. The expanded, weekly schedule is available on D2L; below is a concise, at-a-glance, schedule for the course. Due dates for papers, quizzes, and exams are indicated in bold.

Week One: August 29th – August 31st

Tuesday: Introduction to class  
Thursday: Discuss poems about love: Poetry Packet #1

Week Two: September 5th – September 7th

Tuesday: Quiz One; discuss poems about marriage: Poetry Packet #2; discuss Collaborative Poetry Explication Essay  
Thursday: NO CLASS

Week Three: September 12th – September 14th

Tuesday: Discuss poems about childhood: Poetry Packets #3 & #4  
Thursday: Discuss sample poem and sample essay for Collaborative Poetry Explication essay; in-class work on selected poem for collaborative poetry explication essay

Week Four: September 19th – September 21st

Tuesday: Quiz Two; in-class work on collaborative poetry explication essay  
Thursday: Poetry Explication Essay Rough Draft Workshop; discuss poems about mothers: Packet #4

Week Five: September 26th – September 28th

Tuesday: Poetry Explication Essays Due to the Dropbox by 5 p.m.; discuss poetry about fathers: Poetry Packet #5  
Thursday: Introduction to Short Story Unit: read and discuss “The Story of an Hour;” discuss Short Story Literary Analysis Essay

Week Six: October 3rd – October 5th

Tuesday: Quiz Three; read and discuss “Reunion” and “The Use of Force”  
Thursday: Read and discuss “The Star” and “The Last Night of the World”

Week Seven: October 10th – October 12th

Tuesday: Read and discuss “His Vegetable Wife” and “Speech Sounds”  
Thursday: Quiz Four; discuss “Dadie Folktales” and “Diop Folktales”
Week Eight: October 17th – October 19th

**Tuesday: Midterm**

**Thursday: Short Story Literary Analysis Rough Draft Workshop;**
Lecture/Overview: The Gothic and the Vampire; read and discuss the Preface and chpts. 1-4 of *Carmilla*

Week Nine: October 24th – October 26th

**Tuesday: Short Story Literary Analysis Final Drafts Due to the Dropbox by 5 p.m.;** read and discuss chpts. 5-11 of *Carmilla*

**Thursday: Read and discuss chpts. 12-16 of *Carmilla***

Week Ten: October 31st – November 2nd

**Tuesday: Quiz Five;** Introduction to Drama Unit: The One Act, Three Act, and Five Act Play

**Thursday: Read and discuss *Trifles***

Week Eleven: November 7th – November 9th

**Tuesday: View “A Jury of Her Peers”**

**Thursday: Quiz Six;** read and discuss *Master Harold and the Boys* (pp.3-32)

Week Twelve: November 14th – November 16th

**Tuesday: Read and discuss *Master Harold and the Boys* (pp. 32-60)**

**Thursday: Read and discuss *Doubt* (pp. 5-36)**

Week Thirteen: November 21st – November 23rd

**NO CLASS – THANKSGIVING HOLIDAY**

Week Fourteen: November 28th – November 30th

**Tuesday: Read and discuss *Doubt* (pp. 36-58)**

**Thursday: View clips from *Doubt*; read and discuss *August: Osage County* (Prologue and Act One)**

Week Fifteen: December 5th – December 7th

**Tuesday: Quiz Eight;** read and discuss *August: Osage County* (Act Two and Act Three)

**Thursday: View clips from *August: Osage County*; review for final exam**

Week Sixteen: FINALS WEEK
Tuesday: Final Exam, 10:30-12:30, Ferguson 271