Introduction to Literature

English 200.008

English 200.010

General Information, Fall, 2017

Department of English, SFASU

Professor: Leann K West

E-mail: lwest@sfasu.edu

Office Phone: 468-2101 (English Office); 468-2039 (LAN 242)*

Office: LAN 242 (I am rarely in residence in this office so please contact me by email)

Office Hours: T and W 3:15 - 4:00 PM in the classroom and immediately following class**
On-line alternating Mondays and Thursdays 11:00 AM - 12 noon
On-line hours vary by day, but please feel free to contact me by email whenever necessary.
Other hours by pre-arranged appointment.

Meeting Times and Location:

Intro to Literature - 14063 - ENG 200 - 008

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<thead>
<tr>
<th>Type Time</th>
<th>Days</th>
<th>Where</th>
<th>Date Range</th>
<th>Schedule Type</th>
<th>Instructors</th>
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<tr>
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<td>T</td>
<td>T. E. Ferguson Liberal Arts 271</td>
<td>Aug 28, 2017 - Dec 15, 2017</td>
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Intro to Literature - 14065 - ENG 200 - 010

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Because I am on campus only in the evenings and because I share my office with another, please reach me by email (lwest@sfasu.edu and RE: English 200) rather than making a call to my office or to the English office.

** TENTATIVE -- I will set my office house after the first class meeting to ensure that the hours correspond with the needs of my students.

**Description:**

“Readings in literary genres, such as poetry, drama, short story, and novel. Prerequisite: six semester hours of freshman English.” General Bulletin, 2012-2013.

**English Program Learning Outcomes**

As ENG 200 is a core course, English Program Learning Outcomes do not apply; English majors or minors, seeking to fulfill sophomore-level literature requirements, should enroll in ENG 211, 212, 221, 222, 229, 230, or 233H.

**Student Learning Outcomes for ENG 200:**

By the end of the course, students should be able to:

1. Exhibit an understanding of and appreciation for key works in world literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);

2. Students will demonstrate an understanding of periodization, theme, genre, motif, and so on, in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization, for example, is not merely an historical consideration, as defined by events, persons, or dates; furthermore, literature encompasses a spectrum of thematic, genre, and literary considerations. Thus, students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);

3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and

4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human
responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).

**General Education Core Curriculum**

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 courses: 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>
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<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<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>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Student Learning Outcomes:

List all student learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above. In general, SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp

Required Text: We will discuss the text requirements during the first class meeting; with the exception of the novel, works assigned for reading and study will be available in printed or online form in D2L. Because this is a web-supported course, most information and class materials as well as assignments will be delivered in D2L. So your responsibility is to access and print materials necessary for class and have those printed copies AVAILABLE IN CLASS. Having laptop access in class is fine, but phone access is not. You may not use phones in class to access materials necessary for class discussion.

Crucial Course Objective:

My intent as instructor of this course is 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 in the classroom, in the university environment and in a community setting; therefore, I will 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 of content, instruction and community interaction 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.).

2. Tying literary content to both classroom and community through in-class and out-of-the-classroom service learning activities which will enhance and enrich the lives of all.

Course Requirements:

This course is a web-supported course; most reading materials and notes will be accessible on-line in D2L. Your responsibility is to access and print necessary course materials and
have them accessible during class discussions. You are to do so in laptop or pad, but not by phone.

Readings in four literary genres: poetry, drama, short story, and the novel.

Throughout the semester, we will examine various literary works by genre and discuss and explore their larger themes. The literature studied will be largely representing the western literary tradition, a tradition that began in ancient Greece and was passed on to Europe, the Americas and all lands colonized by Europeans through the present day. We will see how widely varied works reveal that **literature is the distillation of human experience**. You will gain a critical vocabulary and sharpen your analytic and interpretive skills, while learning the importance of originality and imagination—essential knowledge for all your academic endeavors. There will be a service learning component to this course which will be explained at a later date.

Since we will cover four genres, our four units of study, **not necessarily in this order**, are:

Unit ___ : Drama,

Unit ___: Poetry,

Unit ___: Short Story, and

Unit ___: The Novel;

however, **these units may not fall in the above order during the course of this class.**

We will consider genre, form, style, structure, purpose, theme, characteristics, and literary elements and devices. The workload of this class will involve substantial amounts of reading, class discussion, peer-collaboration, as well as a moderate amount of writing and one outside-project. Be sure to **budget plenty of time for reading and for reader response work.**

You will have an assignment due almost every week. As noted before, this course is a fast-moving survey that requires your commitment to steady reading. Your reading of each week’s assignment will be explicitly tested during every session in some manner, whether through a literary terms quiz, weekly written reader responses, and through course discussions. In addition there is a service learning component to this course.

**Grade Criteria and Policy:**

You are to submit each assignment to the instructor during the class meeting in which the paper is due. **I do not accept late assignments**, nor do I accept assignments by email (unless certain
circumstances necessitate that I do so and are pre-arranged between this instructor and her student) or brought to class by anyone other than you yourself. **If you know that you will have to miss class, you must contact me by email or in person so that we can arrange a time for you to turn in your paper. If there is an emergency, email me as soon as possible after the emergency that you can.** If you are having difficulty completing an assignment, please email me with any questions at least three days before the due date of the paper.

No read response or out-of-class quiz assignment will be accepted late; all are due from the student’s hand to the instructor’s hand at the beginning of each class. No in–class quiz maybe made up if the student is not in class at the time the quiz is administered.

With the exception of the final unit assignment, all essays MUST BE SUBMITTED PRIOR TO YOUR CLASS MEETING DEAD WEEK. Major assignments, such as explications and essays of analysis that are submitted late (one week after their “DUE” date) because you missed the class during which the essay was due may be accepted if the instructor and student have conferenced and other arrangements have been made; however, no paper will be accepted more than one week after its due date unless the instructor and the student have conferenced and other arrangements have been made and all late essays will lose one 10 points from their earned grade. No late essay will be accepted beyond the one-week-after-due-date stipulated above. I will not accept the submission of any assignment via e-mail without prior approval.

***Again, no quiz or reader response assignment will be accepted late; all are due from the student’s hand to the instructor’s hand at the beginning of the class.***

Please remember, as your instructor, I am here to help you. See me in office hours before or after class or email me at least two days prior to class if you are having trouble understanding an assignment.

Your final grade will be determined as follows:

20% Literary Terms Quizzes and weekly Reader Response assignments

20% Novel Analysis Essay Poetry Explication Essay

20% Short Story Essay / Group Service Learning Project

20% Drama Explication Essay / Group Project

20%– Poetry Explication Essay  Final Exam Paper (on-going throughout the semester )
You will be expected to choose one novel from a list provided by the instructor. You will read and study that novel independently in order to produce a documented paper dealing with a specific question provided by the instructor. This paper will constitute your final exam in the class. It will be due DEAD WEEK or before if you so choose.

Five literary terms quizzes and a number instructor-directed reader responses are due throughout the semester. These responses will vary in length as determined by the task assigned. These, like all work submitted in class, must be submitted typed and in correct MLA form (TNR 12-point font, double-spaced), bound (by paperclip), and on time. Each reader response will cover only one short story, play, or poem of those assigned for a particular week. Each will follow the form provided by the instructor for the literary genre studied. The final reader response will deal with the novel you have chosen and will be due the week after Spring Break. Each reader response will earn a numerical grade based both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). AND NO READER RESPONSE OR UNIT ESSAY WILL BE ACCEPTED IT IF IT IS NOT IN CORRECT MLA FORM.

Students will write a Core Capstone Essay on an aspect of literature as defined by the instructor. Students will be graded based on their use of critical thinking skills; grammar, vocabulary, and written style; and the effect of social background on the personal choices of characters in the literary work, comparing and contrasting these choices with choices made by real people in the modern world.

The Core Capstone Essay will be due the week following our completion of the Short Story Unit or the Drama Unit and in its final form will be uploaded to LiveText prior to DEAD WEEK if this is the semester during which the Core-Capstone assignment is required by the University Assessment schedule. Please note that the Core-Capstone requirement my change or be waived during this semester.

The Group Project will be a collaborative effort involving you your fellow classmates and may be presented outside of class time at a location off campus. If you have any questions or limitations or if there are people with whom you know you want to work, please see the instructor. Groups will be assigned by the instructor. The group project and individual explications will be scored as 50% each of the 20% grade.

More information on the explication and analysis essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). All essays must be submitted typed (12 font Times Roman or New Times Roman) and in correct MLA form.
Overall, your grade will be based on a percentage earned of 100 total points. To be fair to all students in the class, I have not given more weight to any one unit’s assignment.

I will provide you with grade sheets on which you may keep up with your grades as they are earned. I will also provide you with an accounting of my recorded grades the week before Dead Week so that you may be kept fully informed. If you have any questions regarding your grades, please see the instructor during office hours, for she may not communicate any information regarding grades by email and she will not “post” grades.

Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.
D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

Attendance:

****Attendance in this class is required from the first class meeting until the last, and your commitment to attending class every class meeting will help your grade.****

The attendance policy for this class is strict and is strictly adhered to. I expect you to arrive, if not early, at least on time for class and fully prepared with all required materials and assignments. If you are tardy more than fifteen minutes (15), I will mark you absent from that particular class. Three tardies of less than fifteen minutes constitute one absence.

The attendance policy for this course adheres to the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp; i.e., regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered and which allows for no more than three (3) absences in a class that meets one time each week. You are allowed three absences for any reason you choose; however, I do not distinguish between “excused” or “unexcused” absences, nor do I grant “extra” absences. An absence from class for University-sponsored events or activities that are documented as such prior to the class meeting is not considered an absence from class.
In the case if absence from class and although a student is still responsible for all course content and assignments when absent from class, I will accept NO LATE work other than major essays, which must be submitted to the instructor within one week of the due date.

****Because attendance in class is required, upon the third absence from this class you will be allowed no make-up work whatsoever and will have earned an F in this class. In addition you must turn in all essays and successfully participate in any group or off-campus project in order to pass the course.*****

Acceptable Student Behavior: 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 (see the Student Conduct Code, policy D-34.1). 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 available to help SFA students succeed.

Academic Integrity (A-9.1): Academic integrity is the 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. 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 Policy (A-54): The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54): 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 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/](http://www.sfasu.edu/disabilityservices/).

**Electronic Devices:** Please do not bring cell phones to class. If it is necessary for you to bring a cell phone to class, it must be turned off for the entire class meeting, unless the instructor gives you permission to turn the phone on. Laptops may be used to access D2L saved instructional materials and with the permission of the instructor.

**Schedule of Readings/Topics (tentative),** due to the one-time-per-week meeting times please understand that the number of weeks dedicated to a particular unit and the order of the presentation of the units may change given the circumstances of the class) **A typical schedule may look like the one which follows**; however, the order of unit studied is flexible and probably will not follow a published here.

It is the student's own responsibility to access unit schedules, class materials, and class assignments on D2L. Please be advised that all schedules will be posted in D2L in advance of class meetings.

**Sample schedule:**

**Week 1**

Introduction to the course and course policies.
Distribution of Literary Terms Quiz Response Sheets -- The completed quizzes are due Week 2.
**Note:** Always read the biographical and/or topical introduction(s) to the assigned material along with the literary texts.
Introduction to Unit 4 – The Novel (Novels list handout) – Student’s choice of novel must be submitted in writing Week 3; no changes can be made by the student after WEEK 3

Unit 1 -- Drama – Weeks 1, 2, 3 and 4

Details with assignment of plays

Drama Group Project and/or Analysis/Explication Essay (tentative CAPSTONE ESSAY) due at the beginning of class week 5

Unit 2 – Poetry – Weeks 4, 5, 6, and 7

Details with assignment of poetry

Poetry Analysis/Explication Essay due at the beginning of class Week 8

Unit 3 – Short Story – Weeks 8, 9, 10, and 11

Details with assignment of poetry

Poetry Analysis/Explication Essay due at the beginning of class Week 5

Week 12 or X – Catch up week – maybe assigned at any time throughout the semester to account for adjustments to the schedule

WEEK 13 – CAPSTONE ESSAY DUE – completed and uploaded to LiveText if required this semester.

Unit 4 – The Novel (on going throughout the semester) – Weeks 14 and 15
Final Explication/Analysis Essay on your chosen novel is due DEAD WEEK; Final conferences will be held during exam time Week 16