INTRO TO LITERATURE

ENGLISH 200.009
FALL 2017
MWF 1-1:50
FERGUSON 176

COURSE DESCRIPTION & OUTCOMES

Official Course Description: Readings in literary genres, such as poetry, drama, short story, novel

Though it would be far easier to state simply that the main goal of this course is to read and discuss LOTS of literature—with the expected outcome that students will learn a lot about literature in the process—it’s important that we all have a clear understanding of what our time spent together will be designed to achieve. With this in mind, the following learning outcomes have been established as the foundation for all of the readings, lectures, activities, and assignments we will be undertaking this semester.

Student Learning Outcomes

- To learn about various literary genres
- To learn about specific literary terms and concepts useful in the reading and understanding of drama, poetry, and the short story
- To apply one’s knowledge of those terms and concepts in the discussing and writing about the literature
- 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
- To explore how personal reactions to literature can enrich our understanding and appreciation of literature
- To learn about and put into practice basic skills for writing critically about literature

General Education Core Curriculum Outcomes

- To demonstrate awareness of the scope and variety of works in the arts and humanities
- To understand those works as expressions of individual and human values within an historical and social context
- To respond critically to works in the arts and humanities
• To articulate an informed personal reaction to works in the arts and humanities
• To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
• 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 histories centered on the production of social difference into classroom activities.

**REQUIRED TEXTS AND MATERIALS**

- Various PDFs and additional reading provided via D2L and links within the calendar

Please bring the assigned reading to class each day.

**GRADING & ASSIGNMENTS**

**Breakdown**

- Attendance 5%
- Participation/Discussion 15%
- Daily Quizzes 15%
- Journal 10%
- Fiction Exam 10%
Poetry Exam 10%
Drama Exam 10%
Final Exam 25%

Total 100%

**Attendance 5%**

Attendance and active participation in this course are absolutely necessary. You have three free excused absences. More than three absences will affect your grade. **If you miss more than four weeks of class (12 days), you automatically fail the course.** Being absent is not an excuse for missed information or assignments. You should either contact a classmate or come to office hours to find out what you missed. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date.

Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and will affect your grade.

**Discussion and Participation 15%**

The classroom should be a space of exploration, respectful debate, discovery, reflection, and fun. Be prepared to talk about the literary works on the day we discuss them in class. If you do not understand the readings, feel free to ask questions about what they mean. Let me stress that I’m not looking for "right" answers. I want you to tell me what you think and defend it with reasonable examples from the text. If you do not wish to talk in class, know that your grade (as long as you appear attentive) will be no higher than a C. Try to talk at least once a discussion.

I also expect you will listen to your classmates when they are discussing aspects of the literature we read. There is always a chance that you will think that the person talking is a complete idiot, but then again, they may say something brilliant. Always treat people with respect and try to gain the most from what they are saying.

*This also means no rude behavior in class: no text messaging, no note passing, and no checking your cell phones. Seriously. If I catch you using your cell phone or texting during class I’ll count you absent for that day.*

**Daily Reading/Terminology Quizzes 15%**

As a means of motivating you to stay “on track” with your reading and check for comprehension, we will have brief reading quizzes during the first five minutes of (almost) every class. These quizzes should be considered a part of your regular preparation for each class meeting, so be thinking about the kinds of questions I might ask or the information that seems most relevant as you read. Quizzes cannot be made up for any reason, though I will drop your lowest quiz grade for the semester.
**Journal 10%**

You will keep a reading journal this semester. This will consist of dated entries where you will ask questions, ramble, and generally respond to the readings in an intellectual way. It’s not a diary. I will have you turn this in on occasion, though the journal is really for you to have a discussion with the literature, not with me. The journal will likely be helpful, along with class notes, as you prepare for exams.

**Exams 55%**

You will have four exams, one for each of the three main genres studied (fiction, poetry, drama) and a final. Each test will be a mix of multiple-choice, fill-in-the-blank or matching, short answer, and essays. You can expect the final to be longer with more essays asking you to draw connections between texts and authors from across the entire span of the course. We will discuss each of these exams in more detail as we move closer to their scheduled dates.

**POLICIES AND PROCEDURES**

**Office Hours**

During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course or specific assignments. Please stop by and see me during these hours—that time is yours. If the hours don’t work for you, please make an appointment.

**Desire2Learn (D2L) Website**

We have a course website we’ll use for various activities throughout the course. Some required course readings will be there, as well as assignment sheets and class handouts. Course assignments completed outside of class should be submitted here. Your grades will also be recorded and accessible here.

**Disability Policy**

Please contact me if you are having any difficulties with the material due to a documented disability. I’m more than willing to accommodate you in a reasonable manner to help you succeed in this course. 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 Misconduct/Plagiarism**

When writers use materials from other sources, they must acknowledge these sources. So, just to remind you, claiming something as your original work when someone else wrote it is called PLAGIARISM, which means using without credit the ideas or expressions of another. Penalties for plagiarism vary from failure of the plagiarized assignment to failure for the course. In all cases, it may include notification of the Dean’s office.

Here’s the university’s official statement on Academic Integrity:
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.

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