# English 200

**Introduction to literature**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Kay Winfield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;/5&lt;sup&gt;th&lt;/sup&gt; period</td>
</tr>
<tr>
<td>Classroom:</td>
<td>117 We may occasionally meet in the Library or elsewhere. Such meetings will be announced in advance.</td>
</tr>
<tr>
<td>Phone:</td>
<td>468-2226 (cannot return long distance calls- I prefer email)</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Kwinfield@nacisd.org">Kwinfield@nacisd.org</a> (ENG 200 + section # in subject line)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>During lunch tutorials</td>
</tr>
</tbody>
</table>

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

**Course Objectives:** This course builds on a quote from Isaac Marion’s novel, *Warm Bodies*, “The world that birthed that story is long gone…but it continues to touch the present and future because someone cared enough about that world to keep it. To put it in words. To remember it.” We will look at various works in the course and comb them for their mysteries, their small stories, and their larger themes. We will see over and again how widely varied works begin to reveal the interconnectedness of the world, and teach us how to be sensitive to a present-time wonder at things. 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.

**Required Texts and Materials**

- *The Arden Shakespeare King Lear* edited by A. Foakes
- *Penguin Classics The Lais of Marie de France*
- *Penguin Classics Pride and Prejudice* by Jane Austen
- *Maus: A Survivor’s Tale* Art Spiegelman
- *Station Eleven* by Emily St. John Mandel
- *Poetry 180*, Billy Collins
- *The Eloquent Short Story*, Lucy Rosenthal
- Spiral, Composition Book, or Journal.

Internet use is a requirement for this course. Assignments will be posted to D2L, and students will turn in final drafts via the dropbox in D2L. Lack of technology at home is no excuse for not turning in an assignment on time. If you do not have the resources at home, please take this opportunity to make use of the technology in the library that you pay for with your tuition.

**Grading**

Your final grade will consist of the following elements:

- Quizzes: 20%
- Midterm: 20%
- Final: 30%
- Reading Journal: 20%
- Class Participation/Attendance/Punctuality: 10%

**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.

I will provide detailed descriptions of each assignment; for now, here are some general notes:
- All final drafts of your writing for this course should adhere to the rules of standard written English grammar, punctuation, and spelling (American).
- Failing to meet the minimum page count for any draft will earn you a “0” for the assignment.
- All final drafts must be submitted through D2L. Papers are due by the time class starts. Any papers received after that time is considered late.
- Except for your quizzes, all major assignments will be submitted electronically.
- I generally grade and return major assignments within two weeks after they have been submitted.
  - **NOTE:** If your grade is borderline (within 1.5 points of another letter grade), class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

**Readings & Quizzes**
I expect you to be an active participant in all our classes. This means that you’ve read each assigned chapter and connected with the material. I expect you to read deeply and make notes on all the readings. We will have quizzes, which are easy to pass if you’ve read carefully. This means that you haven’t skimmed a piece or read it while thinking of ten other things. This last part is important because I always have students complain that they’ve read the material but can’t remember anything. If this is the case, go much more slowly or read more than once.

**Accommodations for 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/](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.”

**Attendance and Absences**
You are expected to attend every meeting having done the assigned work and being ready to respond to the required readings. We will meet class on the NISD schedule, and all NHS attendance policies apply. Your regular attendance is essential to your success; class discussions are organic and cannot be replicated. Absence from class will necessarily mean that you miss valuable information and will consequently be at a disadvantage when writing your essays. I am well acquainted with the busy, involved life of the average advanced student and do not anticipate you to be much different from students in the past; however, it is imperative that you try to be here as much as possible. Please do not schedule appointments during your class time, and if you know that you are going to be out, please make arrangements for your absence in advance.

If you absolutely must miss class, it is your job to schedule a time to make up missed work. You have a syllabus with all assignments listed: it is not my responsibility to remind you to make up your assignments. If you need to come in to make up an assignment, please make an arrangement to come in at a time that is convenient; however, understand that you may not be able to make up all assignments. If, for instance, you are absent on the day a reading quiz is given, or on the day of a peer edit, you will receive a zero for that assignment.

Please keep an eye on your absences. Regardless of the reason for your absence, you are responsible for all information and work covered in class. Due to the fast pace of the class, any quizzes and daily work missed cannot be made up without discussing the absence with me (preferably in advance).

**Participation**
Bring your relevant books to each class. Turn off cell phones, iPods, and anything else that makes noise. I do not even want to see your cell phone during class. If your cell phone rings or is visible, I will deduct points from your participation grade. No laptops should be visible without my consent. Any class periods where personal technology use will be allowed will be announced in advance. If your behavior in class becomes disruptive, I will ask you to leave. I understand that you have very late nights sometimes, but if you are sleeping in class more than twice, I will start counting you absent.

**Extra Credit**
There will be times during the semester that I will announce extra credit assignments. Extra credit will only be assigned in class (it will not be posted on the website). Please do not ask me for individual extra credit.

**Email and Electronic Resources**
Correspondence relating to this course must be sent to my SFASU email (from your Jacks email) or D2L. The subject line must be the class number and section. I may not respond to emails with any other subject line, especially if they resemble spam. I never accept assignments by email unless I’ve solicited them, and unasked-for email attachments will not be opened.

**Plagiarism and Cheating**
I take plagiarism very seriously. According to SFASU Policies and Procedures:

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](http://www.sfasu.edu/policies/academic_integrity.asp). If a student paper is found to have plagiarized passages, I will meet with the student, investigate the case, and decide on a suitable course of action, which may include an un-revisable 0 on the paper, an F in the course, and an Academic Dishonesty Form filed with the Dean of the plagiarizing student’s college. If you have questions about what constitutes plagiarism, or fear you may not have properly cited something, please talk to me immediately.

**Tentative week-by-week**
The following schedule is based on the average pace of previous semesters, and serves as a best guess. Small exercises, readings, quizzes, and revision
opportunities will be added as necessary for the progress of the class. Deadlines will never be moved forward, but may be moved back if necessary.

**Module 1: Weeks 1-2**
Getting started & Fiction: The Epic Hero *Beowulf*

**Module 2: Week 2**
Fiction: The Shakespearean legends of Marie de France

**Module 3: Week 3-5**
Theater: *King Lear* by Shakespeare

**Module 4: Weeks 5-7**
Fiction: *Pride and Prejudice* Jane Austen

**Module 5: Week 8**
The Graphic Novel *Maus*

**Module 6: Week 9-10**
Short stories: *The Eloquent Short Story*

**Module 7: Week 11-12**
Poetry: Will be provided

**Module 8: Week 12-14**
Fiction: *Station Eleven* by Emily St. John Mandel

**Final Exam** Monday, December 10