English 200.010 || Introduction to Literature
Spring 2018

Professor: Dr. Eralda L. Lameborshi
E-mail: lameborsel@sfasu.edu  --  DO NOT EMAIL ME ON D2L
Office: LA 243
Office Hours: Mondays 8:30 am – 1:30 pm
Meeting Time and Location: 2:00 pm – 3:45 pm, Ferguson 182
Department: English and Creative Writing

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
• The Reluctant Fundamentalist by Mohsin Hamid

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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
</tbody>
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**What You Can Expect from Me**
I will strive to:
- create a challenging and engaged learning environment that will enrich your college career
- encourage you to explore new ideas, to develop your own intellectual abilities, and to strengthen your critical thinking skills
- encourage you to identify the ways in which our culture influences your lives, your self-identity, and your perceptions of others
- provide you with helpful feedback about your ideas and writing
What I Expect from You
During the time spent in this course you should:

- Read and understand all the policies in the syllabus – contact me if you have any questions
- Refer to the calendar attached to the syllabus for any questions regarding deadlines or course requirements
- Interact with other students and your professor in a respectful, mature, and thoughtful manner
- Read all assigned reading and be prepared to actively participate in class discussion
- Keep an open mind; the reading and viewing selections have been carefully considered as works that will contribute to your intellectual development
- Feel free to contact me during my office hours if you are having difficulties with the material, or any other issues that might negatively impact your performance in this course
- Be prepared to engage with difficult topics

Course Policies:

1. Communication with your professor: If you send an email I will answer it that same day if the email was sent between 8am-3pm on weekdays. If your email was sent after those specified times, I will reply the next morning, or after the weekend. Additionally, when you send an email follow proper email etiquette. I do not check d2l email, so only send emails to this address: lameborsel@sfasu.edu

   Note: I will not reply to any questions the answer to which can be found by carefully reading the syllabus or the assignment prompts.

2. Class Environment: Be considerate and professional to your peers and your professor. Rude behavior in class is unacceptable, and I will ask you to leave class if you are impolite. Some examples of such behavior are: sleeping, private conversations that are distracting to the tasks in class, doing homework for other classes, texting, taking a phone call, reading websites or other irrelevant materials during class, showing up late. This is a professional environment and I expect all of you to behave professionally.

3. 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.

4. 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. Late work will not be accepted unless an exception is approved in advance.

5. 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, whether those are
excused absences or not. If you accumulate six absences or more (excused or unexcused) you automatically fail the course.

6. 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 first day of return to the classroom, or within a week of the absence.

7. **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.

8. If you miss any in-class writing, you cannot make it up unless you have a documented excuse for your absence. You need to make this up on your own initiative upon your return to class. If more than a week has passed, then you can no longer make up this work.

9. **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.

10. **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.

11. **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.

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

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

14. I will not accept emailed assignments.

15. 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. 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.

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.
Tentative Course Calendar

The following schedule is tentative. No due dates will be moved up, and I’ll try to keep changes to a minimum. Daily work will be listed on D2L, which will contain the authoritative due dates and times for assignments.

Tuesday, January 16: Snow day.
Thursday, January 18: Course Introduction and Syllabus.
  **Read for January 23:** “The Elephant in the Village of the Blind” (14), Satrapi’s “the Shabbat” (21), Poe’s “The Cask of Amontillado” (115), and Hemingway’s “Hills Like White Elephants” (122).

Tuesday, January 23: Discuss reading. Discuss Narration and Point of View.
  **Read for January 25:** Morrison’s “Recitatif” (138).
Thursday, January 25: Discuss reading. Discuss Character.
  **Read for January 31:** Ortiz Cofer’s “Volar” (203).

Tuesday, January 31: Discuss reading. Discuss Setting.
  **Read for February 1:** Faulkner’s “A Rose for Emily” (308).
Thursday, February 1: Discuss reading. Discuss voice.
  **Read for February 6:** García Márquez’s “A Very Old Man with Enormous Wings” 362

Tuesday, February 6: Discuss reading and symbolism.
  **Read for February 8:** Carver’s “Cathedral” p. 33.
Thursday, February 8: Discuss reading and character.
  **Read for February 13:** Diaz’s Wildwood p. 455. Finish short fiction explication. Turn in on d2l by 11:30 pm.

Tuesday, February 13: Discuss reading. **Short fiction explication due!**
  **Read for February 15:** Poetry Part_1 file on d2l
Thursday, February 15: Introduction to poetry. Discuss reading.
  **Read for February 20:** Poetry Part_2 file on d2l.

Tuesday, February 20: Discuss reading.
  **Read for February 22:** Browning’s “My Last Duchess” (692), Mora’s “Sonrisas” (633), Collin’s “Divorce” (488), Lee’s “Persimmons” (534).
Thursday, February 22: Discuss reading.
  **Read for February 27:** Mohsin Chapters 1-4.
Tuesday, February 27: Introduction to the novel. Discuss reading. **Poetry explication due.** Turn in on d2l by 11:30 pm.

**Read for March 1:** Mohsin chapters 5-9.
Thursday, March 1: Discuss reading.

**Read for March 6:** Mohsin chapters 10-12. Start screening

Tuesday, March 6: Finish Screening.
Thursday, March 8: **Midterm exam.**

**Read for March 20:** Atwood chapters 1-4

Tuesday, March 13: Spring Break
Thursday, March 15: Spring Break

Tuesday, March 20: Introduction to dystopian fiction. Discuss reading.

**Read for March 22:** Atwood Chapters 5-9
Thursday, March 22: Discuss reading.

**Read for March 27:** Atwood Chapters 10-14

Tuesday, March 27: Discuss reading.
Thursday, March 29: University Break.

**Read for April 3:** Atwood chapters 15-20

Tuesday, April 3: Discuss reading.

**Read for April 5:** Atwood chapters 21-26
Thursday, April 5: Discuss reading.

**Homework:** Atwood chapters 27-31

Tuesday, April 10: Discuss reading

**Read for April 12:** Atwood chapters 31-36
Thursday, April 12: Discuss reading.

Tuesday, April 17: Discuss reading.

**Read for April 19:** Atwood chapters 37-41
Thursday, April 19: Discuss reading.

**Read for April 24:** Atwood chapters 41-45

Tuesday, April 24: Discuss reading.

**Read for April 26:** Atwood chapters 46 through the historical notes.
Thursday, April 26: Discuss reading. **Writing project due.** Turn in on d2l by 11:30 pm.
Tuesday, May 1: Screening
Thursday, May 3: Screening

May 7-11: Finals Week