Introduction to Literature
English 200.008
Department of English, SFASU

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Meeting Times and Location: TR 11:00-12:15

Description:
“Readings in literary genres, such as poetry, drama, short story, and novel. Prerequisite: six semester hours of freshman English.” General Bulletin, 2012-2013.
We will read and discuss plays, poems, and short stories as we learn about various literary styles and thematic concerns across a wide range of time. The primary goal for you is to learn and understand basic literary terminologies and techniques in order to better appreciate the personal artistic visions and broader cultural influences of significant writers and their works.

General Education Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

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).

Required Text:

*The Seagull Reader: Literature* Third Edition. All three volumes (*Plays, Stories, Poems*).

Any electronic or hard copy portable dictionary.

Note that these texts are required, and it is further required that you bring the relevant volumes to class with you every time that we meet.

Course Requirements:

There will be daily assigned readings. You should plan on a reading assignment for each class period to be followed by a combination of lecture, questions and class discussion. As noted before, this course is a fast-moving survey that requires your commitment to steady reading. Your reading of each day’s assignment will be explicitly tested in some manner during practically every session, whether through quizzes, written responses, or through course discussions.
Grades:

Final grades will be primarily based on three exams (one on each genre), a “Capstone” essay and thoughtful class participation, possibly supplemented with occasional quizzes.

Exam: Drama ........................................................................................................20%

Exam: Fiction .......................................................................................................30%

Exam: Poetry .........................................................................................................30%

Capstone Essay ......................................................................................... 10%

Participation, quizzes ................................................................. 10%

More information on the essay will be forthcoming. Essay will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax, etc.).

Grade Criteria and Policy for “Capstone” Essay:

A: 90-100: Students earning the grade of an A on the “Capstone” essay 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 discuss the complications of such ideas, and translate such ideas clearly.

B: 80-89: Students earning the grade of a B on the “Capstone” essay 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 discuss the complications of such ideas, and translate such ideas clearly. 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 the “Capstone” essay 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 discuss the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such ideas 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 the “Capstone” essay 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 the “Capstone” essay 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: The attendance policy for this course is 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. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events.

Mere attendance is not participation. I will take attendance each day, but there is no attendance grade. Participation involves careful pre-class preparation and willingness to engage the ideas that you’ve developed with your professor and classmates. The best possible format for such a class is one that mixes lectures and class discussion. In order for this format to be successful we must all read each assignment, take active notes about the various readings and our responses to them, and be willing to both assert our opinions and conscientiously listen to the opinions of others. Do not be afraid to ask questions and to offer opinions about the reading assignments. A substantial part of your final grade is based upon class participation, so I encourage you to attend regularly, be on time, and respond thoughtfully.
Participation grades will be lowered by many absences, by late arrival to class, by phones or other electronics going off in class, by net surfing, text messaging, sleeping, or any other disruption or discourtesy to the class. Quizzes will count toward your participation grade. I will not schedule quizzes but I may require one at any time. Missed quizzes may not be rescheduled.

**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/.

I HAVE READ AND DISCUSSED THE ABOVE SYLLABUS AND GUIDELINES. I UNDERSTAND AND WILL WORK WITHIN THESE GUIDELINES AS LONG AS I AM ENROLLED IN THIS SECTION OF ENGLISH 200.

(Sign and Print your name here)
Tentative Class Plan English 200-Spring 2018

-Week 1: Jan 16-18
  T- Review Syllabus
  R- Capstone Essays

-Week 2: Jan 23-25
  T- Review Plays ix-xxxii
  R- Oedipus the King 3-53

-Week 3: Jan 30-Feb 1
  T- Hamlet 53-136
  R- Hamlet 136-181

-Week 4: Feb 6-8
  T- Drama Exam
  R- Review Stories xiii-xxx1

-Week 5: Feb 13-15
  T- Hawthorne “Young Goodman Brown”
  R- Poe “The Cask of Amontillado”
- **Week 6: Feb 20-22**
  
  **T**- Chopin “The Story of an Hour”
  
  **R**- Porter “The Jilting of Granny Weatherall”

- **Week 7: Feb 27-March 1**
  
  **T**- Gilman “The Yellow Wallpaper”
  
  **R**- Faulkner “A Rose for Emily”

- **Week 8: March 6-8**
  
  **T**- Capstone Work-no class
  
  **R**- Optional Conferences (my office)

- **Week 9: March 13-15**
  
  **T**- **SPRING**
  
  **R**- **BREAK**
-Week 10: March 20-22
  T- Mason “Shiloh”
  R- Updike “A&P”

-Week 11: March 27-29
  T- Fiction Exam
  R- EASTER BREAK

-Week 12: April 3-5
  T- Review Poems xxi-xlvi
  R- Shakespeare “Sonnet 73”

-Week 13: April 10-12
  T- Shelley “Ozymandias”
  R- Hopkins “Spring and Fall”

-Week 14: April 17-19
  T- Yeats “The Second Coming”
  R- Thomas “Fern Hill”

-Week 15: April 24-26
  T- Larkin “High Windows”
  R- Olds “The One Girl at the Boys’ Party”

-Week 16: May 1-3
T- Optional Conferences (my office)

R- CAPSTONE ESSAY DUE (my office)

- Week 17: (Date to be determined) Poetry Exam