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.

ENGL 2341 “Introduction to Literature” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have theme-based weekly literary readings, including poetry, short fiction, non-fiction, and drama. Students are expected to read these literary selections and prepare for weekly discussions; they will take a short quizzes, and discussions and other activities will take place during the week. In addition to the quizzes and post discussions, students will take exams over four thematic units, and will submit two short papers involving a number of their readings, and one substantial research paper. These activities average at a minimum 6-8 hours of work each week to prepare for and fully participate in this course.

What We Will Read: Bring the books/article printouts with which we are currently working to class EVERY time we meet!

- *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>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
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<tr>
<td>Quizzes/Written Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Project</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<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
• meet with you to discuss your work in detail anytime you request guidance

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– I do not check the work email over the weekend and will not respond to your email until Monday. Additionally, when you email follow proper email etiquette: Dear Dr. Lameborshi → body of email → Sincerely, Your name. Additionally, when you 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. **Use of Electronics:** Silence your phones and put them away in your backpacks. Silence all other devices and put them away. You can only take notes by hand – no note taking on computers or tablets allowed. The only exception to this rule is if Disability Services has indicated otherwise.

4. **Books and Class Materials:** You must bring to class your books every time. I will not loan my book to anyone who has come to class unprepared.

5. 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. 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.

6. **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.

7. 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.

8. **An excused absence** does not also excuse major essay/major project 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.

9. 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.

10. **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.

11. **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.**

12. **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.

13. All work needs to adhere to **MLA format** with appropriate documentation

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

15. I will not accept emailed assignments.

16. 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.
17. 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.

Note-taking
I expect you to know when to take notes during class lectures but you must also pay attention to what your fellow students are saying and take notes when they make insightful points. I will pose leading questions most of the time to get students to think in certain directions and consider certain viewpoints. My goal is to get students to come to the realization that would enable them to perform sophisticated literary analysis, and say all that needs to be said, effortlessly, in their own voices. So, take notes during class discussions as well.

Notes must be taken in writing, and therefore I will not allow note taking on electronic devices, unless Disability Services has notified me that you need to take notes electronically.

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. A withheld grade does not mean that the student will receive one-on-one distance instruction from the professor, but the student herself/himself is responsible for completing the work on his or her own initiative and effort.

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 and Resource Center is an award-winning program that provides free peer tutoring for many entry-level courses. The AARC transforms the way students learn through online resources, on-call tutoring at walk-in tables, 1:1 appointments, online writing lab, and student instructor reviews and learning teams both led by students who have successfully completed the course.
Hours of Operation:
- 1:1 appointments: Sign up during the AARC’s open enrollment periods. (September 18 & 19)
- Ask a Tutor / Zoom: An AARC tutor is available to chat through a Zoom online meeting room from 3 p.m. to 7 p.m. Sunday. Visit the Online Resources page for more information.
- Walk-In Tables: Available 3 to 7 p.m. Monday through Thursday, writing walk-in tables are an "open lab" format. AARC laptops may be checked out or bring your own.

Online Writing Lab (OWL): Log in to your Brightspace by D2L account and view your list of courses for more information.

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.

Counseling Services: Counseling is a free service for all students at SFA. Mental health and safety is crucial to everyone’s well-being and success, and if you are having issues with stress, anxiety, panic, lack of focus, or any other issues due to life events, etc., please do not hesitate to contact the counseling office. Below you will find all the pertinent information:

Location: 3rd floor of the Rusk Building
Phone: 936-468-2401
counseling@sfasu.edu
Office Hours: Monday-Friday 8:00 am-5:00 pm

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 Calendar – ENG 200 – Subject to change

Tuesday, August 27: Course Introduction and Syllabus
   **Homework:** Read Langston Hughes’ “Ballad of the Landlord” (p. 519); E. E. Cummings’ “[next to of course god america i]” (p. 520); Li-Young Lee’s “Persimmons” (p. 534); Natasha Treltheway’s “Pilgrimage” (p. 540); Adrienne Su’s “Escape from the Old Country” (p. 543).

Thursday, August 29: Discuss Speaker, Situation, and Setting. Discuss readings.
   **Homework:** Read Adrienne Su’s “On Writing” (p. 553); William Blake’s “London” (p. 554); Paul Laurence Dunbar’s “Sympathy” (p. 555); W. H. Auden’s “[Stop all the clocks, cut off the telephone]” (p. 556); Martin Espada’s “Of the Threads that Connect the Stars” (p. 560).

Tuesday, September 3: Discuss Theme, Tone, Language, and Word Choice.
   **Homework:** Read Todd Boss’ “My Love for You Is So Embarrassingly” (p. 585); Amit Majmudar’s “Dothead” (p. 586); Emily Dickinson’s “[Because I could not stop for Death—]” (p. 583); Linda Pastan’s “Marks” (p. 582).

Thursday, September 5: Discuss Visual Imagery and Figures of Speech.
   **Homework:** Read Howard Nemerov’s “The Vacuum” (p. 603); Adrienne Rich’s “Diving into the Wreck” (p. 603); Brian Turner’s “Jundee Ameriki” (p. 606).

Tuesday, September 10: Discuss Symbol.
   **Homework:** Read Poetry Packet on D2L.

Thursday, September 12: Discuss reading.

Tuesday, September 17: Introduction to short fiction.
   **Homework:** Read Raymond Carver’s “Cathedral” (p. 33) and Judith Ortiz Cofer’s “Volar” (p. 203).

Thursday, September 19: Discuss point of view and symbol.
   **Homework for September 26 Online Forum:** Read Edgar Allan Poe’s “The Cask of Amontillado” (p. 115) and Ernest Hemingway’s “Hills Like White Elephants” (p. 123).

Tuesday, September 24: **Class Cancelled:** Dr. Lameborshi is attending/presenting at the 25th Associazione Italiana di Studi Nord Americani (Italian Association for North American Studies, AISNA) Biennial Conference.

Thursday, September 26: **Class Cancelled:** Dr. Lameborshi is attending/presenting at the 25th Associazione Italiana di Studi Nord Americani (Italian Association for North American Studies, AISNA) Biennial Conference.
   **Complete Online Forum Discussion by 11:30 on D2L!**
   **Homework for October 1:** Jamaica Kincaid’s “Girl” (p. 127) and Toni Morrison’s “Recitatif” (p. 139).

Tuesday, October 1: Discuss point of view and character. Discuss reading.
   **Homework:** Read Edwidge Danticat’s “A Wall of Fire Rising” (p. 234) and William Faulkner’s “A Rose for Emily” (p. 308).

Thursday, October 3: Discuss Symbol and readings.
   **Homework:** Read Junot Díaz’s “Wildwood” (p. 455)

Tuesday, October 8: Discuss reading. Midterm Review.

Thursday, October 10: Midterm
Tuesday, October 15: Introduction to Drama.
  **Homework:** Read August Wilson’s *Fences* (p. 874)

Thursday, October 17: Discuss reading.

Tuesday, October 22: Screen *Fences*

Thursday, October 24: Screen *Fences*
  **Homework:** Read *Antigone* (p. 1211)

Tuesday, October 29: Discuss reading. **Film response Due on D2L by 11:30 pm.**

Thursday, October 31: **Online Forum.**

Tuesday, November 5: Introduction to the novel.
  **Homework:** Read chapters 1-4 in *The Reluctant Fundamentalist*

Thursday, November 7: Discuss reading.
  Read chapters 5 - 8 in *The Reluctant Fundamentalist*

Tuesday, November 12: Discuss reading. **Writing Project Due at 11:30 pm on D2L.**
  Read chapters 9-10 in *The Reluctant Fundamentalist*

Thursday, November 14: Discuss reading.
  Read chapters 10-12 in *The Reluctant Fundamentalist*

Tuesday, November 19: Presentations

Thursday, November 21: Presentations

Tuesday, November 26: Thanksgiving Break

Thursday, November 28: Thanksgiving Break

Tuesday, December 3: Presentations

Thursday, December 5: Presentations

December 9-13: Final Examinations