Fall 2019
English 200.495, 200.496
Stephen F. Austin Department of English
Nacogdoches High School, Room 111

Teacher: Kristin D. Thomas
Classroom phone: 564-2466 x2111
English office phone at SFA: 468-2101
e-mail address: k_thomas@nacisd.org
kdthomas@sfasu.edu
Conference: 7th period

Description:
*English 200: Introduction to Literature* is an introductory level literature course designed to guide students through analysis of different literary forms including short fiction, poetry, drama, and the novel. In this course, students will learn basic concepts of literary analysis in order to analyze the relationship between literature and the human condition.

The assignments in the course are geared toward short analytical responses and longer essays. Students will respond to the reading through journal responses, reading quizzes, essay exams, and literary analysis essays.

The readings in this course are selected to explore the idea of monsters, both literal and figurative. Students will be encouraged to consider the concept of a monster as that concept has been treated in many literary forms.

CREDIT HOUR JUSTIFICATION

ENGL 200 “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. ENG

GENERAL EDUCATION CORE CURRICULUM

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.
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).

Course Textbooks:

- Beowulf a Verse Translation by Seamus Heaney
- Frankenstein by Mary Shelley
- Maus: A Survivor's Tale by Art Spiegelman
- Othello by William Shakespeare
- Catcher in the Rye by J. D. Salinger

Poems and short fiction will be provided to students in print or pdf format during the semester.

Attendance/Schedule:

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.

I am available by appointment from 3:00-4:00, before school, and during lunch for tutorials and for make-ups. My conference is during first period. Please make every effort to make up assignments and to get help during these times.

**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/.

**Grades:**
All grades for this course will be posted in D2L.
Your grade in this class will reflect the work that you do on quizzes, exams, essays, and in-class work done throughout the course of the semester.

Daily work will consist of exercises done in the process of analyzing fiction, discussions, journal reflections, vocabulary development, and participation.

Exams will be written responses to open ended questions on the readings we have studied.

During the writing process for each essay, I will develop a rubric based on the assignment and on class instructional needs. Your papers will be graded based on the rubric and grades will be assigned using the following scale:

- **A** – Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. The paper is mechanically pristine with only the smallest grammatical defects.
- **B** – Very good composition, content, style, and mechanics; demonstrates logical thought, adequate topic development, supporting details, and meaningful examples. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by grammatical errors.
- **C** – Acceptable content, but style, organization and/or mechanics are uneven and need revision, OR the composition may lack thoughtfulness and consideration of the subject matter as evidenced by inadequate topic development and lack of concrete details, OR the writer’s credibility is damaged by multiple grammatical and mechanical errors.
- **D** – This grade represents below average, unsatisfactory work. This paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused on the assignment given, OR the purpose and meaning of the paper is severely obscured by numerous grammatical and mechanical errors.
- **F** – The student turned something in but did not do the assignment provided.

**Course Requirements:**

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<tr>
<th>Course Component</th>
<th>Percentage</th>
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<tr>
<td>Unit 1 Exam</td>
<td>10%</td>
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<td>Unit 2 Exam</td>
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<td>Drama Essay</td>
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<td>Fiction Essay</td>
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<td>Final Exam</td>
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<td>Quizzes</td>
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<td>Discussions</td>
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**Course Timeline**

**Unit One—The Thing that Goes Bump in the Night**

**Week One:** August 26-30

- Introduction to course
- Begin *Beowulf*
- Membean, Turnitin, D2L and other electronic resources

**Week Two:** September 2-6
➢ Labor Day
➢ *Beowulf Discussion*
➢ Analysis Paragraphs
➢ *Beowulf* Quiz

**Week Three:** September 9-13

➢ “Where are You Going, Where Have You Been?” by Joyce Carol Oates
➢ “Leda and the Swan” by William Butler Yeats
➢ “Rime of the Ancient Mariner” by Samuel Taylor Coleridge
➢ Begin *Frankenstein*

**Week Four:** September 16-20

➢ Reading and Discussing *Frankenstein*

**Week Five:** September 23-27

➢ Reading and Discussing *Frankenstein*
➢ Exam Unit 1

**Unit Two—Monsters Among Us**

**Week Six:** September 30- October 4

➢ “Sweat” by Zora Neal Hurston
➢ “Hunters in the Snow” by Tobias Wolff
➢ “My Last Duchess” by Robert Browning
➢ “Sky Now Black with Birds” Jamaal May
➢ Begin *Maus*

**Week Seven:** October 7-11

➢ Student Holiday
➢ *Maus* Discussions
➢ Unit 2 Exam

**Unit Three—The Monster Within**

**Week Eight:** October 14-18

➢ “Young Goodman Brown” by Nathaniel Hawthorne
➢ Excerpt from *Dry* by Neal Shusterman
➢ “What you Pawn, I will Redeem” Sherman Alexie
➢ “The Mill” by Edwin Arlington Robinson
➢ “The Jilting of Granny Weatherall” by Katherine Anne Porter
➢ “Karma” by Edwin Arlington Robinson

**Week Nine:** October 21-25
➢ Othello

Week Ten: October 28-November 1
➢ Othello
➢ Begin Othello Analysis Essay

Week Eleven: November 4-8
➢ Othello Analysis Essay Due

Week Twelve: November 11-15
➢ Begin Catcher in the Rye

Week Thirteen: November 18-22
➢ Catcher in the Rye
➢ Begin Catcher in the Rye Essay

Thanksgiving Break

Week Fourteen: December 2-6
➢ Catcher in the Rye Essay Due
➢ Introduce Final Exam

Week Fifteen: December 9-13
➢ Finals Week