Fall 2019
English 200.497
Introduction to Literature
Department of English, SFASU
Professor: Erin Galope
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Meeting Times and Location: Wills Point High School

Description:
ENG 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.

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:
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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 Norton Introduction to Literature, 11th edition or later (PROVIDED BY SCHOOL)
Nickel and Dimed, Barbara Ehrenreich (PROVIDED BY SCHOOL)
The Handmaid’s Tale, Margaret Atwood (MUST BUY ON YOUR OWN – You must have a copy by November 4)

Other reading materials will be posted online.

Course Requirements: ****
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 during practically every session in some manner, whether through quizzes, written responses, or through course discussions. (The following statement is an example and not intended to be a standardized grade guideline): Grades will be computed in the following fashion: (Please note the inclusion of the Capstone Assignment).

Unit Tests: 80% (each worth 20%)
Pop Quizzes/Written Responses: 10%
Participation: 10%
Total: 100%

A large part of your in class presentation grade is class participation. If you are called upon and offer no feedback or have not read then you will lose 5% of your grade If you are absent on a day that you are slated to present then you cannot make this up (unless it is an excused absence).

Your running points/grade will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned:

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More information on the essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, short answer, and essay formats.

**Grade Criteria and Policy:**
Overall, your grade will be based on a total of TBA points. To be fair to all students in the class, I have not given more weight to any one assignment or exam. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

**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.

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. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence’s excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course.

**Note regarding make-up and late work: Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

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.

Student Academic Dishonesty Original Implementation: Unpublished Last Revision: January 31, 2017

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty 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 Revised 7/29/2019
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. Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure: 1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved. 2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision. 3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade. 4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

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, 4683004 / 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/.

Schedule of Readings/Topics

Week One (August 26-30)
Monday, August 26 – Syllabus and class procedures
Wednesday, August 28 – Who is the Speaker?
   o Read p. 887-888 “In a Prominent Bar in Secaucus One Day”
   o Read p. 889-891 “Soliloquy of the Spanish Cloister”
   o Read p. 892 “Death of a Young Son by Drowning”
   o Read p. 897 “We Real Cool”
   o Read p. 934-935 “Tu Do Street”

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What is the Setting?
  o Read p. 916 “The Flea”
  o Read p. 916-918 “To His Coy Mistress”
  o Read p. 923-925 “Persimmons”
  o Read p. 939-940 “Africa”

Friday/August 30 - Theme and Tone
  o Read p. 950-951 “Woodchucks”
  o Read p. 930-931 “Alzheimer’s”

Word Choice/Order
  o Read p. 981 “Sex without Love”
  o Read p. 983 “The Red Wheelbarrow”

Week Two (September 2 - 6)

Monday, September 2 ***Holiday***

Wednesday, September 4
  - Imagery
    o Read p. 990 “Kind of Blue”
    o Read p. 992 “Marks”
    o Read p. 993 “Because I Could Not Stop for Death”
  - Symbolism
    o Read p. 1019-1020 “The Leap”
    o Read p. 1022-1023 “One Perfect Rose”
    o Read p. 1023 “The Sick Rose”

Friday, September 6
  - Sounds/Meter
    o Read p. 1045-1046 “The Charge of the Light Brigade”
    o Handout (Google Classroom) “The Raven”

Week Three (September 9-13)

Monday, September 9
  - Words and Music
    o Handout (Google Classroom) “Spring”
    o Handout (Google Classroom) “Mr. Tambourine Man”
    o Read p. 1067 “Hip Hop”
  - Internal Structure
    o Read p. 1071-1072 “Sonrisas”
    o Read p. 1073 “Blackberry Eating”
    o Read p. 1076-1078 “Frost at Midnight”

Wednesday, September 11
  - External Form
    o Read p. 1095 “Do Not Go Gentle into That Good Night”
    o Read p. 1101 “Easter Wings”
  - The Sonnet
    o Read p. 1108 “How Do I Love Thee?”

Friday, September 13
  - Haiku
    o Read p. 1118-1119 Versions of Old Pond

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Week Four (September 16-20)
Monday, September 16
- Epic Poems
  - Read p. 1148-1161 “Goblin Market”
- Poetry Review

***Wednesday, September 18***
- Poetry Unit Test

Friday, September 20
- Elements of Drama/ Cultural Context/Civil Rights Movement
- *Fences*
  - Read Act I, Scene 1 – p. 1425-1435

Week Five (September 23-27)
Monday, September 23
- *Fences*
  - Read Act I, Scene 2 and 3 – p. 1435-1444
  - Read Act I, Scene 3 – p. 1439-1444

Wednesday, September 25
- *Fences*
  - Read Act I, Scene 4 – p. 1445-1453
  - Read Act II, Scene 1 – p. 1453-1462

Friday, September 27
- *Fences*
  - Read Act II, Scene 2 – p. 1462-1463

Week Six (September 30-October 4)
Monday, September 30
- *Fences*
  - Read Act II, Scene 3 – p. 1463-1467
  - Read Act I, Scene 4 – p. 1467-1473

Wednesday, October 2
- *Fences*
  - Watch Film

Friday, October 4
- *Fences*
  - Watch Film
  - Drama Review

Week Seven (October 7-11)
***Monday, October 7***
- Drama Unit Test

Wednesday, October 9
- Introduction to Non-Fiction
  - *Nickel and Dimed*, p. 1-10

Friday, October 11
- *Nickel and Dimed*, p. 11-21

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Week Eight (October 14-18)
Monday, October 14 (Student Holiday)
Tuesday, October 15 (Student Holiday)
Wednesday, October 16
   - *Nickel and Dimed*, p. 22-42
Friday, October 18
   - *Nickel and Dimed*, p. 42-49

Week Nine (October 21-25)
Monday, October 21
   - *Nickel and Dimed*, p. 51-86
Wednesday, October 23
   - *Nickel and Dimed*, p. 86-101
Friday, October 25
   - *Nickel and Dimed*, p. 101-114

Week Ten (October 28-November 1)
Monday, October 28
   - *Nickel and Dimed*, p. 114-134
Wednesday, October 30
   - *Nickel and Dimed*, p. 134-169
Friday, November 2
   - *Nickel and Dimed*, p. 169-175

Week Eleven (November 4-8)
Monday, November 4
   - *Nickel and Dimed*, p. 175-221
   - Non-Fiction Unit Review
***Wednesday, November 6***
   - Non-Fiction Unit Test
Friday, November 8 – Start Fiction Unit
   - *The Handmaid’s Tale*
      o Read Chapters 1-4

Week Twelve (November 11-15)
Monday, November 11
   - *The Handmaid’s Tale*
      o Read Chapters 5-10
Wednesday, November 13
   - *The Handmaid’s Tale*
      o Read Chapters 11-16
Friday, November 15
   - *The Handmaid’s Tale*
      o Read Chapters 17-19

Week Thirteen (November 18-22)
Monday, November 18
   - *The Handmaid’s Tale*
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Read Chapters 20-25
Wednesday, November 20
   - *The Handmaid’s Tale*
   - Read Chapters 26-31
Friday, November 22
   - *The Handmaid’s Tale*
   - Read Chapters 32-34

**Week Fourteen (November 25-29)**
Monday, November 25 – Holiday
Tuesday, November 26 – Holiday
Wednesday, Nov. 27 - Holiday
Thursday, November 29 – Holiday
Friday, November 30 – Holiday

**Week Fifteen (December 2-6)**
Monday, December 2
   - *The Handmaid’s Tale*
   - Read Chapters 35-40
Wednesday, December 4
   - *The Handmaid’s Tale*
   - Read Chapters 41-46
Friday, December 6
   - *The Handmaid’s Tale/Fiction Review*

**Week Sixteen (December 9 - 13)**
Monday, December 9 – TBD
Tuesday, December 10 - TBD
***Wednesday, December 11***
   - *The Handmaid’s Tale/Fiction Unit Test (Negotiable)*
Thursday, December 12 – TBD
Friday, December 13 – TBD

**Week Seventeen (December 16-20)**
Monday, December 16 – Final Grades are submitted to SFA
Friday, December 20 – Early Release

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