Spring 2019
English 200.701
Introduction to Literature
Department of English, SFASU
Professor: Erin Galope
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Meeting Times and Location: M-F 11:44-12:40 /Room 101 (Wills Point High School)

Description:
“Readings in literary genres, such as poetry, drama, short story, and novel. Prerequisite: six semester hours of freshman English.” General Bulletin, 2012-2013.

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 Norton Introduction to Literature, 11th edition or later
Friday Night Lights, H. G. Bissinger
The Handmaid’s Tale, Margaret Atwood

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:

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

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 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 (January 21-25)
Monday/January 21 – Holiday
Tuesday/January 22 – First Day of Class
Wednesday/January 23 – Introduction to the course and course policies.
Thursday/January 24 – Poetry Unit Starts
  - Who is the Speaker?
    o Read p. 887-888 “In a Prominent Bar in Seacaucus 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”
Friday, January 25
  - 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”

Week Two (January 28-February 1)
Monday, January 28
- Theme and Tone
  o Read p. 949 “Leaving the Motel”
  o Read p. 950-951 “Woodchucks”
  o Read p. 930-931 “Alzheimer’s”

Tuesday, January 29
- Word Choice/Order
  o Handout (Google Classroom) “Of Time and the Line”
  o Read p. 981 “Sex without Love”
  o Read p. 983 “The Red Wheelbarrow”

Wednesday, January 30
- Imagery
  o Read p. 990 “Kind of Blue”
  o Read p. 992 “Marks”
  o Read p. 993 “Because I Could Not Stop for Death”
  o Read p. 994 “A Red, Red Rose”

Thursday, January 31
- Symbolism
  o Read p. 1019-1020 “The Leap”
  o Read p. 1022-1023 “One Perfect Rose”
  o Read p. 1023 “The Sick Rose”

Friday, February 1
- Sounds/Meter
  o Read p. 1037 “Dirge”
  o Read p. 1045-1046 “The Charge of the Light Brigade”
  o Handout (Google Classroom) “The Raven”

Week Three (February 4–8)
Monday, February 4
- Words and Music
  o Handout (Google Classroom) “Spring”
  o Handout (Google Classroom) “Mr. Tambourine Man”
  o Read p. 1067 “Hip Hop”

Tuesday, February 5
- Internal Structure
  o Read p. 1071-1072 “Sonrisas”
  o Read p. 1073 “Blackberry Eating”
  o Read p. 1076-1078 “Frost at Midnight”
  o Read p. 1081-1083 “Ode to the West Wind”

Wednesday, February 6
- External Form
  o Read p. 1095 “Do Not Go Gentle into That Good Night”
  o Read p. 1101 “Easter Wings”

Thursday, February 7
- The Sonnet
  o Read p. 1108 “How Do I Love Thee?”

Friday, February 8
- Haiku
  o Read p. 1118-1119 Versions of Old Pond
Week Four (February 11-15)
Monday, February 11
- Epic Poems
  - Read p. 1148-1161 “Goblin Market”
Tuesday, February 12
- Poetry Review
***Wednesday, February 13***
- Poetry Unit Test
Thursday, February 14 – Drama Unit Starts
  - Elements of Drama/ Cultural Context/Civil Rights Movement
Friday, February 15
- Fences
  - Read Act I – p. 1425-1453

Week Five (February 18-22)
Monday, February 18 – Bad Weather Make-up Day (No school) – Tentative
Tuesday, February 19
- Fences
  - Read Act II – p. 1453-1473
Wednesday, February 20
- Fences
  - Watch Film
Thursday, February 21
- Fences
  - Watch Film
Friday, February 22
- A Raisin in the Sun
  - Read Act I – p. 1780-1808

Week Six (February 25-March 1)
Monday, February 25
- A Raisin in the Sun
  - Read Act II – p. 1808-1833
Tuesday, February 26
- A Raisin in the Sun
  - Read Act III – p. 1833-1844
Wednesday, February 27
- A Raisin in the Sun
  - Watch Film
Thursday, February 28
- A Raisin in the Sun
  - Watch Film
Friday, March 1
- A Raisin in the Sun
  - Watch Film

Week Seven (March 4-8)
Monday, March 4
- Drama Review

***Tuesday, March 5***

- Drama Unit Test
  
  Wednesday, March 6 - Non-Fiction Unit Starts
  
  - Introduction to Narrative Non-Fiction

Thursday, March 7

- *Friday Night Lights*
  
  o Read Chapter 1

Friday, March 8

- *Friday Night Lights*
  
  o Read Chapter 2

**Week Eight (March 11-15) – Spring Break**

Monday, March 11 – No School

Tuesday, March 12 – No School

Wednesday, March 13 – No School

Thursday, March 14 – No School

Friday, March 15 – No School

**Week Nine (March 18-22)**

Monday, March 18 (Student Holiday)

Tuesday, March 19

- *Friday Night Lights*
  
  o Read Chapter 3

Wednesday, March 20

- *Friday Night Lights*
  
  o Read Chapter 4

Thursday, March 21

- *Friday Night Lights*
  
  o Read Chapter 5

Friday, March 22

- *Friday Night Lights*
  
  o Read Chapter 6

**Week Ten (March 25-29)**

Monday, March 25

- *Friday Night Lights*
  
  o Read Chapter 7

Tuesday, March 26

- *Friday Night Lights*
  
  o Read Chapter 8

Wednesday, March 27

- *Friday Night Lights*
  
  o Read Chapter 9

Thursday, March 28

- *Friday Night Lights*
  
  o Read Chapter 10

Friday, March 29
- *Friday Night Lights*
  - Read Chapter 11

**Week Eleven (April 1-5)**

Monday, April 1
- *Friday Night Lights*
  - Read Chapter 12

Tuesday, April 2
- *Friday Night Lights*
  - Read Chapter 13

Wednesday, April 3
- *Friday Night Lights*
  - Read Chapter 14

Thursday, April 4
- *Friday Night Lights*
  - Read Chapter 15

Friday, April 5
- *Friday Night Lights*
  - Read Chapter 16

**Week Twelve (April 8-12)**

Monday, April 8
- *Friday Night Lights* Review

***Tuesday, April 9***
- Narrative Non-Fiction/*Friday Night Lights* Unit Test

Wednesday, April 10 – Start Fiction Unit
- *The Handmaid’s Tale*
  - Read Chapters 1-4

Thursday, April 11
- *The Handmaid’s Tale*
  - Read Chapters 5-7

Friday, April 12
- *The Handmaid’s Tale*
  - Read Chapters 8-10

**Week Thirteen (April 15-19)**

Monday, April 15
- *The Handmaid’s Tale*
  - Read Chapters 11-13

Tuesday, April 16
- *The Handmaid’s Tale*
  - Read Chapters 14-16

Wednesday, April 17
- *The Handmaid’s Tale*
  - Read Chapters 17-19

Thursday, April 18
- *The Handmaid’s Tale*
  - Read Chapters 20-22
Friday, April 19 (Holiday-Good Friday)

Week Fourteen (April 22-26)
Monday, April 22 – Bad Weather Make-up Day (No School) – Tentative
Tuesday, April 23
  - *The Handmaid’s Tale*
    o Read Chapters 23-25
Wednesday, April 24
  - *The Handmaid’s Tale*
    o Read Chapters 26-28
Thursday, April 25
  - *The Handmaid’s Tale*
    o Read Chapters 29-31
Friday, April 26
  - *The Handmaid’s Tale*
    o Read Chapters 32-34

Week Fifteen (April 29-May 3)
Monday, April 29
  - *The Handmaid’s Tale*
    o Read Chapters 35-37
Tuesday, April 30
  - *The Handmaid’s Tale*
    o Read Chapters 38-40
Wednesday, May 1
  - *The Handmaid’s Tale*
    o Read Chapters 41-43
Thursday, May 2
  - *The Handmaid’s Tale*
    o Read Chapters 44-46
Friday, May 3
  - TBD

Week Sixteen (May 6-10)
Monday, May 6 – TBD
Tuesday, May 7
  - *The Handmaid’s Tale*/Fiction Review
***Wednesday, May 8***
  - *The Handmaid’s Tale*/Fiction Unit Test
Thursday, May 9 – TBD
Friday, May 10 – TBD

Week Seventeen (May 13-17) – Finals Week

Week Eighteen (May 20-23)
Monday, May 20 – Final Grades are submitted to SFA
Thursday, May 23 – Early Release