COURSE OVERVIEW

Percy Bysshe Shelley (better known to some as the husband of Mary "Frankenstein" Shelley) wrote that “poets are the unacknowledged legislators of the world.” In celebrating the genius of the poet (no surprise there, as he was a poet himself), Shelley, like other writers before and after him, argued that it is in literature that may be found the truth and beauty of life. Similarly, reading literature can help us to unlock the mysteries and wonders of who we are. Thus this course is as much about appreciating and experiencing the literature we are reading as it is an introduction to reading and writing about literature primarily, but not exclusively, intended for non-English majors.

CATALOG DESCRIPTION: Readings in literary genres, such as poetry, drama, short story, and novel. Prerequisites: 6 hours of freshman ENGL, ENGL 1301 and ENGL 1302. Students must receive a grade of "C" or higher in both those courses.
SNORKELING - You’re comfortable with reading and analyzing literature, and you’re ready to take your knowledge into deeper waters. You want to look below the surface. **Snorkelers** understand that the interplay between literature and culture is often key to unlocking meaning. They are keen to explore the ways texts “talk” to each other. They are equipped to look extensively at a text and from multiple angles, both in classroom discussion as well as in their writing.

SCUBA DIVING - You are very comfortable with “the deeps” of literary analysis, and you’re an avid reader, so you’re ready to "dive in" and see how deeply you can go. You prefer writing assignments that challenge your skill sets. **Scuba Divers** are driven by curiosity and are passionate about taking their writing well beyond the shallows.

HOW TO TAKE THIS COURSE

In her excellent syllabus for her US History Survey II course at Worcester University, Dr. Tona Hangen encourages her students to think of her course as the ocean and “to go as deep” as they dare. Using her concept – with some adjustments for our course – I extend the same invitation to you.

**WADING** - This is your first - and may be your only – college-level literature course, so you want to "stay in the shallows," and you are going to need some "water wings" in the form of additional guidance from the instructor. **Waders** are used to skimming the surface in their writing, and need to work on plunging into the depths more in their writing.
COURSE POLICIES

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

LATE WORK I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. Otherwise, a paper that is a full day late will be automatically marked down half a grade; two days late is a full grade markdown; and three days late is an automatic “D.” No papers will be accepted after four days.

PLAGIARIASM In all of my course, I expect work that represents original work and the correct use of sources. If at any time you are unsure about how to cite a source or how to incorporate work into your writing, please see me for help. If you do engage in plagiarism that is in violation of the university’s Academic Integrity Policy, you will receive a zero for the assignment and be reported to the appropriate Academic Dean. A second offense is an automatic failing grade for the course, and you will again be reported to your Academic Dean. To see the university’s policy, go to http://www.sfasu.edu/policies/academic_integrity.asp.

DISABILITY SERVICES To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS) at 468-3004 / 468-1004 (TDD) as early as possible in the semester to receive accommodations in a timely fashion. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Required Texts


And poetry and short stories provided in D2L.
Grading Scale

An “A” paper is an exceptional paper that meets all of the requirements of the assignment as outlined by the assignment guidelines. Such a paper has a clearly stated and critically sophisticated thesis statement; supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; a formal introduction and conclusion are provided and both paragraphs meet the expectations of introductions and conclusions as outlined by the instructor; and there are few to no grammatical errors.

A “B+” paper is a superior paper that meets all of the requirements of the assignment; thesis statement is clear but lacks some of the critical sophistication of an “A” thesis statement; paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; the introduction and conclusion are for the most part formally constructed and follow most of the guidelines for introductions and conclusions as explained by the instructor; and has a few grammatical errors.

A “B” paper is a strong paper that meets most to all of the requirements of the assignment; the thesis statement is identifiable but lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in places, but not consistent; the introduction and conclusion lack some of the necessary formality and components as stipulated by the instructor; there are several grammatical errors.

A “C+” is a good paper that meets a large number of the requirements of the assignment; the thesis is identifiable, but may be awkwardly constructed and is somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; the introduction and conclusion are too informal and are lacking in some of the components outlined by the instructor; and there are several grammatical errors.

A “C” paper is an average paper that meets most of the requirements of the assignment; the thesis is identifiable, but its claim is vague, observational, or underdeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; the introduction and conclusion are too informal and have few of the components outlined by the instructor; and there are many grammatical errors.

A “D+” is a mediocre paper meets only one or two of the requirements of the assignment; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.
Grading Scale

A **“D” paper** is a poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many errors on each page.

An **“F” paper** does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short and underdeveloped; the paper does not meet the minimum page length; the paper lacks focus; and there are grammatical errors throughout the entire paper.

COURSE REQUIREMENTS

40% **Discussion Boards**: Students will engage in 3-4 discussion boards a week, from responding to questions about the literature, to engaging in directed analyses of the featured texts. Once a week, students will engage in a series of responses to the posts of their Discussion Group members on one of the assigned discussion boards for the week.

10% **Town Hall Meetings**: For each unit, students will be required to attend one "town hall" meeting with the instructor and other students in the course to discuss and ask questions about the literature, as well as discuss course concerns.

50% **Unit Writing Exams**: At the end of each unit, students will complete a 'writing exam' comprised of short answer questions and a short essay to demonstrate their understanding of the featured texts and of important literary concepts, as well as their close reading and analytical skills.
Writing Exam Schedule
WRITING EXAM #1: POETRY UNIT  DUE 9/6
WRITING EXAM #2: SHORT STORY UNIT  DUE 9/20
WRITING EXAM #3: DRAMA UNIT  DUE 10/4
WRITING EXAM #4: NOVELLA / CARMILLA UNIT  DUE 10/14

READING SCHEDULE
W1  INTRODUCTORY MODULE AND SONNET AND POEMS ABOUT CHILDHOOD
W2  POEMS ABOUT MORTALITY, GUN VIOLENCE / GUN CULTURE, AND MOTHERS & FATHERS
W3  SHORT STORY UNIT: "MY SON THE FANATIC," "I STAND HERE IRONING," "THE USE OF FORCE," AND "PUPPY"
W5  DRAMA UNIT: MEDEA AND ANTIGONE
W6  DRAMA UNIT: GOD OF CARNAGE AND AUGUST: OSAGE COUNTY
W7  NOVELLA UNIT: CARMILLA
W8  NOVELLA UNIT: CARMILLA