Syllabus

The Basics

ENG 2341.006: Introduction to Literature
FALL 2020
MW 1-2:15 PM
Dr. Henty, hentym@sfasu.edu
Office Hours: MWF 10-10:50, MW 2:20—3:20 & by appointment (via Zoom)
Office: LAN 245

Course Description

Official Course Description: Readings in literary genres, such as poetry, drama, short story, novel. Prerequisite: six hours of freshman English.
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 the thematic units, and will submit two short papers involving a number of their readings. These activities average at a minimum 6–8 hours of work each week to prepare for and fully participate in this course.

REQUIRED MATERIALS

- Various PDFs and additional reading provided via D2L and links within the calendar

Please bring the assigned reading to class each day.

Student Learning Outcomes

- To learn about various literary genres
- To learn about specific literary terms and concepts useful in the reading and understanding of drama, poetry, and the short story
- To apply one's knowledge of those terms and concepts in the discussing and writing about the literature
- 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
- To explore how personal reactions to literature can enrich our understanding and appreciation of literature
- To learn about and put into practice basic skills for writing critically about literature

General Education Core Curriculum Outcomes

- To demonstrate awareness of the scope and variety of works in the arts and humanities
- To understand those works as expressions of individual and human values within an historical and social context
- To respond critically to works in the arts and humanities
- To articulate an informed personal reaction to works in the arts and humanities
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts
- 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 histories centered on the production of social difference into classroom activities.

COURSE POLICIES

Masks/Face Coverings

COVID-19 MASK POLICY 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.


Attendance

Attendance and active participation in this course are necessary. **If you miss more than four weeks of class (8 days), you automatically fail the course.** Absences will affect your participation/discussion grade for any given day/week, but a few absences per semester are expected, and will not damage your grade.

Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and will affect your grade. Similarly, repeatedly being off task (talking, cellphones, social media, etc.) may result in you being asked to leave the class and counted absent for the day.

Being absent is not an excuse for missed information or assignments; you are responsible for getting notes from others in class and/or keeping up with the schedule. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date.
Extenuating circumstances should be reported to the Office of Community Standards and me as soon as possible—extenuating circumstances require documentation. Outside of prolonged absence due to an extenuating circumstance, I do not distinguish between excused or unexcused absence and do not require documentation.

**Class Meetings and Hybrid Format**

Because of our classroom social distancing capacity and small class size, we should be able to meet face-to-face all as one class on Mondays and Wednesdays (just as we would in any normal semester, but with masks).

With this structure, assuming it stays the same, the course will be a traditional face-to-face course. You will NOT be receiving lecture and instruction in an online format.

However, this is a web-enhanced class. You will need to visit BRIGHTSPACE by D2L regularly to keep up with assignments, contact the instructor, and receive supplemental information for your success in the course. Classroom activities, homework assignments, other instructional materials, and grades will all be posted in BRIGHTSPACE. All homework will be posted in BRIGHTSPACE.

We will need to be flexible and things may change based on circumstances, technology, etc. Please check your D2L Brightspace and SFA email regularly.

If necessary, we will switch to a fully Zoom schedule, but the entire class will still meet via Zoom on both Monday and Wednesday. If you have any questions or concerns about using Zoom technology, contact me.

**Zoom Policy**

During Zoom meetings, students are expected to be attentive and actively participating (answering questions, using chat, completing activities, etc.). If you do not have a microphone or camera, you will need to let me know. There are potential ways for you to participate without these, but I need to know. If you have not informed me, then you will be expected to have your camera on for the entire Zoom meeting. Your microphone should be muted unless you are speaking. Any disruptive behavior, as determined by the instructor, will not be allowed, and students may be asked to stop or leave the meeting depending on severity. Please use common sense and be respectful. If Zoombombing occurs, I will end the meeting, and I will email you via D2L Brightspace with further instructions.

**Submitting Work and Late Work**

You will submit all assignments to D2L (generally as a .docx or .rtf file, and always in MLA format). Rely on the course calendar posted in D2L.

Due to the nature of this course and class discussion, I do not accept any late work. Any grade is better than a 0, so you should always submit something.

Technology issues (your own laptop, D2L, etc.) are NOT an excuse for late work. You are encouraged to back up your work via multiple methods and check for a D2L submission receipt. If you are ever unable to submit an assignment via D2L, you should email it to me prior to the due date instead.
Office Hours

During my office hours, I am available to answer questions and work with students. For the Fall 2020 semester, I will conduct office hours via Zoom (although I will generally be in my office during these times, too) in order to adhere to social distancing protocols. If my office hours do not work for you, simply email me to set up an appointment. This is your time to get one-on-one help or clarification on any assignment. Anytime that you would like additional guidance or feedback on an assignment or reading, I encourage you to come to office hours.

Zoom Meeting for Office Hours:
https://sfasu.zoom.us/j/490280984?pwd=VGpMQ2w1TzdmNXMxK1l6cE52VFFGQT09
Meeting ID: 490 280 984
Passcode: 512282

Disability Policy

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 http://www.sfasu.edu/disabilityservices/.

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.

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.

For more information, please see: Student Academic Dishonesty and Student Grade Appeals
COURSE ACTIVITIES: GRADING & ASSIGNMENTS

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-Class Participation/Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Reading &amp; Lit Term Quizzes</td>
<td>15%</td>
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<tr>
<td>Blog Posts (Threaded Discussions)</td>
<td>20%</td>
</tr>
<tr>
<td>Literary Analysis Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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NOTE: If your grade is borderline, class participation, attendance, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

**Discussion and Participation 10%**

The classroom should be a space of exploration, respectful debate, discovery, reflection, and fun. Be prepared to talk about the literary works on the day we discuss them in class. If you do not understand the readings, feel free to ask questions about what they mean. Let me stress that I’m not looking for “right” answers. I want you to tell me what you think and defend it with reasonable examples from the text. If you do not wish to talk in class, know that your grade (as long as you appear attentive) will be no higher than a C. Try to talk at least once a discussion. If you suffer from paralyzing anxiety regarding speaking in class, please email me during the first week of class so we may discuss options.

I also expect you will listen to your classmates when they are discussing aspects of the literature we read. There is always a chance that you will think that the person talking is a complete idiot, but then again, they may say something brilliant. Always treat people with respect and try to gain the most from what they are saying.

Obviously, if you are not present in class, then you cannot participate. Being absent will affect your discussion/participation grade, BUT if you have fewer than four absences, it should not be a problem.

*This also means no rude behavior in class: no text messaging, no note passing, and no checking your cell phones. Seriously. If I catch you using your cell phone or texting during class I’ll count you absent for that day.*

**Reading & Lit Term Quizzes 15%**

Generally, for each class meeting, we will have either a reading quiz OR a blog post (AKA threaded discussion) due BEFORE CLASS. Reading quizzes will be completed via D2L and are due BEFORE CLASS on the day the reading is due/being discussed. Once class begins, the quiz will close, and missing quizzes will be scored as 0. In addition to the day’s reading, quizzes may include literary terms either from the reading or previous class lectures. Quizzes do NOT have an enforced time limit, but you only have one attempt. I will drop your lowest quiz grade at the end of the semester.
Blog Posts/Threaded Discussions 20%

Generally, for each class meeting, we will have either a reading quiz OR a blog post (AKA threaded discussion) due BEFORE CLASS. Some class days, you will be asked to complete a threaded discussion before class instead of a reading quiz. Each threaded discussion will have a specific prompt, and you will receive a separate assignment sheet with a rubric. Your original post will be due before class, and is designed to help you think deeply about the text for class discussion. You may bring up things that you wrote or read in the discussion in class, and I may call on students to share their responses.

Literary Analysis Essay 15%

You will choose one (or more) text from the course to analyze in more detail through a literary analysis essay. You will receive an assignment sheet with additional details, but the essay will be about 3-5 pages in length. The analysis essay is NOT simply a summary or a personal response to the reading. It will be graded based on your engagement with the text and willingness to delve deeply into complex issues. Your analysis should have a main thesis and be backed up by textual support.

Exams (Midterm 15%, Final 25 %)

You will have two exams, a midterm and a final. Each test will be a mix of multiple-choice, fill-in-the-blank or matching, short answer, and essays. You will be expected to know the literary terms, including being able to identify and discuss them, and specific genre conventions discussed in class. You will be asked to draw connections between texts and authors. We will discuss each of these exams in more detail as we move closer to their scheduled dates.

General Letter Grade Guidelines

A – 90-100% - This grade denotes superior composition, content, style, and mechanics; thoughtfulness, originality, and excellence in topic development, including vividly concrete details, insightful examples, and sophisticated analysis and synthesis of subject matter. Writing is mechanically pristine with only small grammatical issues.

B – 80-89% - This grade denotes very good composition, content, style, and mechanics; thoughtful and adequate topic development; clear and complete details and examples; and consistency in style. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by mechanical errors.

C – 70-79% - This grade denotes acceptable content, but style, organization and mechanics are uneven and need revision, OR the composition is lacking in content and does not sufficiently consider the subject matter as evidenced by inadequate topic development and lack of concrete details, AND/OR the ethos of the writer is damaged by mechanical errors.

D – 60-69% - This grade represents below average, unsatisfactory work. On essays and written responses, the paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused. The paper is very uneven in its content, organization, and style. The meaning of the paper is obscured by mechanical errors.

F – Below 60% - The student did not do the work assigned. See me as soon as possible.
**ADDITIONAL RESOURCES**

**AARC Tutoring**

Visit the SFA Academic Assistance and Resource Center (AARC)! The AARC provides a variety of free academic support programs for students at SFA. Services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. The AARC is located on the first floor of Ralph W. Steen Library. Phone: 936-468-4108, Email: aarc@sfasu.edu, Website: sfasu.edu/aarc

**Counseling Services**

College is stressful! Counseling is a free service for all students at Stephen F. Austin, located on the third floor of the Rusk building. Phone: 936-468-2401, Email: counseling@sfasu.edu, Website: http://www.sfasu.edu/counselingservices/

**Office of Community Standards**

The Office of Community Standards is a great first stop when life is interfering with school. The Office of Community Standards offers students with temporary limiting conditions help in locating services and assistance vital to their continued academic success. The Director of the Office of Community Standards works with a student to determine individual needs and then attempts to package assistance from available resources on campus. Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Community Standards and request an absence notification be sent to their instructors. The Office of Community Standards is located in 315 Rusk. Phone: 936-468-2703, Website: http://www.sfasu.edu/judicial/

**Open SFA/COVID-19 Resources and Information**

Obviously, this Fall 2020 semester is not a “normal” semester because there is a global pandemic. However, SFA is committed to making the semester as normal and safe as possible. You can find out more information about COVID-19 testing, statistics, and protocols here: http://www.sfasu.edu/fall2020