ENGLISH 200: Introduction to Literature (Spring 2020)

Professor: Dr. Sara Henning  
Course Number: English 200-002  
Meeting Time: 9-9:50 a.m. Ferguson 292

Office: LAN 263  
Office hours: M 2-4 p.m., WF 2-5 p.m.  
Email: henningsd@sfasu.edu

COURSE DESCRIPTION

*English 200: Introduction to Literature* is an introductory level literature course designed with the goal to aid students in acquiring the skills necessary to engage, understand, critically analyze, and enjoy multiple literary genres, including short and long-form nonfiction, the novel, and poetry. As they read a range of works belonging to these genres, students will explore the basic concepts of literary technique, narrative, and poetic structures and innovations, and begin to engage with the more advanced cognitive aspects of literature. In addition to these theoretical skills, students will also read below the surface of the texts in this class for their historical, ethical, psychological, social, and philosophical value, developing insight in how literature gives us a window into both the experiences of others and wider appreciation for the human condition.

In addition, through assignments in class (quizzes, exams, essays, and discussions), students will learn how to intelligently respond to the sometimes-complicated concepts found in works of literature. The goal here is for students to be able to take skills of critical thought beyond engagement with literature only into their wider interactions with an increasingly complicated world.

Think of English 200 as a reading and writing workshop. We will focus on reading, writing, and discussing literary texts to become practiced critical readers of those texts. Writing assignments receive extensive written feedback from peers and instructor. In order to help us focus our exploration of literature, we will read through the lens of “Personal Awakening.”

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).

Credit Hour Justification
“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.

REQUIRED TEXTS AND OTHER MATERIALS


❖ Access to OWL Purdue or a recent writer’s handbook

❖ E-mail, regular WWW access, and access to Microsoft Word (available through MySFA free of charge)
COURSE ACTIVITIES

**Reading:** This semester, we will be reading works of creative nonfiction, a collection of poetry, and a memoir. You are expected to come to class having read and, in some cases, having reread the texts and having prepared to contribute to small-group and whole class discussions about the works we’re reading. Expect a minimum of 1.5 hours preparation time for each hour of class time.

I expect for you to approach literature this semester using active reading strategies. Read the piece quickly the first time, only stopping to highlight, underline, or circle any interesting, confusing, or significant text. For the second reading, slow down, continuing to highlight, underline, question, comment, and dialogue with the text. Write in the margins. Note page numbers and cross-reference your notes. Practicing active reading strategies is an essential component in learning effective, successful literary analysis. Periodically, I will ask to see evidence of your active reading skills as we progress through the course (a photocopy of a few pages of novel or poem you’ve read and annotated).

**Writing:** This course requires that you compose a variety of writing assignments. You will write two essays, in addition to completing two exams: a midterm (in class, multiple-choice) and a final (take home, written).

In short, we will be writing a lot, and your peers and I will provide written feedback so that you can become better at reading and analyzing literary texts. Feedback will be given on written assignments within a reasonable period of time. Such skills improve with practice; thus, I require everyone to work through multiple drafts of each major essay. Specifically, your writing assignments are as follows:

**Descriptions of Major Assignments**

*Essay # 1: Close-Reading* (research encouraged but not required). 3-5 pages (not including your Works Cited).


*Essay # 2: Character / Thematic Analysis* (research required). 3-5 pages (not including your Works Cited).

*Final Exam: Poetry Explication* (length TBA) Critical analysis of poetry or poetry and a combination of works covered during the course.

COURSE POLICIES

**Participation:** Because class participation is essential to a course with a reading and writing workshop format, you will be graded on how well you contribute to our class discussions. This grade will reflect not only the degree of your participation, but also the quality of your contributions. Your participation grade also includes in-class writing, peer group workshops, small-group discussions, attendance, timely submission of writing assignments and homework, reading quizzes, and any other activities deemed worthy of participation points.

**Weekly Quizzes.** On a weekly basis, you will be given a quiz (multiple-choice) to assess your comprehension, retention, and synthesis of course material. These quizzes will not be announced, so it will be of importance for you to follow along with course readings.
Assessment & Grading

One of the goals for this course is to encourage you to develop critical reading and analytical skills as you practice thoughtful reading and writing about literary texts. A second and equally important goal is to help you continue to develop your writing skills. Your midterm and final exam will receive grades as the semester progresses.

Final Course Grades:

To pass this course, you MUST meet the following requirements: (1) complete multiple drafts of TWO essays, one of which must have a significant research component; (2) submit ONLY writing you have produced during the current semester for English 200; (3) submit all major course exams (midterm and final); and (4) meet MLA requirements for all submitted work. This is the minimum for PASSING, which means that FAILURE TO FOLLOW STEPS 1-4 WILL RESULT IN A GRADE OF F. Then your course grade will be determined as follows:

**Major Papers: 40%**
400 points. You will be graded on your final drafts of each of your major Essays (Close Reading [Essay #1] at 200 points & Character/Thematic Analysis [Essay #2] at 200 points)

**Quizzes: 15%**
150 points (15 at 10 points apiece)

**Peer Review Workshops: 10%**
100 points (2 at 50 points each)

**Participation: Expected**
It is expected of you to regularly participate in class discussion, submit assignments in a timely manner and turn in all major course assignments.

**Midterm Exam: 15%**
150 points. This exam will be cumulative, multiple choice, and it will occur in class during midterms. On the day of the exam, you must bring your own scantron and #2 pencil.

**Final Exam: 20%**
200 points. This exam will be take-home.

**Final Course Grades (whole letter grades only):**
1000-900 = A; 999-800 = B; 799-700 = C; 699-600 = D; below 600 = F.

**Grading Scale for individual assignments (+/- system):**

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<tr>
<th>Letter</th>
<th>%</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>below 60</td>
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Essay grading rubric is included at the end of this syllabus.

**D2L/Brightspace Dropbox/Turnitin:** Students will submit all final drafts of each major writing assignment and all out-of-class brief writing assignments to D2L Dropboxes that are integrated with Turnitin.com.
Attendance: Students are allowed six absences (approximately two weeks of instruction). I do not differentiate between excused and unexcused absences, and thus I require no explanation for absences accrued. Any additional absences will result in automatic failure of the course.

Additional absences related to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events will also be considered. Students must provide written documentation from which a decision will be made regarding the absence’s excusability.

Students are still responsible for all course content and assignments. Note also that you must turn in all major assignments to pass the course. I take attendance at the beginning of class; arriving more than ten minutes after class begins will result in your being marked absent.

Course Citizenship: Sleeping or reading other materials during class are not acceptable. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity. Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with a lowered participation grade and an absence for the day.

Assignment Submission: All written work will be submitted electronically via D2L. Assignments are due by class time on their due date. All files must be formatted in either .doc or .docx (compatible with Microsoft Word). I will not accept Mac Pages or Google Docs, for example. I will return your drafts via Brightspace/D2L.

Late Work: I will accept major essays for a 10% per day penalty. I will not accept any daily work (discussion questions, quizzes, etc.) after the day and time it is due. You should save your work in multiple places; I highly recommend using online storage such as OneDrive (this one is included as a free-of-charge option in the university’s downloadable subscription of Microsoft Office 365), which are free services you may use to back up your files.

Academic Integrity: Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. 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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Discrimination/Sexual Harassment: At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.
Course Evaluations: Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

The Academic Assistance and Resource Center: The AARC offer free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.

Withheld 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.

TITLE IX STATEMENT

Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship and veteran status. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Unlawful discrimination based on sex includes discrimination defined as sexual harassment.

The Discrimination Complaints policy (2.11) and the Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct policy (2.13) outline the university's commitment and detail the procedures used to prevent, respond, and investigate complaints. It is the responsibility of the university president to ensure that SFA and all its constituencies comply with the provisions of this policy and with all federal and state laws, executive orders and regulations regarding non-discrimination.

The university prohibits and will not tolerate sexual misconduct because such behavior violates the university's institutional values, adversely impacts the university's community interest, and interferes with the university's mission. The university also prohibits retaliation against any person who, in good faith, reports or discloses a violation of this policy, files a complaint, and/or otherwise participates in an investigation, proceeding, complaint or remediation under this policy. Once the university becomes aware of an incident of sexual misconduct, the university will promptly and effectively respond in a manner designed to eliminate the misconduct, prevent its recurrence and address its effects.

Stephen F. Austin State University is dedicated to providing an environment of non-discrimination and equal opportunity in its programs and employment opportunities. The Title IX office supports the University's commitment by offering training, programs and processes that promote an inclusive, diverse and supportive environment consistent with the SFA Way.

To fulfill its mission, the Title IX office:

- Coordinates the delivery of detailed educational programs and training concerning discrimination, harassment, sexual violence, interpersonal violence, and stalking;
- Recommends, develops, interprets and implements policies and procedures in support of non-discrimination;
- Oversees investigations into complaints of discrimination, harassment and sexual violence by promptly organizing an impartial administrative review and addressing any patterns or systemic problems that might be identified during the review of such complaints;
- Serves as the university's designated office responsible for coordinating the University's compliance with state and federal law, including, but not limited to:
- Title IX of the Education Amendments of 1972,
- Violence Against Women Act,
- Campus SAVE Act.
- Works with the Office of the General Counsel to investigate and respond to external complaints (e.g. EEOC, OCR).

The many terms and definitions that surround sexual misconduct issues can be confusing and may create unintended barrier to reporting incidents of sexual misconduct.

It is important to remember, only those options clearly identified as confidential assistance can keep your information private. Generally, any person not identified as a confidential reporter is required to report an incident that is reported to them. This requirement is intended to protect members of the campus community, visitors and guests from criminal and discriminatory behavior.

**Accommodations:** 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 your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)