ENGLISH 200-003.28895

Introduction to Literature

Spring 2020/MWF 12-12:50
Ferguson 183
Dr. Christine Butterworth-McDermott
SFASU English Department

WHERE TO REACH ME:

E-mail: mcdermotc@sfasu.edu (preferred)
OR cmcdsfaclass@gmail.com (if sfasu.edu is having difficulties)

Phone: 936-468-2059

Office: Liberal Arts North 227

Office Hours: Monday/Wednesday/Friday 9:00-10:30
Tuesday 11-12; 1-2:30
Thursday 11-12

Course Description:
Readings in literary genres, such as poetry, drama, short story, and novel.

Credit Hour Justification
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 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.

Prerequisite
6 semester hours of English (131 & 132 or transfer equivalent)
Required Materials For This Course:

- *The Fever* by Megan Abbott (contemporary novel)
- *The Shape of Things* by Neil LaBute (contemporary play)
- *The Crucible* by Arthur Miller (classic play)

Additional items: Ability to read various handouts provided to you (also to be posted on D2L), enthusiasm, ability to talk in class discussion, ability to keep up with reading.

**MY GOALS FOR YOU:**

By the end of the course, I hope you will:

- Feel comfortable reading and interpreting a variety of genres.
- Feel comfortable discussing how authors comment on both universal concerns and contemporary issues.
- Feel more confident in reading and responding to literature.
- Feel confident in articulating original ideas in oral and written form.

**GRADING**

SCALE: 100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 or below=F

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Paper Two</td>
<td>10%</td>
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<tr>
<td>Class Discussion</td>
<td>10%</td>
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<td>Paper Three</td>
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<td>Quizzes</td>
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<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Paper One</td>
<td>10%</td>
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<tr>
<td>Final Exam/Project</td>
<td>20%</td>
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*Important Note*
If a student fails two areas listed above, the student will receive a grade no higher than a D. This is regardless of other tabulations.

**ATTENDANCE (5% of total grade)**

- 0-3 absences = A
- 4 absences = B
- 5 absences = C
- 6 absences = D
- 7 absences = **fail the course**

Being absent is **not an excuse for missed information or assignments**. You should either e-mail a classmate (or me) to find out what went on in class if you are not able to attend. You should pick up any missed packets or material. You must be responsible for all the material discussed in class on the days you were absent—and for the material for the
next class period. If there are any extenuating circumstances regarding your absence(s), please let me know so we can work things out.

**Electronics Policy:**

Except when allowed for classroom assignments, **electronic devices (laptops, cellphones, etc.) must be kept in pockets, purses, or backpacks**—unless you are waiting for a notification during a family emergency (please tell me before class begins).

I’d prefer you to have print copies, but if you are using a Kindle/Nook app just let me know.

If you spend your time on electronics in the classroom when you clearly should be doing an assignment or interacting, I will count you as absent and you will receive 0s on your participation grades. Clearly this would affect your overall grade. Repeat offenders will be dropped a letter grade.

**Note:** I have a hearing loss accommodated by hearing aids, which can be adjusted for greater volume via my phone. Please let me know if you need to make similar accommodations.

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**CLASS DISCUSSION (10%)**

Let me stress that I’m not looking for “right” answers, just tell me what you think. I like the classroom to be lively, so don’t hold back! If you do not wish to talk in class, know your discussion grade (as long as you appear attentive) will be no higher than a C and your grade in the course will be no higher than a B. I grade on:

- Ability to discuss the works in class (high priority)
- Ability to ask intelligent, thoughtful questions. If you do not understand the story, feel free to ask questions about what it means. Feel free to guess as well (oftentimes you won’t be as off base as you might think).
- Engagement with material (have you read?)
- Engagement with other students, particularly when they offer ideas (active listening)
- Respect for yourself, me, other students.

Remember that, although we are talking about fictional plots and characters, they will often touch on a variety of issues that are part of the human character—and because of that, we get attached to them & what they mean. Tread gently but don’t shy away from your opinion either. Even if you don’t agree with someone, treat them well.
QUIZZES (20%)

Reading daily is as important to me as your writing papers or taking exams, so daily quizzes are worth more than a paper or exam grade. Ideally, quizzes are given every class period, but they may be (on occasion) sporadic.

- Quizzes are always given at the beginning of class, before class discussion.
- Quizzes relate to the reading and are assigned on the syllabus. Some days we will skip a quiz—but expect there to be one.
- Their purpose is to help you learn to read stories/critical material for detail. They also give me a good idea of how well you’re doing with the reading. They will either be structured as true-false, fill in the blank, multiple choice or one word or short answers OR as one question on the reading material which requires a short paragraph response.
- Sometimes I give “Group Quizzes” which will require working with a group and coming up with a response or completing an activity. In this case a letter grade is given to the entire group.
- You’ll be expected to be able to name any of these: the author, when the story was written and/or published, when the story is set, the characters (their names, personal traits), aspects of the setting, important objects and events, the differences between the variants.
- Ten question quizzes are graded like this: 10-9=A; 8=B; 7=C; 6=D; 5 or less=F. I do give half points and they are rounded up (for example, 6.5 = C-). Paragraph answers are graded with A, B, C, D, F.
- If you do poorly on a quiz, I will assume you have not read the assignment on that day which affects your attendance & participation grade. The way I look at it is that sometimes life intercedes and you just can’t do everything. There are several quizzes, so if you miss or do poorly on one or two, this will not dramatically your grade. However, failing several is a good indicator you are not reading and this will cause your grade to slip to below average. If this is a problem, I’ll let you know.
- I drop the lowest quiz grade.
- If you are continually receiving poor grades on quizzes, but are reading the material, please see me for help.

Note: There are NO make-up quizzes.

PAPERS (30%)

Three short papers (3 pages) will be required during the course, they’ll be worth 10% a piece and will ask you to respond to the reading we’ve been doing. Papers should be coherent in argument, grammatically precise, and neat in presentation. Explicit prompts will be given and you will be assigned a choice of texts to write about.
There is no mystery to doing well on papers and assignments: be professional in your approach, precise in your word choice, neat in your presentation, and follow the guidelines. I am interested in different approaches, but make sure they can be supported by logical reasoning and examples from the story.

I would urge you to be sensible in your approach to writing. We will probably joke a lot in class (I tend to be fairly irreverent) but when it comes to the paper, be as serious as possible. You don’t want to use any kind of slang (chicks for women, for example), and you probably don’t want to say offensive things. **In other words, remember your audience.**

**ALL PAPERS MUST:**

- Be in essay form (intro, body of evidence, conclusion).
- Be typed, double-spaced in Times or Times New Roman 12.
- Have a standard heading in the top LEFT corner of the page (your name, date, my name, class title).
- Have an original title (DO NOT use the title of the author’s work as your title).
- Include your last name and the page number on each subsequent page (in RIGHT hand corner).
- Be printed in clear ink on good quality paper (mimeo, copy paper, printer paper).
- Be stapled—this lowers the risk of pages of your paper being misplaced.
- Use passages/examples from the novel/story as support.
- Use parenthetical citation—i.e. (Baum 22).
- Use block quoting if quote is longer than 4 typed lines of text.

I will provide an example and checklist.

Always keep copies of what you write for your own protection. **Do not give me the original** of anything. In the event that your work should be lost, or misplaced, you want to make sure you have a back-up copy on a computer or flash drive or cloud.

**Be aware I do not accept the following:**

- Late papers & assignments (Papers **must** be turned in at the beginning of class)
- Incomplete papers
- Papers not typed in standard format as listed above
- Papers with an abundance of spelling/grammatical errors
- Plagiarized papers will result in failure of the assignment and the course—as well as notification to the Chair & Dean (see plagiarism policy later in this syllabus).
**Grading on Papers**

I grade on both content (logic, reasonable tone, use of examples) and form (spelling, verb tense agreements, and sentence structure). Although there will be several, none of my comments are meant to suggest you are a hopeless or stupid writer/student. Rather they are intended to help you improve your ability to articulate your thoughts on paper. Please feel free to ask me to explain any comments I have given you, especially if they do not make sense to you.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>best written, grammatically correct, insightful</td>
</tr>
<tr>
<td>B</td>
<td>well written, grammatically above average, above average argumentation but not exceptional.</td>
</tr>
<tr>
<td>C</td>
<td>average, grammatical errors present, simplistic but not incorrect</td>
</tr>
<tr>
<td>D</td>
<td>written in fragments or run-ons, limited or with errors in terms of writing or in terms of meeting assignment requirements</td>
</tr>
<tr>
<td>F</td>
<td>plagiarized, grammatically unreadable, incomplete, does not fulfill assignment, not handed in by deadline.</td>
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All students start off as “C” students and are such until they prove they are “above average” or "below average."

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**Don’t Hesitate to Visit the SFA Academic Assistance and Resource Center (AARC)**
The AARC provides a variety of free academic support programs for students at SFA. Their services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI.

**Contact information:**
Phone: 936-468-4108
Email: aarc@sfasu.edu
In-person: Monday-Thursday 8 a.m.-7 p.m. First floor, Ralph W. Steen Library
For more information about the services provided, visit: [http://sfasu.edu/aarc](http://sfasu.edu/aarc)

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**MID-TERM EXAM (15%)**

There will be a mid-term, worth 15% of your grade. This will give you a good benchmark at the half-way mark. Exams will cover all reading material, lecture notes and/or secondary material. Exams may consist of true-false, multiple choice, identification of important passages, short answer, or essay questions (there will be a choice of questions in each section to answer). **There is NO make-up Midterm.** It cannot be taken early.
FINAL PROJECT/EXAM (20%)

The final consists of two parts and is a take-home final. More details will appear as the deadline approaches.

a) (10%) A creative project in which you will engage in-depthly with a text(s) from the course. There will be options to this part of the project: writing a missing scene, a playlette between two characters, creating a musical playlist with liner notes, writing a series of poems, or creating a photographic essay.

b) (10%) An academic portion in which you will have a choice of questions.

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ETIQUETTE

Please do the following and we’ll all have a happy semester! 😊

🔹 Arrive on time. Coming in late can be disruptive—and it affects both your attendance grade and your participation grade.
🔹 Listen when others are talking. If someone “has the floor,” he/she/they is usually trying to make a worthwhile point. It will be in your interest to listen because it is both polite and because it may show up as an exam question.
🔹 Put away your phone/electronics. Texting, looking at the cell phone, etc. is obviously not acceptable in a learning environment, which requires all your senses. Clearly this would affect your participation grade.
🔹 Be alert to expectations and due dates. I write them down on the board, tell you in class and usually on the assignment sheet/syllabus. If you choose not to do something, that is totally up to you, but you will be graded accordingly.
🔹 Please do not pack up early. I will try to never hold class over the allotted time, but if I am talking or someone else is, don’t move. When I say “that’s it for today” you can start closing your book, putting stuff away, or zipping/unzipping your backpacks.
🔹 Be kind. Don’t treat anyone in a way you wouldn’t like to be treated yourself. Arrogance, rudeness, prejudicial comments, general nastiness doesn’t fly here. We will be required due to the subject matter of the course to talk about some difficult subjects, so be understanding.

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Email Etiquette
When you write/speak to a professor, it is a business exchange. It is a good idea to put your best foot forward. Here are some tips on email.

- Make sure you have a subject line; I know I tend to ignore things that don’t have one. So, “English 200” in the subject line is helpful, or “Chris Hemsworth from 200”
- Salutations are nice: “Hi, Dr. C. (or Christine)” is fine. “Dear Dr. McDermott” is nice, too.
- Be succinct and to the point about what you need: “Could we set up an appointment to talk about how I can do better on the quizzes?”
- Try to avoid writing last minute. If you write an email at 3 am, I won’t answer it before class at 9:30 am. I usually don’t check non-personal email between the hours of 8 pm-9 am. If I don’t respond, I’ve either gotten swamped and/or missed it, please resend or check in.

Please note, **I will not open an attachment without a clear explanation of the attachment in the body of the email.** (i.e. Dear Dr. C, Here’s a copy of my paper. Cheers, Thor).

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**University Policies You Need to Know**

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. 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) the falsification or invention of any information, including citations, on an assigned exercise; 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 are (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 an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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 that is available to help SFA students succeed.

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, 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, 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/](http://www.sfasu.edu/disabilityservices/)

**Psychological/medical needs**
A faculty member is not a trained counselor. If you need emotional counseling (and several of us do), please make sure you take advantage of SFA's free services.

**Contact:**
3rd Floor, Rusk Building  
Phone: 936-468-2401  
counseling@sfasu.edu  
Hours: M-F 8:00am-5:00 pm

**After hours resources:**
UPD: 936-468-2608  
MHMR CRISIS LINE: 1-800-392-8343  
911 for life threatening situations

If you fall ill, be sure to take care of yourself but inform your instructors if you must miss class. Take advantage of medical services offered on campus or go to urgent care.

If you have a temporary limiting situation or condition that requires extra care or management, make sure to contact the Students Rights and Responsibilities Office, as they can assist you with informing your teachers of your needs/absences while maintaining confidentiality. They are located in Rusk 315, Phone: 936-468-2703
Last Words

College (and life!) can be very demanding. So, while keeping your goals in mind, also take the time to take care of yourself. You won’t succeed if you spread yourself too thin. So be good to you, and when things get bleak, remember to relax, talk to me if you need to, and have fun! 😊

Calendar for English 200-003.28895
(Subject to Revision if Necessary)

The selections are thematic, so the stories/poems/and plays are grouped but we'll discuss the themes as we go. Mainly we'll be looking at the literature to see the connections you can find as readers.

Except for The Shape of Things, The Crucible, and The Fever, all reading material will be provided to you via handouts and/or D2L. I will also hand out specific assignments/page numbers as we go.

**Week One**
- **W 1/15** Intro to Course.
- **F 1/17** Discuss assignments for the course. Hand out “Little Red” packet (also on D2L). FOR NEXT TIME: Read variants of “Little Red Riding Hood” (Delarue translation, Perrault, and Grimms).

**Week Two**
- **W 1/21** Quiz, discuss “Little Red” variants. FOR NEXT TIME: Read poems on “Little Red”
- **F 1/23** Quiz, discuss “Little Red” poems FOR NEXT TIME: Read Wendy Wheeler's short story, "Little Red" (set in 1930s Chicago).

**Week Three**
- **M 1/27** Quiz, discuss Wheeler's story. FOR NEXT TIME: Read Lawrence Schimel’s "The Well-Dressed Wolf” (essay).
- **W 1/29** Quiz, discuss Schimel’s essay. FOR NEXT TIME: Read Billy Aronson’s “Little Red Riding Hood” (play)
- **F 1/31** Discuss Billy Aronson. FOR NEXT TIME: Write Paper.
**Week Four**

**M 2/3**  
*Paper One Due.* Discuss next unit and paper assignment. FOR NEXT TIME: Read “Beauty” by Jane Martin (play)

**W 2/5**  
Quiz. Discuss “Beauty.” FOR NEXT TIME: Read “The Jewel of Abandon” by Nina Kiriki Hoffman (story)

**F 2/7**  

**Week Five**

**M 2/10**  
Quiz. Discuss “Where Are You Going, Where Have You Been?” FOR NEXT TIME: Read “I Know What You Need” by Stephen King (story)

**W 2/12**  
Quiz. Discuss “I Know What You Need.” FOR NEXT TIME: Poems/Flash Fiction on beauty/obsession.

**F 2/14**  
Quiz. Discuss stories. FOR NEXT TIME: Read The Shape of Things by Neil LaBute. (play)

**Week Six**

**M 2/17**  
Quiz. Discuss The Shape of Things. FOR NEXT TIME: Read The Shape of Things.

**W 2/19**  
Quiz. Discuss The Shape of Things. FOR NEXT TIME: Read Ernest Hemingway's “The Short and Happy Life of Francis Macomber” (story)

**F 2/21**  
Quiz. Discuss The Shape of Things. FOR NEXT TIME: Read Ernest Hemingway's “The Short and Happy Life of Francis Macomber” (story)

**Week Seven**

**M 2/24**  
Quiz. Discuss Hemingway. FOR NEXT TIME: Read A. M. Homes's “Raft In Water Floating” (story).

**W 2/26**  
Quiz. Discuss “Raft in Water Floating.” FOR NEXT TIME: Read poems (TBA).

**F 2/28**  
Discuss Poems & Paper Two. FOR NEXT TIME: Write Paper Two.

**Week Eight**

**M 3/2**  
*Paper Two Due.* Discuss Exam. FOR NEXT TIME: Study for Midterm.

**W 3/4**  
**MIDTERM EXAM**

**F 3/6**  
Catch-up Day

**Spring Break 3/7-3/15**

**Week Ten:**

**M 3/16**  
Regroup. Discuss reading longer work. FOR NEXT TIME: Read “The Lottery” by Shirley Jackson (story) and Jackson's short essay on the writing of the story.

**W 3/18**  

**F 3/20**  

**Week Eleven**

**M 3/23**  
Quiz. Discuss The Crucible by Arthur Miller. FOR NEXT TIME: Read The Crucible by Arthur Miller.


**Week Twelve**


W 4/1 Quiz. Discuss *The Fever* by Megan Abbott. FOR NEXT TIME: Read *The Fever* by Megan Abbott.


**Week Thirteen**


F 4/10 EASTER

**Week Fourteen**

M 4/13 *Turn in Paper Three*. Discuss the final project. FOR NEXT TIME: Read “What You Learn In College” by Karen Donley-Hayes (essay)


F 4/17 Quiz. Discuss “The Way It Felt To Be Falling.” FOR NEXT TIME: Read “Love is Not a Pie” by Amy Bloom.

**Week Fifteen**

M 4/20 Quiz. Discuss “Love is Not a Pie.” FOR NEXT TIME: Read story or play (TBA)

W 4/22 Quiz. Discuss story or play (TBA). FOR NEXT TIME: Read poems or play (TBA)

F 4/24 Quiz. Discuss poems or play. FOR NEXT TIME: Read “Inamorata” by Jean Thompson.

**Week Sixteen:**

M 4/27 Quiz. Discuss “Inamorata.”

W 4/29 Discussion of in-class final and reminders of final project.

F 5/1 Catch-up Day/Office Hours. FOR NEXT TIME: Prepare for final.

**FINAL DUE DURING FINALS WEEK DURING ANY OFFICE HOUR**

T/R/F: 9-12 or W 10-1:30 pm