Introduction to Literary Analysis

Spring 2020

Conducted Online in D2L (Desire to Learn)
Online chats at 9:00-10:00 a.m. Tuesdays*
Chats are on Tuesdays 9:00 a.m.-10:00 a.m.
(*can be made up in the discussion board if you can’t make the live chat)

Instructor: Dr. Sue B. Whatley
Office: LAN 259; Ph.:468-2031; e-mail swhatley@sfasu.edu

Office Hours Spring 2020

Tuesday: 9:00a.m.-12:00 a.m.
Wednesday: 2:00 p.m.-4:00 p.m.
Face-to-face office appointments may be requested, with a minimum 24 hour notice.

Class Schedule: ENG 132.502 ONLINE COURSE
ENG 200.502 ONLINE COURSE
ENG 381.500 ONLINE COURSE

Texts:


Course Description: English 381 is a writing intensive course designed to prepare English majors, minors and those seeking teaching certification for the type of written literary analysis done in the English field. Though the course may follow introductory literature courses at the 200 level, it is designed to be taken early in the major to introduce students to the various ways literature may be engaged and the critical schools of thought that exist in literary academics. English 381 is designed to help students ponder notions about literature as art, and to help them explore more systematic as well as creative approaches to literary response. In addition, Eng. 381 students will develop proficient research and documentation skills and learn to negotiate the large body of criticism which offers a core component of their written literary analysis.

The program objectives for the BA in English include the following learning objectives:

1. The student will demonstrate the ability to read complex texts, closely and accurately.
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
3. The student will demonstrate knowledge of literary history in regard to particular periods of World, British and American literature.
4. The student will demonstrate ability to effectively conduct literary research.
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

Student Learning Objectives/ goals for this course:

1. To develop a framework for the formal study/analysis of literature. This framework will include the study of literary genres and some sub-genres and will include the study of the structural elements of those genres.
2. To become acquainted with a variety of authors and styles in the masterpieces of the Western canon.
3. To trace commonalities of theme throughout history and culture.
4. To further refine one’s abilities to interpret and analyze literature through oral discussions.
5. To provide students some key tools/ foundational materials which will facilitate continued, independent study of literature.
6. To have students investigate through close critical reading and research how writers’ purposes are affected by a variety of cultural contexts--disciplinary, professional, and social.
7. To examine literature from multiple perceptions and multiple literary/critical perspectives.
8. To develop and perfect a variety of ways of writing about the literature being analyzed.
9. To consider one’s professional and creative entrance into the field of critical analysis.
8. To have students ALWAYS maintain a courteous attitude and a positive, supportive, professional tone when responding to literature or to others’ comments about that literature.
9. To develop as a critical thinker and in the expression of one’s analysis of literary selections.
10. To locate and discriminate sources of literary criticism and to reflect upon and incorporate elements of this body of criticism in one’s own literary responses.
11. To follow documentation and formatting requirements in written work, as well as addressing mechanical and technical accuracy in written work.

**Content and Assignments:** All instructional materials are delivered through the “Content” tool of the course. Every week or every few weeks, a module will open and that module will contain all the instruction of the course, along with links to the various assignments. Those assignments will also appear in the course calendar—but if you skip to the calendar without reading the content, you won’t know how to complete an assignment. So—always make sure you have read the notes and other types of instructional material first, and then move to the assignments.

**Attendance:** As this class is an online course, students will not meet in the regular classroom; instead, all instruction will be delivered through learning modules, in discussion boards, through chats and other collaborative document-sharing sites. Students will be required to participate in virtual activities, and will not be allowed to miss more than six activities in a row without being in danger of failing the course. This semester, there will be a first, fifth, and twelfth class day roll call in the discussion board under the attendance forum. Failure to post your attendance check will lead to your being dropped by the Registrar’s office, so make sure you do these three attendance checks.

Students will be allowed to make up work from excused absences only (essentially medical or family emergencies, or SFA sponsored activities) and the work will be due within a few days of the due date unless otherwise authorized by the professor.

**Online Chats** for this course will take place on:
Tuesdays, 9:00 a.m.-10:00 a.m. If you are not able to participate in the chat, you will need to go to the discussion board, where the log will be posted and directions given for responding; you will submit your response there, in the same manner as you would other discussions. Whether you participate in the live chat or in the discussion board, you will receive the same amount of credit.
**Late Work Policy:** As assignments are made well in advance, and listed in the calendar, they should be submitted by the due date or before; it is the policy of this instructor to refuse late work, unless a legitimate, documented excuse is provided. If the excuse is provided, the instructor will give special access to the assignment missed, and the due date will be input. Students should notify the professor when a problem arises, and should under most circumstances be able to arrange to have paper delivered to the professor within a few days if the original date due.

In the event you attempt to submit an assignment, and something glitches, take a screen shot, and e-mail me a copy of your completed work, along with the screenshot and explanation of what happened—either in D2L or to my swhatley@sfasu.edu address. You will still have to submit the assignment through the course tools (dropbox, discussion, quiz), and there will be several corrective steps to make this happen, so it is time consuming, but if you have e-mailed it, we will have proof you had completed the assignment on time. Most assignments are due at 11:30 p.m., but you can avoid problems by not waiting until 11:20 or later to submit.

*NOTE--New Policy: One two-day extension will be granted each student once during the semester. Once granted, students will not be granted another for any reason.*

**Grading:** Grades will total around 1700 possible points, with daily grades counting roughly twenty-five percent of the total grade. The following assignments will determine your grade average:

- Two short papers, 3-6 pages length (200 pts. each)
- One annotated bibliography/summary (200 pts.)
- One longer paper (10-12 pages) (400pts.)
- Quizzes/daily grades/discussions/chats/collaborative work (approximately 400 pts.)

Two exam grades—
- Flannery O'Connor *Collected Stories:* A Collaborative Annotation (150pts)
- Final exam over *Modern Stories of the South* (150 pts.)

**Essays:** All papers and exams are to be the exclusive work of the legitimate participant of the class (see student handbook under academic integrity at SFASU). All final drafts of essays are to be typed (word-processed), double-spaced, following MLA 2016 style. Essays will be evaluated holistically; grammatical mistakes and errors in usage will be marked and considered in the evaluation. Papers will consist of literary analysis, quotes and paraphrased passages from literary texts, and from secondary analytical sources about those works. All essays will be submitted in the dropbox which simultaneously submits to the turn it in system and checks for academic authenticity.

Please save all your work as either an “rtf” file formatted file or a “doc” type file. Do not save as a “pages,” “PDF,” or “Google Doc” as these types of files cannot be read by D2L.
Rewritten Essays: Students will have the opportunity to rewrite essay 1 and 2 if their grade is below “70”. Please refer to the rewrite policy attached to this syllabus.

AARC: As there is a wide range of experience and preparation among Eng. 381 students, some skills (particularly research skills and documentation methods) must be "perfected" by students on an individual basis. The AARC tutors are particularly adept at helping students with these basic writing and research questions, and though the professor is available during office hours, efforts should be made to seek answers to basic skills questions through the AARC. The AARC offers online tutorial help through the OWL (online writing lab) and this semester, they will also offer video chat tutoring, through the D2L tool called ZOOM.

University Policies

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.

Academic Integrity (A-9.1):
Academic integrity is the 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.

**Discrimination/Harassment Policy:** It is the policy of this instructor in this classroom that no persons will be discriminated against or harassed on the basis of gender, age, size, ethnicity/race—or any other category of difference. In fact, we celebrate difference in our classroom. In the event that discrimination/harassment takes place (either reported or observed) involved students will be required to conference with professor before returning to class. SFA policy E-46 governs these issues and establishes a clear procedure for those unable to comply with expectations.

**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, 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/).

**Title IX Policy Concerning Discrimination and Sexual Harassment:**

Stephen F. Austin State University (university) is committed to maintaining a learning and working environment that is free from sex and gender-based discrimination. Sexual harassment, sexual violence, relationship violence, and stalking are forms of sex and gender-based discrimination and will not be
tolerated. The university will take prompt disciplinary action against any individuals or organizations, within its control, who violate this policy. An employee who violates this policy is subject to disciplinary action up to and including termination. A student who violates this policy is subject to disciplinary action up to and including expulsion.

In addition, if you speak with your instructor about an incident addressed in this policy, your instructor is obligated to report that incident to the Title IX office; however, if you are the victim of an incident, in most cases, you will have control over any legal action that takes place regarding the perpetrator.

Grammar and Composition Links
Guide to Grammar and Writing
<http://webster.comnnet.edu/HP/pages/darling/grammar.htm>
GrammarNow! <http://www.grammarnow.com/ >

Literary Links: Voice of the Shuttle; www.themodernword.com ;
www.gutenberg.net ; www.ibiblio.com ; www.poems.com ; and there are many, many others which I will attempt to share as the course progresses.

Procedure for Rewriting an Essay: Online Student Version

1) Your paper will be returned electronically with a request that you rewrite. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In some cases, you may need to completely reconceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”

2) Use your grammar handbook to help you understand the markings and comments I have made. You must understand what you have done wrong before you can rewrite.

3) Contact an AARC tutor (through the OWL or on campus) and discuss the graded paper and assignment with your tutor. Once your tutorial session has taken place, I will receive a notification. (You will as well, and you’ll need to save it, in the event I don’t receive one.) You need to chat with me, talk on the phone or come by my office hours after your AARC session in order to resubmit your paper.

4) When you are sure that you understand what your problems were on the original, rewrite the paper, proofread it, attach the AARC tutorial form, and submit in the assignment section entitled “Rewrites.” Rewrites will be graded as soon as possible after submission.
5) Rewrites must be submitted within one week of the returned original paper.

6) The grade for the rewritten essay will be averaged with the grade received on the original.
ENG 381  
Spring 2020  
Timeline

*Assignments as well as dates are subject to change at the discretion of the instructor. Discussions and chats are not listed in the timeline, but papers are listed in red, quizzes in green, and other dropbox assignments are in blue.

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<th>Week 1: Jan 15—Jan. 19</th>
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<tr>
<td>Introductions</td>
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<td>Introduction Module</td>
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<td>Module I: What is Art?</td>
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<tr>
<th>Week 2: Jan. 20—Jan. 26 [Jan. 20th Martin Luther King Holiday]</th>
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<tr>
<td>Jan. 22—Diagnostic Essay Due</td>
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<td>Module II: Genres, literary movements, terminology</td>
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<td>Literary Criticism/Literary Theory</td>
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<td>How to Get Started and Ways to Write</td>
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<th>Week 3: Jan. 27th—Feb. 2 [Jan. 31st—12th class day]</th>
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<tr>
<td>Module III: Ch 1 and 2 of <em>Texts and Contexts</em></td>
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<td>—Quiz over Ch. 1 and 2</td>
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<td>Module IV: Ch 9</td>
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<td>Short paper 1 due (Philosophy of Composition)</td>
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<th>Week 4: Feb. 3—Feb. 9</th>
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<td>—Quizzes associated with the Module IV library modules due</td>
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<td>Module V: Ch. 3 and Ch. 4</td>
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<td>—Outlines for New Critical and Reader-Response theories</td>
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<th>Week 5: Feb. 10—Feb. 16</th>
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<td>Module VI: Ch. 5 and Ch. 6</td>
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<th>Week 6: Feb. 17—Feb. 23</th>
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<td>Module VII: Ch. 7 and Ch. 8</td>
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<tr>
<td>Assignment from Module IV due (Annotated Bibliography/Summary)</td>
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Week 7: Feb. 24—March 1

Begin Module VIII: *The Collected Stories of Flannery O’Connor*
A Collaborative Reading
Read O’Connor

Week 8: Mar. 2—Mar. 8 [Midterm March 4th]

O’Connor

Week 9: Mar. 9—Mar. 15

Spring Break

Week 10: Mar. 16—Mar. 22 [Mar. 18th last day to drop classes]

O’Connor
O’Connor—Criticism worksheets due

Week 11: Mar. 23—Mar. 29

Annotations/ total list due

Week 12: Mar. 30—Apr. 5

Long paper (O’Connor) due
Begin Module IX: *Stories of the Modern South*—

Week 13: Apr. 6—Apr. 12 [Easter Break Apr. 9-Apr. 10]

*Stories of the Modern South*

Week 14: Apr. 13—Apr. 19

*Stories of the Modern South*

Week 15: Apr. 20—Apr. 26

---Critical Perspectives Quiz due
*Stories of the Modern South*

Week 16: Apr. 27th—May 3 [Dead Week]

Short Paper #2 due (O’Connor’s Modern Contemporaries)
Week 17: May 4—May 8 (Finals Week)

Final Exam

**Final Exam Online:** Opens May 4th at 8 a.m.—ends May 7th at 5:00 p.m. (must be taken in one sitting and can only be taken once.)