Fall 2021

English 2341.010 and 2341.011
Introduction to Literature
Department of English
SFASU Professor: Erin Galope
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Meeting Times and Location: Wills Point High School

Description:
“Readings in literary genres, such as poetry, drama, short story, and novel. Prerequisite: six semester hours of freshman English.” General Bulletin, 2012-2013.

SFA Core Curriculum Objectives:
In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:
1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

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).

By enrolling in ENG 2341 you are also enrolling in a Core Curriculum Course that fulfills the Core Complete Requirement for High School Dual Credit requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Faculty provide various assignments including, but not limited to, reflection paper, literary-analysis essay, research paper, journal writing, presentations, creation of digital objects, exams, project-based assignment, and peer review.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Students will receive instruction on how to access and use Ask Online for free tutorial assistance on written assignments and receive</td>
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</table>
information on local campus or college face to face tutoring in written and oral/visual communication.

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<tr>
<th>Empirical and Quantitative Skills</th>
<th>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</th>
<th>Students will receive numerical and written feedback in order to determine their own final grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose goal.</td>
<td>Students will form groups, problem solve within the group, and create a final project with a partner.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Students will be able to see a variety of assignments, tests, projects, essays, quizzes, and journals with appropriate timelines on their MYSFA accounts. They will develop a plan for time management.</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competences, knowledge of civic responsibility, and the ability to engage effectively in regional, nationals, and global communities.</td>
<td>Students will be able to make connections through a variety of literature. Students will read various types of literature, such as poetry, music, plays, non-fiction, and fiction in order to make connections to the communities surrounding them.</td>
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</tbody>
</table>

**Required Text:**

*The Norton Introduction to Literature, 11th edition or later* (PROVIDED BY SCHOOL)

*The Hot Zone*, Richard Preston (PROVIDED BY SCHOOL)

*Fahrenheit 451*, Ray Bradbury (PROVIDED BY SCHOOL)

*Other reading materials will be posted online through your MYSFA account.*

**Course Requirements: ****

As noted before, this course is a fast-moving survey that requires your commitment to steady reading. Your reading of each day’s assignment will be explicitly tested during practically every session in some manner, whether through quizzes, written responses, or through course discussions. (The following

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A large part of your in-class presentation grade is class participation. If you are called upon and offer no feedback or have not read then you will lose 5% of your grade. If you are absent on a day that you are slated to present then you cannot make this up (unless it is an excused absence).

Your running points/grade will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned:

More information on the essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, short answer, and essay formats.

**Grade Criteria and Policy:**
Overall, your grade will be based on a total of 500 points. To be fair to all students in the class, I have not given more weight to any one assignment or exam. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

Grading Standard:
A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and
dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

Attendance: The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp; i.e., regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence’s excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course.

**Note regarding make-up and late work: Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week

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of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

**Academic Integrity (4.1)**
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.

**Definition of Academic Dishonesty**
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/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf)

**Withheld Grades Semester Grades Policy (5.5)**
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/).

**Mental Health and Wellness**
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

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On-campus Resources:
SFA Counseling Services
www.sfasu.edu/counselingservices
Rusk Building, 3rd Floor
936.468.2401

SFA Human Services Counseling
Clinic
www.sfasu.edu/humanservices/139.asp
Human Services, Room 202
936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday (short day)</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Aug. 23 - 27</td>
<td>What is Poetry?</td>
<td>Speaker/Setting/Theme/Tone</td>
<td>FAFSA Login</td>
<td>Word Choice/Imagery/Symbolism/Sounds</td>
<td>Scholarship List</td>
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<tr>
<td></td>
<td></td>
<td>“In a Prominent Bar in Seacaucus in One Day”</td>
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<td>“Sex Without Love”</td>
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<td>“Soliloquy of the Spanish Cloister”</td>
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<td>“The Red Wheelbarrow”</td>
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<td>“Death of a Young Son by Drowning”</td>
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<td>“Kind of Blue”</td>
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<td>“We Real Cool”</td>
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<td>“Marks”</td>
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<td>“Tu Do Street”</td>
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<td>“Because I Could Not Stop for Death”</td>
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<td>“The Flea”</td>
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<td>“The Leap”</td>
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<td>“To His Coy Mistress”</td>
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<td>“One Perfect Rose”</td>
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<td>“Persimmons”</td>
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<td>“The Sick Rose”</td>
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<td>“Africa”</td>
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<td>“The Charge of the Light Brigade”</td>
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<td>Aug. 30 - Sept. 3</td>
<td>Meter</td>
<td>Music</td>
<td>College Prep</td>
<td>Internal Structure</td>
<td>College Prep</td>
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<td>“The Raven”</td>
<td>“Spring”</td>
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<td>“Sonrisas”</td>
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<td>“Mr. Tambourine Man”</td>
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<td>“Blackberry Eating”</td>
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<td>“Hip Hop”</td>
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<td>“Frost at Midnight”</td>
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<td>Sept. 6 - 9</td>
<td>HOLIDAY</td>
<td>External Form</td>
<td>College Prep</td>
<td>Sonnets and Haikus</td>
<td>College Prep</td>
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<td></td>
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<td>“Do Not Go Gentle Into That Good Night”</td>
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<td>“How Do I Love Thee”</td>
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<td>“Easter Wings”</td>
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<td>Versions of Old Pond</td>
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<td>Sept. 13 - 17</td>
<td>Epic Poems</td>
<td>Epic Poems</td>
<td>College Prep</td>
<td>Poetry Review</td>
<td>College Prep</td>
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<td>Sept. 20 - 24</td>
<td>Poetry Unit Test</td>
<td>Intro to Drama</td>
<td>College Prep</td>
<td>Fences</td>
<td>College Prep</td>
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<td>Act I, Scene 1</td>
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<td>Sept. 27 - Oct. 1</td>
<td>Fences</td>
<td>Fences</td>
<td>College Prep</td>
<td>Fences</td>
<td>College Prep</td>
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<tr>
<td></td>
<td>Act I, Scene 2</td>
<td>Act I, Scene 3</td>
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<td>Act I, Scene 4</td>
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</tbody>
</table>

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| Oct. 4 - 8 | *Fences*  
Act II, Scene 1 | *Fences*  
Act II, Scene 2 | College Prep | *Fences*  
Act II, Scene 3 and 4 | College Prep |
<table>
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<tbody>
<tr>
<td>Oct. 11 - 15</td>
<td>Drama Review</td>
<td><em>Drama Unit Test</em></td>
<td>College Prep</td>
<td><em>Student Holiday</em></td>
<td>College Prep</td>
</tr>
</tbody>
</table>
| Oct. 18 - 22 | *Student Holiday* | Intro to Non-Fiction | College Prep | *The Hot Zone*  
p. 3-55 | College Prep |
| Oct. 25 - 29 | *The Hot Zone*  
p. 56-94 | *The Hot Zone*  
p. 95-153 | College Prep | *The Hot Zone*  
p. 157-210 | College Prep |
| Nov. 1 - 5 | *The Hot Zone*  
p. 211-265 | *The Hot Zone*  
p. 266-282 | College Prep | *The Hot Zone*  
p. 285-346 | College Prep |
| Nov. 8 - 12 | *The Hot Zone*  
p. 347-411 | Non-Fiction Review | College Prep | *Non-Fiction Unit Test* | College Prep |
| Nov. 15 - 19 | *Fahrenheit 451*  
p. 3-32 | *Fahrenheit 451*  
p.32-68 | College Prep | *Fahrenheit 451*  
p.71-110 | College Prep |
| Nov. 22 - 26 | *Thanksgiving* | *Thanksgiving* | *Thanksgiving* | *Thanksgiving* | *Thanksgiving* |
| Nov. 29 - Dec. 3 | *Fahrenheit 451*  
p.113-136 | *Fahrenheit 451*  
Wrap-up | College Prep | *Fahrenheit 451*  
Escape Room? | College Prep |
| Dec. 6 - 10 | Fiction Review | TBD | College Prep | *Fiction Unit Test* | College Prep |
| Dec. 13 - 17 | TBD | TBD | College Prep | TBD | College Prep |

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