Fall 2021
English 2341.012, 2341.013
Stephen F. Austin Department of English
Nacogdoches High School, Room 111

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Conference: 3rd period

Description:
*English 2341: Introduction to Literature* is an introductory level literature course designed
to guide students through analysis of different literary forms including short fiction,
poetry, drama, and the novel. In this course, students will learn basic concepts of literary
analysis in order to analyze the relationship between literature and the human condition.

The assignments in the course are geared toward short analytical responses and longer
essays. Students will respond to the reading through journal responses, reading quizzes,
essay exams, and literary analysis essays.

The readings in this course are selected to explore the idea of monsters, both literal and
figurative. Students will be encouraged to consider the concept of a monster as that
concept has been treated in many literary forms.

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 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.

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 2341 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.

**General Education Core Curriculum**
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in English 2341 you are also enrolling in a Core Curriculum Course that fulfills the Language, Philosophy, and Culture requirement.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Exams and Essays—due dates TBD</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Exams and Essays—due dates TBD</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Readings throughout the semester</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Reading and discussion throughout the semester.</td>
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**Student Learning Outcomes for ENG 2341**
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).

Course Textbooks:

- Beowulf a Verse Translation by Seamus Heaney
- Frankenstein by Mary Shelley
- Maus: A Survivor's Tale by Art Spiegelman
- Othello by William Shakespeare
- Catcher in the Rye by J. D. Salinger

Poems and short fiction will be provided to students in print or pdf format during the semester.

Attendance/Schedule:

We will meet class on the NISD schedule, and all NHS attendance policies apply. This is a hybrid course; instruction is given both in-person and online in our Brightspace D2L course. Your attendance will be marked based on your participation either on-line or face-to-face within a 24-hour period. If you are an online learner, you must login to the course each day between 12:00 a.m. and 11:59 p.m. in order to be counted present. If you do not log in during any 24-hour period and if you do not communicate with me in some other way during that 24 hours period, you will be marked absent.

Tutorial/Office Hours:

My conference period is during 3rd period each day. I am also available after school on Monday, Wednesday, and Friday each week. I am also available through Zoom appointment.

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.

**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/disabilitieservices/.

**Visit the SFA Academic Assistance and Resource Center (AARC)!**
The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. We also provide academic skills workshops upon request.

**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 us on the web: sfasu.edu/aarc

**Student Heath and Wellness**
SFASU 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.

**On-campus Resources:**
SFASU Counseling Services
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://link.edgepilot.com/s/c5984b31/jKFKVgrqKkaeYO0MDtSBcg?u=http://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

Grades:

All grades for this course will be posted in D2L.

Your grade in this class will reflect the work that you do on quizzes, exams, essays, and in-class work done throughout the course of the semester.

Daily work will consist of exercises done in the process of analyzing fiction, discussions, journal reflections, vocabulary development, and participation.

Exams will be written responses to open ended questions on the readings we have studied.

During the writing process for each essay, I will develop a rubric based on the assignment and on class instructional needs. Your papers will be graded based on the rubric and grades will be assigned using the following scale:

- **A** – Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. The paper is mechanically pristine with only the smallest grammatical defects.
- **B** – Very good composition, content, style, and mechanics; demonstrates logical thought, adequate topic development, supporting details, and meaningful examples. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by grammatical errors.
- **C** – Acceptable content, but style, organization and/or mechanics are uneven and need revision, OR the composition may lack thoughtfulness and consideration of the subject matter as evidenced by inadequate topic development and lack of concrete details, OR the writer's credibility is damaged by multiple grammatical and mechanical errors.
- **D** – This grade represents below average, unsatisfactory work. This paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused on the assignment given, OR the purpose and meaning of the paper is severely obscured by numerous grammatical and mechanical errors.
- **F** – The student turned something in but did not do the assignment provided.
Course Requirements:

Unit 1 Exam 10%
Unit 2 Exam 15%
Drama Essay 15%
Fiction Essay 15%
Research Essay 15%
Final Exam 10%
Quizzes 10%
Discussions 10%

Course Timeline

Unit One—The Thing that Goes Bump in the Night

Week One: August 23-27

- Introduction to Course
- “Life After High School” by Joyce Carol Oates
- Reading Inventory

Week Two: August 30-September 3

- Analysis Paragraphs
- The Odyssey
- Sir Gawain and the Green Knight
- Beowulf

Week Three: September 6-10

- Beowulf Discussion
- Beowulf Quiz
- Dracula
- “Where Are You Going, Where Have You Been?”
- “The Rhyme of the Ancient Mariner” by Samuel Taylor Coleridge
- Introduction to Frankenstein

Week Four: September 13-17

- Reading and Discussing Frankenstein
Week Five: September 20-24

- Reading and Discussing *Frankenstein*
- *Frankenstein* Exam

**Unit Two—Monsters Among Us**

**Week Six:** September 27- October 1

- “Sky Now Black with Birds” by Jamaal May
- “Sweat” by Zora Neal Hurston
- “Mary When You Follow Her” by Carmen Maria Machado
- Begin *Maus*
- *Heart of Darkness* by Joseph Conrad

**Week Seven:** October 4-8

- “Hunters in the Snow” by Tobias Wolff
- *Maus* Discussions
- *The Jungle* by Upton Sinclair

**Week Eight:** October 11-15

- *Maus* Discussions
- Unit 2 Exam

**Unit Three—The Monster Within**

**Week Nine:** October 18-22

- *Lord of the Flies* by William Golding
- “Young Goodman Brown” by Nathaniel Hawthorne
- *Othello* Reading and Discussion
- “The Mill” by Edwin Arlington Robinson

**Week Ten:** October 25-29

- *Othello*
- Begin *Othello* Analysis Essay

**Week Eleven:** November 1-5

- *Othello* Analysis Essay Due
- Research Essay Topic Development and Planning
- Begin *Catcher in the Rye*
Week Twelve: November 8-12

- Excerpt from *Dry* by Neal Shusterman
- *Moby Dick* by Herman Melville
- “Apollo” by Chimamanda Ngozi Adichie
- Read and Discuss *Catcher in the Rye*

Week Thirteen: November 15-19

- Discuss *Catcher in the Rye*
- Planning and Drafting *Catcher Essay*

  Thanksgiving Break

Week Fourteen: November 29-December 3

- *Catcher Essay Due*
- Research Essay Due

Week Fifteen: December 6-10

- Final Exam Week