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

General Education 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 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.

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 quizzzes, 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);

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).

**Required Text:**

*Ender's Game, Orson Scott Card.*

*The Watchmen, Alan Moore.*

Other reading materials will be posted online.

**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 statement is an example and not intended to be a standardized grade guideline):  Grades will be computed in the following fashion: (Please note the inclusion of the Capstone Assignment).

- **Two in Class Presentations/Class participation:** 10% (each worth 5%)
- **Quizzes:** 20%
- **Short Story Exam:** 20%
- **Ender’s game Exam:** 20%
- **The Watchmen Essay/assessment:** 20%
- **Final Exam:** 10%

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 TBA 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:
Roll will be called promptly when class starts and if you are tardy it is considered to be an absence. 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. Only with an excused absence can you make up any missed assignments. In the case of your essays, you will lose 10 points for every day that it is submitted late and the first late day begins if you have submitted the essay after the class begins. Ex. If your essay is due by 8:00 AM and you submit the essay online at 8:10 you have already lost 10 points. If it is due on a Thursday and you turn it in on a Monday then you have lost 40 points. Once the essay is more than 10 days late you cannot make higher than a zero on it unless you have an official excuse. The only acceptable excuses are in the case of school functions that are excused, doctor’s notes that clarify you are unable to work from home (in the extreme cases of hospitalization). In all cases you are expected to immediately contact me and explain what issue is occurring so that I can clarify my policy.

Contacting Me:
The best way to contact me is during your set class times, or during my office hours; emailing is reserved only in the case of emergencies or after you have thoroughly looked in the syllabus and class handouts for the answer. Understand that I will attempt to answer emails as promptly as possible and always within 24 hours, however, I do not read emails during the weekend or after 5:30 PM.

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.
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure: 1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved. 2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision. 3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade. 4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

Withheld Grades Policy (A-54):

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/.

Mental Health Resources:
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
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU 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

Schedule of Readings/Topics

Week One
Class 1 Tuesday/August 24/Introduction to the course and course policies. Assign Students their teaching dates (Part of your teaching assignment is that you will also prepare a test for your classmates over the material).
Discussion on how to read texts critically.
HW Read: Charlotte Perkins Gilman “The Yellow Wallpaper” and “The Fly” by Katherine Mansfield & “Incarnations of Burned Children” by David Foster Wallace.

Class 2 Thursday/August 26/Discussion/Student Teaching.
HW Read: “The Lottery” by Shirley Jackson & “Man From the South” by Roald Dahl & “Emergency” by Denis Johnson

Week Two
Class 3 Tuesday/August 31/ Discussion/Student Teaching.
HW Read: “The Rocking Horse Winner” by D.H. Lawrence & “A Very Old Man With Enormous Wings” by Gabriel Garcia Marquez

Class 4 Thursday/September 2/ Discussion/Student Teaching.
HW Read: “The Paper Menagerie” by Ken Liu & “Evil Robot Monkey” by Mary Robinette Kowal

Week Three
Class 5 Tuesday/September 7/ Discussion/Student Teaching.
HW Read: “The Human Chair” Edogawa Ranpo & “The Paper Hanger”

Class 6 Thursday/September 9/ Discussion/Student Teaching.
HW Read: “A Good Man is Hard to Find” by Flannery O’Connor & “Where are You Going, Where Have You Been?” by Joyce Carol Oates

Week Four
Class 7 Tuesday/September 14/ Discussion/Student Teaching.
HW Read: “Harrison Bergeron” by Kurt Vonnegut “The Veldt” by Ray Bradbury

Class 8 Thursday/September 16/Discussion/Student Teaching.
HW: Prepare for Exam over all covered materials.

**Week Five**

**Class 9 Tuesday/September 21/Exam**
HW Read: Read Ender’s Game Ch. 1 & 2

**Class 10 Thursday/September 23/ Discussion/Student Teaching.**
HW Read: Read Ender’s Game Ch. 3 & 4

**Week Six**

**Class 11 Tuesday/September 28/Discussion/Student Teaching.**
HW Read: Read Ender’s Game Ch. 5 & 6

**Class 12 Thursday/ September 30/*Class and office hours are cancelled and this will be used as a day to get ahead on our reading* **
HW Read: Read Ender’s Game Ch. 7 & 8

**Week Seven**

**Class 13 Tuesday/October 5/Discussion/Student Teaching.**
HW Read: Read Ender’s Game Ch. 9-10

**Class 14 Thursday/ October 7/ Discussion/Student Teaching.**
HW Read: Read Ender’s Game Ch. 11& 12

**Week Eight**

**Class 15 Tuesday/ October 12/ Discussion/Student Teaching.**
HW Read: Read Ender’s Game Ch. 13-14

**Class 16 Thursday/ October 14/ Discussion/Student Teaching.**
Homework: Read Ender’s Game Ch. 15/ Prepare for Ender’s Game Exam.

**Week Nine**

**Class 17 Tuesday/ October 19/ Discussion/Student Teaching/Class Review of entire text**
Homework: Prepare for Ender’s Game Exam.

**Class 18 Thursday/ October 21/ Lesson on How to Read Comic Books/Ender’s Game Exam**
Homework: Read entire Watchmen graphic novel/Next week is conference week (no class)

**Week Ten**

*Conference Week* (no class)

**Week Eleven**

**Class 21 Tuesday/ November 2/ Discussion Ch. 1 & Ch. 2/Student Teaching.**
Homework: Determine a theme within the Watchmen that you wish to write an essay about.

**Class 22 Thursday/ November 4/ Discussion Ch. 3 & Ch. 4/Student Teaching.**

**Week Twelve**
Class 23 Tuesday/ November 9/ Discussion Ch. 5 & Ch. 6/Student Teaching.
Class 24 Thursday/ November 11/ Discussion Ch.7 & Ch. 8/Student Teaching.
Homework: Have essay turned in online before the next class (November 16).

Week Thirteen
Class 25 Tuesday/ November 16/ Discussion Ch. 9 & Ch. 10/Student Teaching.
Class 26 Thursday/ November 18/ Discussion Ch. 11 & Ch. 12/Student Teaching.

Week Fourteen
Off for Thanksgiving

Week Fifteen Dead Week
Class 27 Tuesday/ November 30/ Watch the movie.
Homework: Prepare for final cumulative exam with an emphasis on the Watchmen.
Class 28 Thursday/ December 2/ Watch the movie.
Homework: Prepare for final cumulative exam.

Week Sixteen Final Exam Week