English 2341.001
Department of English
Introduction to Literature
Fall, 2023
MWF: 11-1150
Ferguson 183

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Office Hours:
Monday: 830-10, 130-3
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Thursday: 2-330
Or by scheduled appointment

Catalog Description: “Readings in literary genres, such as poetry, drama, short story and novel. Prerequisite Courses: ENGL 1301, ENGL 1302.”

Course Description: English 2341 is designed to introduce students to the field of literary study and appreciation. It is my belief that the reading and serious study of literature enhances our own sense of humanity and how we engage and understand the world around us. Furthermore, the study of particular texts introduces us to masters of language and image. So, in the next sixteen weeks, we will explore the genres of poetry, fiction, and drama. I will introduce you to terminology that we will employ—sharing a specific discourse will provide equal grounding for our conversations—and teach you various close reading strategies. As each unit progresses, I will turn more and more of the class over to discussion and exploration. In order for this to happen and for you to be successful in this course, it is imperative that you do your part by completing the assigned readings and spending time thinking about those words and ideas that you find on the page.

Course 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 weekly readings, including poetry, short fiction, non-fiction, and drama. Students are expected to read these selections and prepare for discussions; they will take 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 the thematic units, and will submit two short papers centered around our readings. These activities average at a minimum 6–8 hours of work each week to prepare for and fully participate in this course.
**Delivery Format:** This class has been designed to be delivered in what SFASU refers to as a face-to-face model and will thus meet in the classroom.

**Student Learning Outcomes**
- Objective 1: The student will demonstrate the ability to analyze works accurately through close reading.
- Objective 2: The student will demonstrate the ability to conduct and apply effective textual research.
- Objective 3: The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes.

**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 ENGL 2341, you are also enrolling in a Core Curriculum Course that fulfills the Language, Philosophy, and Culture component area.

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.

**Core Curriculum Objective Table**

<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>This will be addressed in each of the essays that are written for the course and through daily discussion. Dates: TBA</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>This will be addressed through two essays and the essay portions of the exams. Also, oral communication will occur in (1) class discussion and (2) through recorded summary/explanations of individual essays.</td>
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Personal Responsibility
To include the ability to connect choices, actions and consequences to ethical decision-making.
This will be addressed in class discussion and exams.
Date: TBA

Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
This will be addressed in each unit as we study literature aimed at such topics.
Date: TBA

Required Texts:
Kelly, Joseph, editor. The Seagull Book of Literature

Course Requirements:
--Two essays. Each will be worth 100 points. Each essay will be worth 15% of your final grade, thus totaling 30% of your overall grade.
During the semester, you will be expected to complete two essays. Each essay will be a minimum of three full pages in length. The essays will be required during the poetry unit and the fiction unit. Along with the completion of each essay, you will include a video recording that will be submitted to D2L and (for the poetry paper) a copy of your dialectical journal that will help serve as a foundation for your paper. This recording will be a summary/walk-through video where you offer a discussion of the overall process you took in developing your argument and a discussion of the specific choices you made (concerning argument and evidence) when writing your paper—this discussion will focus on explaining how you came to your thesis and why you find that the specific evidence you offer is most appropriate for your argument.

In terms of the written portion, each assignment must be typed, make use of 12-point Times New Roman font, be double-spaced, and have 1-inch margins on all sides. The paper will have a header that includes your name, my name, the class, and date (this should be single spaced). Finally, I would like you to take a moment to develop a title for your paper that offers some “insight” into the coming argument—something more insightful than “Essay One” or “Poetry Essay” or simply “Essay.” Each essay should be viewed as academic writing. As such, it should be written in the academic voice (avoid the use of the first person unless instructed otherwise, avoid contractions, colloquialisms, text speak, etc.), be clean of stigmatized errors, display a clear thesis/supporting paragraphs/conclusion, recognize any required sources, make use of the discourse you have been introduced to during the unit, and display original, independent thought.

All resources necessary for the completion of the paper will be provided through class lectures and class documents. In other words, all necessary source material to be cited in the completion of these papers will be provided in class—you will not need to make use of any outside sources.

Beware of committing academic dishonest. For more information, see the section on “Academic
Dishonesty” earlier in this document.

AARC:
The Academic Assistance and Resource Center located in Steen Library offers students tutoring help for writing classes. Students can set up appointments with writing tutors or use the on-line writing lab. It is important for you to be aware of the fact that the tutors at the Writing Center are not there to act as final editors or to proof read your paper. Instead, they are there to help you with the entire writing process. For more information on the AARC, either go to the first floor of the library and take a tour or you can look up information at the following web address: http://libweb.sfasu.edu/proser/aarc/.

--Three exams. Each exam will be worth 100 points. The exams will each be worth 20% of your final grade, thus totaling 60% of your overall grade.
During the semester, you will have three exams—one exam for each of the major units. The essays will include matching/true-false/short answer questions, passage identification questions, and essay question(s). The fiction and poetry exams will be given during a specific class meeting and our drama exam will be given during the scheduled final exam for this course. The exams will be based on genre/terminology lectures, class readings, and class discussions. As each exam will follow the same structure—thus demanding the same amount of time—the exams for the poetry and fiction units will be divided over two class periods.

--Reading quizzes. Quizzes will equal at least 100 total points. Individually, each quiz will be worth ten points. At the end of the semester, I will keep your ten highest quizzes. The average will count for 10% of your final grade.
Throughout the semester, there will be regular reading quizzes. The quizzes will test you on whether you read the assignment for the day or require you to apply certain terminology to texts. We will take more than ten quizzes during the semester, but at the end of the semester, only the ten highest quiz grades will count towards your final grade—we all have bad days and need to just get rid of that quiz grade. As I will only keep your ten best quiz grades, you will not be allowed to make up any missed quizzes. Quizzes will be given during the first 10 minutes of class; should you be late to class, you will only have the amount of time left from when we started; should you not attend class or be so late that I have already collected the quizzes, you WILL NOT be allowed to make-up the quiz.

**The failure to complete any of the above assignments will result in the student earning 0 points for that particular exam, essay, or quiz.

Grade Criteria:

Below, you will find a general grading standard; in other words, each definition will give you the “broad strokes” of what must be accomplished for one to earn an A, B, C, D, or F on any particular assignment. One point to keep in mind is that the completion of the basic requirements for any assignment does not guarantee a high grade much less a passing grade.
General 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 fulfills all aspects and requirements of the assignment. The grade of 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 B on any assignment will have completed work that demonstrates a more than average understanding of the course material and fulfills all aspects and requirements of the assignment. The grade of 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 C on any assignment will have completed work that demonstrates an average understanding of the course material and fulfills all aspects and requirements of the assignment. The grade of 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 sentence construction and paragraph development) and a struggle to display complex, critical thinking skills.

D: 60-69: Students earning the grade of D on any assignment will have completed work that demonstrates one’s struggle to understand the course material and may not fulfill all aspects and requirements of the assignment. The grade of D is reserved for that work which displays one’s struggle with or refusal to engage the ideas at hand. Furthermore, those receiving a D will simply summarize 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 F on any assignment will either (a) not have completed the assignment, (b) will have completed the assignment but not followed the guidelines, or (c) will have completed the assignment and demonstrated a total 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 (in terms of page length, but not purpose), s/he may receive 0 points.

**Course Policies and Procedures:**

*Attendance*

I have found, and studies have shown, that students who attend class and are regular participants in activities will show improvement in the areas of critical thinking and writing and thus are more likely to earn better grades. As such, I do hold to this attendance policy:

You will be allowed five absences without penalty—of course you may miss a quiz (though that is why we aim to have more than ten) and you will miss the joy of our company. An absence will be counted on any day that you are not in class.

However, if you miss more than five class meetings, your final grade may be impacted in the following manner: if you miss 6 class meetings, your final grade may be no higher than a B; if you miss 7 class periods, your final grade may be no higher than a C; if you miss 8 class periods, your final grade may be no higher than a D; finally, if you miss 9 class periods, you may fail the course. If you miss a class, it is your responsibility to get the notes missed from a peer or to meet with me during office hours. I will gladly help to clarify and explore ideas, but I will not re-teach an entire period during office hours or through email.

The only absences that will count as excused absences will be DOCUMENTED family emergencies, university sanctioned events (this only includes sport/team events and will only count if I have documentation from the “coach”), and extreme medical issues. An excused absence does not include absences due to doctor appointments or personal issues (thus why you have four “free” absences). In the case of any excused absence, you must remember that any work that is due that day is still due that day unless you have contacted me in advance and I have agreed to other arrangements.

*Late Work*

As for late work, I do my best to return all work in a prompt manner. In order to do so, I must have all assignments turned in on time. This being said, any assignment that is turned in late will be dropped 5 points for each day that it is late. A hard copy of all assignments will be turned in at class and due at the start of class; any assignment turned in 15 minutes after class has begun will be considered late—I do this so that no student is allowed to take more time than his/her peers. As you will know of due dates in advance, I will not accept such excuses as my printer broke, the library printer did not work, something happened to my computer, etc.

*Academic Integrity:*

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

*Chat GPT/AI Programs:*

What is the rule on Chat GPT or other AI program for this course?

I understand that CHAT GPT can be used as a sort of tutor to help break down complex readings and ideas, and thus use of the program for tutorial purposes to help prepare you for class MAY be acceptable, ONLY if you acknowledge said use to myself and peers. However, in terms of your written assignments, all formal writing assignments will be centered on your own interactions with the poems—whether these are confusing or not—and thus use of CHAT GPT or other AI program is not allowed when completing formal written assignments (specifically your two outside papers).

*Class Debate and Discussion:  See Article V.C in policy 10.4*

In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions and writings. The purpose of such work will be to recognize that while many of the students in the class may be similar in terms of age or year, there are different academic abilities
in the classroom and different ways to look at an issue or piece of writing. In other words, one can always learn from his/her peers. In order for this to happen, we must respect one another. Therefore, while I will encourage students to share different opinions and will not stop individuals from disagreeing with one another, I will not allow any student to engage in the use of sexist, racist, or homophobic speech or any threatening action. Also, I will not allow any student to simply try to roll over or silence his/her peers.

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 10.4). Unacceptable or disruptive behavior will not be tolerated.

In the case of this course, disruptive behavior will include the following: consistent use of cell phones/texting during class, consistent side discussions that are not part of classroom dialogue, referring to your teacher or peers in an inappropriate way, physically threatening your teacher or peers, and/or completing homework assignments for another class. Students participating in such activities can be asked to leave the class and will be counted as absent.

Withheld Grades:
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.”
For the complete policy, http://www.sfasu.edu/policies/semester_grds.asp

Student Services

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 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

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges
associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

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

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008 thehub@sfasu.edu

Crisis Resources:

• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255) • johCrisis Text Line: Text HELLO to 741-741