Department of English  
ENGLISH 3381.002  
Introduction to Literary Analysis  
Spring 2024  
Conducted Online in D2L (Desire to Learn)

Research and Argument  
Spring 2024  
Department of English, SFASU

Instructor: Dr. Sue B. Whatley

Office: LAN 259 Ph.: 468-2031; e-mail swhatley@sfasu.edu

Class Schedule:

ENGL 1302.032 Spring 2024 ONLINE [Jan. 18-May 10]
ENGL 1302.033 Spring 2024 ONLINE [Jan. 18-May 10]
ENGL 1302.048 Spring 2024 ONLINE [Jan. 18-May 10]
ENGL 3381.002 Spring 2024 ONLINE [Jan. 18-May 10]

Office Hours Spring 2024

Tuesday: 9:00 a.m.—12:00 p.m. ONLINE ONLY
Thursday: 2:00 p.m.—4:00 p.m. ONLINE ONLY

Face-to-face, phone conferences or office appointments may be requested, but a 24-48 hour advance request should be made, and these appointments will be granted at a mutually agreed upon time.

There will be times when I am on Zoom during these office hours, so that you can sign in and have conferences, both private and group conferences.

Management of Course Work: This class meets online, and you should log in every day to check for e-mails and changes in work; if you become ill, please follow the procedure for absences by contacting the Office of Students Rights and Responsibilities. If any changes are made to class attendance or course
delivery, I will notify you and provide information and means for us to conduct the work of the class in some other manner.

**Texts:**

ISBN-10: 032194562X  
[Available through Amazon, or perhaps Barnes and Nobles bookstore]  


**Course Description:** English 3381 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 2000 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 3381 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. 3381 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. **Close Reading** - The student will demonstrate the ability to analyze works accurately through close reading.
2. **Textual Research** - The student will demonstrate the ability to conduct and apply effective textual research.
3. **Writing** - The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes.
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. 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.
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.
10. 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.
11. To develop as a critical thinker and in the expression of one’s analysis of literary selections.
12. 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.
13. 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 content modules, notes and other types of instructional material first, and then move to the assignments.

Attendance/Contact Hours: 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, and through other collaborative document-sharing sites. As is the case with face to face classes, online classes follow a similar protocol for contact hours (9 hours per week); these contact hours are accomplished through a variety of activities—discussions, optional zoom meetings, quizzes, reading assignments, research and writing and collaborative activities.

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.

An additional 150 minutes of extended learning will need to take place in order to satisfy TEA regulations. This work will be accomplished through links entitled “ENRICHMENT” which can be found in the content modules.

Students will be allowed to make up work from excused absences only (essentially medical or family emergencies, or SFA sponsored activities)

**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 swatley@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.)
- *Diagnostic Essay/Quizzes/daily grades/discussions/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 (or later) style. Students can check their requirements for MLA on the Purdue Owl website, the section concerned with MLA (not APA or Chicago Style) [https://owl.purdue.edu/](https://owl.purdue.edu/)

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.

**CHAT GPT and AI (Large Language Model)**: With the emergence of AI technologies comes the question of legitimacy and personal integrity. While these technologies seem to offer solutions to the difficulties and tediousness associated with any kind of writing, there are problems with their application, especially concerning the knowledge and experience needed to actually recognize and produce appropriate writing. There are several matters which I would like for us to consider as a class/writing cohort.

A) In order to develop the skills needed for success during their educational experience and beyond, all writers should push through the activities of the writing process.

B) Any use of AI assistance in writing is “sourced” material and, thus, must be documented in the same manner as any source; for MLA documentation, that means parenthetical documentation and works cited entry for every use.

C) Writing itself is an act of learning; if we avoid doing the process ourselves,
we deprive ourselves of that learning.

D) There are legitimate uses of AI, and we will probably explore some this semester. But we need to recognize the difference between legitimate use and illegitimate use. For our class, any legitimate use will be announced and approved by the instructor. Unless expressly stated, assignments in this course should be composed by the registered student.

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 Engl. 3381 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.

The Code of Student Conduct and Academic Integrity (4.1) 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 outlines 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.

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):
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to 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.

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

**Grammar and Composition Links**

Guide to Grammar and Writing

<http://webster.commnet.edu/HP/pages/darling/grammar.htm>
Grammar Handbook
<http://www.english.uiuc.edu/cws/wworkshop/grammarmenu.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 re-conceive 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.
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<th>Week 1: Jan 18—Jan. 21</th>
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<tbody>
<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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<th>Week 2: Jan. 22—Jan. 28</th>
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<tr>
<td>Jan. 28 Diagnostic Essay Due</td>
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<tr>
<td>Quiz 1</td>
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<tr>
<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 29-Feb 4</th>
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<tr>
<td>Quiz 2</td>
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<tr>
<td>Module III: Ch 1 and 2 of <em>Texts and Contexts</em></td>
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<td>Module IV: Ch 9</td>
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<td>Feb. 4th Short paper 1 due (Philosophy of Composition)</td>
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<th>Week 4: Feb. 5--11</th>
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<tr>
<td>Quiz 3</td>
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<td>Module V: Ch. 3 and Ch. 4</td>
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<tr>
<td>Outlines for New Critical and Reader-Response theories</td>
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<th>Week 5: Feb. 12-18</th>
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<tr>
<td>—Quizzes associated with the Module IV library modules due</td>
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<td>Module VI: Ch. 5 and Ch. 6</td>
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<td>Week 6: Feb. 19-25</td>
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<tr>
<td>Quiz 5</td>
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<tr>
<td>Module VII: Ch. 7 and Ch. 8</td>
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<tr>
<td>Feb. 25th Paper Assignment from Module IV due (Annotated Bibliography/Summary)</td>
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<th>Week 7: Feb. 26--Mar. 3</th>
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<td>Quiz 6</td>
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<th>Week 8: Mar. 4—Mar. 10 [midsemester]</th>
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<tr>
<td>Begin Module VIII: <em>The Collected Stories of Flannery O'Connor</em></td>
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<tr>
<td>A Collaborative Reading</td>
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<tr>
<td>Read O'Connor</td>
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<td>Quizzes 7-8</td>
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<th>Week 9: Mar. 11--17</th>
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<td>Spring Break</td>
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<th>Week 10: Mar. 18--24</th>
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<tr>
<td>O'Connor Discussions</td>
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<td>O'Connor Collaborative Project (ongoing)</td>
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<td>Quizzes 9-10</td>
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<th>Week 11: Mar. 25-31 [March 28-29 Easter Break]</th>
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<tr>
<td>O'Connor Quiz 11-12</td>
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<td>O'Connor—Criticism worksheets due</td>
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<td>O'Connor Collaborative Project Annotations/ total list due</td>
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<th>Week 12: Apr. 1-7</th>
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<td>Apr. 7th Long paper (O'Connor) due</td>
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<th>Week 13: Apr. 8-14</th>
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<tr>
<td>Begin Module IX: <em>Stories of the Modern South</em>—</td>
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<td>Quiz 13</td>
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<th>Week 14: Apr. 15-Apr. 21</th>
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<tr>
<td><em>Stories of the Modern South</em></td>
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Quiz 14
Critical Perspectives Quiz

Week 15: Apr. 22-28
Stories of the Modern South

Week 16: Apr. 29-May 5 [Dead Week]
May 1st Short Paper #2 due (O'Connor's Modern Contemporaries)

Week 17: May 6-10 — (Finals Week)
Final Exam
Final Exam Online: Opens May 6 at 8 a.m.—ends May 9 at 5:00 p.m. (must be taken in one sitting and can only be taken once.)