

Dr. Francine K. Richter  
English 2341: Forms of Literature  
Fall 2015  
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## OFFICE HOURS

### MONDAY/WEDNESDAY

9:00 a.m.--10:00 a.m.

11:00 a.m.--2:00 p.m.

### TUESDAY/THURSDAY

11:00 a.m.—12:30 p.m.

2:00 p.m.—3:00 p.m.

### FRIDAY

11:00 a.m.—2:00 p.m. and by appointment

## TEACHING SCHEDULE

English 1302:004    Composition II    9:30--10:45    TR    MAB 200

English 1302:005    Composition II    12:30-1:45    TR    MAB 200

English 2341    Forms of Literature    10:00-10:50    MWF    MAB 206

English 3312    Advanced Composition    Web

## COURSE CALENDAR

August 23, Sunday    New Student Convocation

August 24    First Class Day

September 7    Monday    Labor Day holiday

October 19    Monday    Midterm

November 25-27    Thanksgiving (after last class on Nov. 24)

December 2    Wednesday    Last class day before Finals

December 3 and 4    Thursday/Friday    Dead Days  
December 7-10    Monday-Thursday    Final Exams  
December 12    Saturday    Graduation 10:00 a.m.

## **SYLLABUS**

"Statistically, the probability of any one of us being here is so small that the mere fact of our existence should keep us all in a state of contented dazzlement." Lewis Thomas

**Don't be upset by the results you didn't get with the work you did not do.**

Textbook: Greg Johnson and Thomas Arp, eds. *Perrine's Literature: Structure, Sound, and Sense*, 12th ed. Boston: Wadsworth, 2015.

In this course, the emphasis is on developing strategies for analyzing the genres of the novel, the short story, the poem, the fictional film, and the theatrical script.

### **Educator Standards for English Language Arts & Reading**

#### **English Language Arts and Reading 7—12 Standard IV**

English language arts teachers in grades 7—12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

Assessment:

Multiple Answer, Multiple Choice, and True/False Quizzes over all of the reading assignments

#### **English Language Arts and Reading 7—12 Standard V**

English language arts teachers in grades 7—12 understand that writing is a recursive, developmental, integrative and ongoing process and provide students with opportunities to develop competence as writers.

Assessment:

Students will submit all REVISED essays at once (on one document only) with Student Writing Checklist and complete Writing Center tutor's suggestions for improvements on the Assignments page.

Multiple Answer, Multiple Choice, and True/False Quiz over the idea that writing is a recursive, developmental, integrative and ongoing process.

## **English Language Arts and Reading 7—12 Standard VI**

English language arts teachers in grades 7—12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Assessment:

Write analytical essays.

## **English Language Arts and Reading 7—12 Standard VIII**

English language arts teachers in grades 7—12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Assessment:

Each student will present his or her Composite Semester Paper to the class.

I will only answer email that has the course name and number ONLY in the Subject line (i.e., English 2341). SIGN YOUR EMAILS TO ME WITH YOUR FULL NAME. I will not answer anonymous emails.

### **COURSE REQUIREMENTS**

**Students must cite all information and use quotation marks in their essays and papers that are not commonly known facts. "I just knew it" is not acceptable for a sentence like "It was devastating to Shakespeare that his only son Hamnet died young." Facts like this one are known from *somewhere*; they come from *some source*.**

**If a professor said it in one of your classes, put the professor's last name in parentheses in your paper and add her to your "Works Cited" page in MLA style--shown on the "Course Documents" page for this course.**

**Failure to give credit for quoted or paraphrased material results in being dropped from the course with a grade of "F." Pleading ignorance of MLA citation style will not be accepted as an excuse. If you don't know it, learn it from the documents I have provided you.**

**Paraphrased material--putting someone else's ideas into your own words--must be cited. Put the author's last name and the page number where you found the material at the end of the paragraph if most of the paragraph is paraphrased.**

**Students must not use any material to support their claims in papers and essays that are not accessed through academic library sources.**

Go to the Sul Ross State University web site and click on "library" on the "quick links" to go to the Bryan Wildenthal Library in Alpine.

Click on "Internet Resources" and then "Literary Web," where you will find all the material you can use for English courses. This is, of course, not the only way to use the available academic resources. You **MUST** go to the Sul Ross State University web site and click on "Search for Online Articles and Books." Here, you will have the opportunity to choose such items as "Films on Demand" and "Gale Group," which offers information on authors and literary criticism.

Alternately, you can click on "Literary Reference Center" for literary criticism and author information.

Students must sign their full names to emails and must not address the professor as "u" in emails.

There must be nothing whatsoever in the "Subject" line of emails except the course name and number, i.e. English 2341.

I will not respond to emails asking me questions whose answers are readily available on the Syllabus. Students **ERRONEOUSLY** believe that this approach is faster than reading the material available to them.

Do not ask me what your grade is during the course. Look at the "points possible" on all of the work and decide for yourself if you are likely to fail.

### **SUBMITTING WORK:**

- 1. Type all work using ONLY Arial 12-point font.**
- 2. Always double-space and never leave extra space ANYWHERE ON YOUR PAGE.**
- 3. Always give your work an interesting, original title.**
- 4. NO CREDIT FOR LATE WORK.**

**START YOUR WORK EARLY IN CASE YOU OR A FAMILY MEMBER BECOMES ILL OR HAS AN ACCIDENT.**

- 5. Complete the SMART THINKING tutor's suggestions for improvements/revisions.**

**6. Submit all REVISED work at once (on one document only) with the Student Checklist Writing Rubric.**

**7. Always use MLA headings and headers on your work and no cover sheets**

**8. Submit your work as YOUR NAME.**

**9. The essays are a MINIMUM of 500 words each.**

**10. Submit all of your work on the Assignments page.**

**USE SPELL CHECK AND GRAMMAR CHECK. POINTS WILL BE DEDUCTED IF YOU DO NOT. NO EXCEPTIONS.**

**Grading Scale:**

**Essays: 100 points each**

**Quizzes: 100 points each**

**Semester Composite Paper: 200 points**

**Final Exam Essays: 100 points**

### **PLAGIARISM:**

**Plagiarism is defined as identifying someone else's words as if they were your own creation.**

**This can range from submitting a paper written by someone else as if it were your own work to copying words or sentences from someone else without putting them in quotation marks and properly citing the source.**

**Plagiarism can also mean using someone else's ideas without acknowledging that person as the source.**

**Plagiarism is considered a serious academic and legal offense in our culture.**

**Penalties for plagiarism can range from a failing grade on the assignment to expulsion from the university.**

**The course instructor can determine the penalties of failure for the assignment to failure of the course.**

**The university disciplinary committee determines penalties of suspension or expulsion.**

Course Philosophy:

This course is based on three main pedagogical assumptions:

(1) the reading experience of students should be the focus of class discussion and analysis,

(2) classification systems—whether formations of historical periods, cultural movements, or canons of literary value—influence and shape those reading experiences in crucial ways, and

(3) the production, reception, and interpretation of texts is an active process of cultural negotiation, opposition, assimilation, and transformation, a process that is centered on the reading experiences of the students.

**GUIDELINES:** All of your work will be scanned by Safe Assign, and it is imperative that you adhere to the following guidelines. If you want to receive credit, you **MUST** comply with rules concerning how you turn your work in **AND** the times your work is due.

## **TEACHING THEORY, DESIDERATUM, AND PRACTICAL APPLICATION**

The course design and construction integrates all components of the English language. The student will read, write, listen, view, and represent his or her learning experiences through continuous assessment in these areas.

Each student will be guided through the processes of learning and reading and will be able to apply these learned processes in individual, self-guided study as well as individual media presentation. The processes will begin with word recognition (brought to the attention of the student by the professor), comprehension assessed through discussion and writing, use of imaginative skills in recreating texts in the mind, and creating meaning through reflection and discourse. The student will apply this learning to his or her own writing, discussion, creativity, presentations, and experiences.

The student will also learn to associate each moment of learning with other learning (association) and refer to those experiences while reading, writing, listening, speaking, viewing, and representing his or her knowledge.

The student will be engaged with an extensive body of literature and literary genres and have opportunities to read diverse types of literature. The student will be exposed to literature as a source for exploring and interpreting human experiences. This should be evident in each form of assessment the student completes.

Writing will be approached as a recursive, developmental, integrative, and ongoing process as students are guided to become more competent writers. Writing at the end of the course should demonstrate both a knowledge of the process and effort to apply it in individual work.

Students will be asked to demonstrate their writing and learning through the use of different technologies, and therefore different audiences and purposes. Through the use of new research techniques, the Internet, and technology available in the classroom, the student will perform English language skills in a variety of forms and contexts.

In many learning experiences throughout the course, the student will be exposed to the structure and history of the English language and be encouraged to develop related knowledge and skills in meaningful contexts. The student will be asked to recognize the organic nature of the English language while also engaging in the other course content.

Assessment will include opportunities to demonstrate effective skills in critical thinking.

Students will show an improvement in ability to interpret, analyze, and produce visual images and messages in various media. Each student will demonstrate output, product, creativity, and individuality.

Students will learn how to learn, and therefore be encouraged to become lifelong learners.

## Rationale

The best way to understand literature is to understand the human side of the story and to participate in that story. Writing well is the most powerful tool of the literate and professional worlds. Learn to approach writing and reading effectively, and you will expand the range of possibilities in every area of your life.

Remember that how you read poetry depends upon your theoretical assumptions about the nature of poetry.

## Objectives

Upon successful completion to this course, students ought to be able to:

1. describe and assess their own perspectives and world views in relation to the profound human story that literature offers

2. recognize the intertextuality of the human story and the effect of that story on our lives
3. incorporate formal and informal research into their writing more fluently
4. apply a rich variety of writing and thinking processes to their writing tasks;
5. produce more effective writing than ever before;
6. gain some knowledge of composition theory and how to apply it
7. approach reading writing with greater confidence and zest
8. improve skills in communication in order to succeed in a global society
9. demonstrate a knowledge of American Literature and its cultural importance

#### FOR SUCCESSFULLY COMPLETING THIS CLASS:

1. Set aside protected time for reading and writing. Be ready to work, to share your writing, and to read challenging ideas. Respond to ideas and writing thoughtfully.
2. Read every assignment with pen (or computer) in hand. Write responses. **TAKE NOTES ON YOUR READING.** It is one of the best ways to become a brilliant writer.
3. Do your research carefully and enlighten us with your writings. Say something new. Add to the world's perspective.
4. Make associations with other literature and media that you know.
5. Start working on your papers as soon as the assignment is clarified, but let them evolve as you keep learning. Develop ideas that you think deserve your best attention to writing.

#### **WEEK ONE: August 24/26/28**

What is on the Syllabus?

Multiple Answer, Multiple Choice, True/False Quiz over Syllabus on Friday, August 28  
**SUBMIT YOUR CHOICE OF LITERARY WORK FROM OUR TEXTBOOK FOR YOUR ANALYTICAL SEMESTER COMPOSITE PAPER BEFORE CLASS ON WEDNESDAY, SEPTEMBER 2.**

The work you choose to write on should NOT be one that is already assigned for class reading.



**THE ANALYTICAL SEMESTER COMPOSITE PAPER IS DUE BEFORE CLASS ON OCTOBER 30.**

**WEEK TWO: August 31/September 2/4**

SACS Assessment Essay

You cannot move forward with any assignments until your essay has been submitted.

**THE ANALYTICAL SEMESTER COMPOSITE PAPER IS DUE BEFORE CLASS ON OCTOBER 30.**

**WEEK THREE: September 9/11** (September 7 is the Labor Day holiday.)

*Perrine's Literature: Structure, Sound, and Sense* (pp. 3-54)

"Writing about Literature"

I. "Why Write about Literature?"

II. "For Whom Do You Write?"

III. "Two Basic Approaches"

IV. "Choosing a Topic"

V. "Proving Your Point"

VI. "Writing the Paper"

VII. "Writing In-Class Essays or Essay Tests"

VIII. "Introducing Quotations"

IX. "Documentation"

X. "Stance and Style"

XI. "Grammar Punctuation, and Usage: Common Problems"

XII. "Writing Samples"

Multiple Answer, Multiple Choice, True/False Quiz over "Writing about Literature" on Friday, September 11

SUBMIT YOUR "WORKS CITED" PAGE FOR YOUR CHOSEN LITERARY WORK BEFORE CLASS ON MONDAY, SEPTEMBER 14.

**THE ANALYTICAL SEMESTER COMPOSITE PAPER IS DUE BEFORE CLASS ON OCTOBER 30.**

**WEEK FOUR: September 14/16/18**

"THE ELEMENTS OF FICTION"

Chapter One: "Reading the Story" (pp. 56-96)

Essay One due September 18--SUBMIT IT TO SMART THINKING, REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN IT IN FOR A GRADE BY SEPTEMBER 18.

Multiple Answer, Multiple Choice, True/False Quiz over "Reading the Story" on Friday, September 18

SUBMIT THE INTRODUCTION WITH THREE-PART (aspects, attributes, characteristics, discussion points) ANALYTICAL THESIS STATEMENT TO SMART THINKING, REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN IN FOR A GRADE BEFORE CLASS ON MONDAY, SEPTEMBER 21.

**THE ANALYTICAL SEMESTER COMPOSITE PAPER IS DUE BEFORE CLASS ON OCTOBER 30.**

**WEEK FIVE: September 21/23/25**

Chapter Two: "Plot and Structure" (pp. 97-141)

Essay Two due September 25 --SUBMIT IT TO SMART THINKING, REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN IT IN FOR A GRADE BY SEPTEMBER 25.

Multiple Answer, Multiple Choice, True/False Quiz over "Plot and Structure" on Friday, September 25

**THE ANALYTICAL SEMESTER COMPOSITE PAPER IS DUE BEFORE CLASS ON OCTOBER 30.**

**WEEK SIX: 28/30/October 2**

Chapter Three: "Characterization" (pp. 142-191)

Essay Three due October 2

Multiple Answer, Multiple Choice, True/False Quiz over "Characterization" on October 2  
SUBMIT PARAGRAPHS ONE-THREE TO SMART THINKING, REVISE THEM ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN THEM IN FOR A GRADE BEFORE CLASS ON OCTOBER 5.

**THE ANALYTICAL SEMESTER COMPOSITE PAPER IS DUE BEFORE CLASS ON OCTOBER 30.**

**WEEK SEVEN: October 5/7/9**

Chapter Four: "Theme" (pp. 192-234)

Multiple Answer, Multiple Choice, True/False Quiz over "Theme" on Friday, October 9

**THE ANALYTICAL SEMESTER COMPOSITE PAPER IS DUE BEFORE CLASS ON OCTOBER 30.**

**WEEK EIGHT: October 12/14/16**

Chapter Five: "Point of View" (pp. 235-280)  
Multiple Answer, Multiple Choice, True/False Quiz over "Point of View" on  
Friday, October 16

**SUBMIT THE ANALYTICAL SEMESTER COMPOSITE PAPER TO SMART  
THINKING, REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN IT  
IN FOR A GRADE BEFORE CLASS ON OCTOBER 30.**

**WEEK NINE: October 19/21/23**

Chapter Six: "Symbol, Allegory, and Fantasy" (pp. 281-328)  
Multiple Answer, Multiple Choice, True/False Quiz over "Symbol, Allegory, and Fantasy"  
on Friday, October 23

**SUBMIT YOUR ANALYTICAL SEMESTER COMPOSITE PAPER TO SMART  
THINKING, REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN IT  
IN FOR A GRADE BEFORE CLASS ON OCTOBER 30.**

**WEEK TEN: October 26/28/30**

Chapter Seven: "Humor and Irony" (pp. 329-375)  
Multiple Answer, Multiple Choice, True/False Quiz over "Humor and Irony" on Friday,  
October 30

**ANALYTICAL SEMESTER COMPOSITE PAPER**

**WEEK ELEVEN: November 2/4/6**

Chapter Eight: "Evaluating Fiction" (pp. 376-398)  
Multiple Answer, Multiple Choice, True/False Quiz over "Evaluating Fiction" on  
Friday, November 6

**WEEK TWELVE: November 9/11/13**

**SEMESTER COMPOSITE PAPER PRESENTATIONS**

**WEEK THIRTEEN: November 16/18/20**

**SEMESTER COMPOSITE PAPER PRESENTATIONS**

**WEEK FOURTEEN: November 23/25/27**

**SEMESTER COMPOSITE PAPER PRESENTATIONS**

**November 25-27 Thanksgiving (after last class on Nov. 24)**

**WEEK FIFTEEN: November 30/December 2/4**  
**SACS ASSESSMENT ESSAY**

**FINAL EXAM: December 7**

For Classes Meeting on:  
Monday/Wednesday/Friday  
10 a.m.

Exam Date and Time will be:  
Monday, December 7  
10:15 a.m. - 12:15 p.m.

The Final Exam for English 2341 consists of two, minimum five-hundred-word essays in MLA style.

One of these essays is the SACS Assessment Essay above.

For the second essay, choose one topic from those listed below:

**IF THERE IS ANY PLAGIARISM WHATSOEVER ON ANY WRITING ASSIGNMENT  
YOU WILL IMMEDIATELY BE FAILED FROM THE COURSE**

**Final Exam Essay**

Choose one of the topics below and write one 500-word minimum essay on each for an overall minimum total of 1,000 words.

Use Arial 12-point font and MLA style.

Quote from the texts to strengthen your argument.

I. Discuss some of the themes we have encountered in our readings this semester. How do various authors develop them?

II. Of the works we have read this semester, which one would you most likely tell your friends and family about? Why would you recommend this particular work to others?

III. Describe the historical milieu (social, political, economic factors) in which one of our selections was written and how do these factors affect the work?

IV. Write an essay in which you analyze the most salient literary techniques of one of our works.

V. Propose learning activities for a specific secondary grade level that would help students build a better understanding of one of the works we have read and explain why you would use these activities.

VI. Which work on our reading list should be taken off and not be required reading? Why?

VII. What work do you think it would be beneficial to add to our late American Literature reading list? Why?

VIII. Which work did you like most and which did you like least? Why?

ADA (Americans with Disabilities Act)

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Grace Duffy in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, SulRoss State University, Alpine, Texas 79832. Telephone: 432-837-8203

**TEN POINTS WILL BE TAKEN OFF THE FINAL GRADE FOR EACH ABSENCE. IF YOU ARE NOT PRESENT FOR THE END OF CLASS, YOU WERE NOT PRESENT FOR THE BEGINNING. UPON YOUR THIRD ABSENCE IN A THREE-HOUR CLASS, YOU WILL BE DROPPED FROM THE CLASS. THREE LATE ARRIVALS EQUAL ONE ABSENCE. THERE WILL BE A "LATE ATTENDANCE" SHEET FOR THOSE ARRIVING LATE.**