

Sul Ross State University
English 2341
Forms of Literature
Fall 2015

Instructor: Dr. Laura Rebecca Payne
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T/Th 11-1
(and by appointment)

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Course Text: *Norton Introduction to Literature, Shorter, Eleventh Edition*

Course Objectives and Descriptions: English 2341, Forms of Literature, is a course which seeks to expand several aspects of literacy for students. Primarily, the course examines techniques of critical analysis of major literary forms—prose fiction and poetry—through close readings, discussions, writings, and examinations based on these literary forms. English 2341 will focus its discussion of forms through cultural and social expressions. That is, the course will attempt to uncover the sense that literature is not created outside of or despite existing cultures and social occurrences; rather, it speaks directly to our own experiences and lives. This helps develop our personal and professional lives in terms of aesthetics, communications, and our literacies.

In addition, students in English 2341 will be expected to complete the following state-mandated outcomes in order to successfully complete the course:

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

English Program Outcomes:

Graduating students in English will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

Educator Standards: For students seeking certification, this course will cover aspects of the following SBEC educator standards and competencies:

English Language Arts and Reading 8-12 Standard IV:

English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse forms of literature and to view literature as a source for exploring and interpreting human experiences.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Course Expectations:

English 2341 is an online course, designed so that students benefit, learn, and, ultimately, increase literacy, through close and detailed discussions (written via discussion boards) of the assigned readings and concepts. Students will be expected to present to this class prepared by carefully completing assignments for each class week as they are due. These assignments will range from readings, informal writings in the forms of journal exercises and formal writings in the forms of creative manuscripts and an analytic final examination.

First Class and Beyond:

I will post opening/welcoming remarks and suggestions for getting started in the course. On subsequent days, please check announcements for instructions, lectures, and answers to class questions, which will also be posted each class day (i.e. Monday-Friday). I will be “off-line” on the weekends, which will begin by 12 p.m. Fridays and continue until 12 p.m. Mondays.

Coursework:

****Please note that you should write attached assignments in Microsoft Word to ensure we may all utilize them. Work may be submitted in “.doc, .docx, or .rtf. Please contact Sandy Bogus at sbogus@sulross.edu (or 432.837.8523) if you have technical problems or questions. Blackboard only works best in **Firefox**, Safari, or Chrome (rather than Explorer). It is free to download.****

Assignments: English 2341 will be graded according to the following assignments:

Discussion Boards	20%
Fiction Manuscript	20%
Poetry Manuscript	20%
Journal	20%
Final Examination	20%

Grading Percentages: English 2341 will be graded on the percentage of 100: A=90-100; B=80-89; C=70-79; D=60-69; F=59-below

The vast majority of this course will be completed via the writing and “discussion” of both literature and theoretical readings regarding techniques which make up literature. We will read and write about selections from the required text for the course. You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and informal forums, throughout the completion of the semester’s work. All of your participation must be thoughtful, sincere, and tactful. In the pursuit of these goals, we will write one short fiction manuscript and one poetry manuscript. You will also complete a course journal that will hold assigned materials generated this semester. The course journal will consist of only assigned writings in the form of “elements.” It will be one continuous document and turned in only once, at the end of the semester. The elements will be titled by number and each appear with a page break between. You will participate in directed discussion boards, which will answer and/or bounce off discussion prompts as listed in the syllabus. These also serve as the class participation component of the course, as they mirror the reading schedule. Discussion boards will largely influence the course grade. Finally, you will turn in a final examination in essay form, which pulls together the work from the semester.

****I expect your coursework to mirror the time you would take with this course if it were an onsite course. Thus, you should spend approximately three hours per week working on this course, with additional time for formal reading and writing assignments determined by your personal pace.**

Detailed Assignment Description:

Discussion Boards—The discussion boards allow us to speak to one another. Think of the discussion boards as the “cyber” equivalent of sitting in a seminar room with one another and talking about our readings, writings, thoughts and reactions to the coursework. The discussion boards will ask you to do just this. Please answer in detailed manners, using examples and analysis of the why and how of your answers. The posts must be approximately three hundred words. Responses to posts should be approximately one hundred words. The discussion boards will improve our knowledge and practice of methodologies of literature and theories on and

about literature through improved abilities to articulate your growing knowledge-base and expertise in the field of literature.

Readings—The readings for the course involve short fiction and poetry by masters of world literature, as well as discussions of the elements that make up the forms. Thus, we will be able to read great and varied examples of various genres as a way to model techniques while also comparing and contrasting genres and subgenres of the forms. This allows us to increase confidence in our writing and analytic abilities as a way into our life experiences as members of our own cultures. Writing never occurs in a vacuum; it informs and is informed by its surrounding cultures. The readings will highlight this crucial fact.

Short Fiction Manuscript—The fiction manuscript will ask you first to write a brief essay in which you identify and analyze the techniques in one or more of the short stories we have read and which you admire and attempt to model in your own writing. This should be no more than a page in length. Then the short story will be an original piece of yours in which you indeed attempt to develop techniques of the form. The story will be typed, in Times New Roman font, double-spaced, 2-3 pages in length, and utilize MLA style.

Poetry Manuscript—This assignment requires you to write a three-page manuscript of poems. Like the fiction manuscript, you will write a brief analysis of one or more of the poems we read for class and which you admired, identifying and critically discussing the elements that make the form successful. You will then write three pages of original poems which also attempt to develop the techniques of the form.

Course Notebook—The course notebook will consist of prompts from the text which ask you to journal about what you read, analyze techniques authors use when writing, or to expand your own ideas for course writings. The goals of journal exercises are to facilitate clear understanding of the literature as well as develop your abilities to write freely and with confidence. Obviously, the responses are as valuable as the effort put into them. Please feel free to use any of the notebook exercises as inspirations for further, more formal assignments—they are meant to be such. I will evaluate your effort on these exercises once, at the end of the course. It will be turned in as a single Word attachment. But please write the exercises as they are due—this will maximize their success for your endeavors. Each entry should be a minimum of 300 to 500 words. The precise prompts are listed in the syllabus.

Final Examination—The final examination will pull together the key ideas and aspects of the course. That is, I will ask you to write fully-developed essays that explore key concepts and personal analyses of the session's work. The goal of this assignment is to apply our discussions and growing skills in analysis of literature, the readings of such, and the cultural and historical impact of cultures on literatures. It will also measure your ability to pull together the session's significant ideas comprehensively and clearly.

Late Work: All major assignments and/or projects, etc. are due on the dates assigned by midnight, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work in English 2341 to receive a passing grade.

Late assignments will receive a full letter grade deduction for being late. This means, if you turn in your assignment late and it receives a B, it automatically will be reduced to a C.

Attendance: As this is a web-format literature course, consistent participation is absolutely necessary. Remaining current with the course schedule and taking part during the expected due dates will not only keep you personally engaged, but also will ensure that other participants of the course can benefit from your thoughts, ideas, and reactions toward the reading and writing assignments. *If you miss due dates, I will not expect others in the class to consider your work (i.e. discussion boards) in arrears. Late work will result in an automatic ten points being taken off your grade; thus, if you received a B on an assignment, it will be reduced to a C. I do not accept any late work for this course after the final exam period has ended.*

****Please note that this course is an online format which necessitates that students complete discussion boards and major assignments on the day on which the assignments are made. Thus, discussion boards must be posted by seven p.m. on Tuesdays and responses be posted by midnight on Thursdays. This will ensure that the course's discussions move forward timely and with minimum inconvenience to your fellow students. I will assign a 0 to missed discussion boards. If you receive a 0 in the grade book, move on to the next one. Thus, if you miss the assignment, you will not be able to make it up and will lose the credit.**

Grading Scale:

Percentages and Grade Equivalents:

A= 90-100% B=80-89% C=70-79% D=60-69% F=59% or below

Disabilities Statement: Persons with disabilities that may warrant academic accommodations should contact me as soon as possible so that we may make arrangements to ensure the most hospitable and enhancing (cyber) learning environment as possible.

Academic Ethics: It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any student who represents someone else's work as his or her own will automatically receive a zero for that assignment, which will likely result in a failure for the course. Plagiarism can be purposeful or inadvertent, but either results in an unacceptable and unethical academic performance. Plagiarism will most likely result in a failure for the course.

A Writer's Reference: I strongly recommend all students and instructors of writing and literature own and utilize Diana Hacker's *A Writer's Reference*. It is a sound, credible, and particularly usable stylebook.

Miscellaneous but Important:

If you require accommodations to ensure your successful completion of this course, please contact me immediately.

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 Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203.

The Writing Center is located in MAB 102. Its phone number is 837.8270, and its hours will be posted on its door.

Syllabus

Date

Assignment

Week One

*read course introduction and policies

Discussion Board 1: Introduce yourself to the class—give us a sense of who you are, what your interests are: What do you like to read? What do you hope to gain in the course? What type of writing do you plan to attempt (e.g. genre)? Tell us a bit about your life, personality, hobbies, studies. Respond to two other writers. Respond to all posts!

Read: pages 1-42 (excluding stories unless otherwise noted below).

“20/20”

“Cathedral”

“Story of an Hour”

Journal Element 1: Answer the questions about the elements of fiction on page 15, using “Cathedral” for the source.

****Check Announcements!!**

Week Two

Discussion Board 2: What is the significance of a character-driven plot to fiction? Why are we more attracted, as readers, to this type of piece? Evidence at least one story read for this week in your discussion. Respond to 2 posts!

Read: Chapter One, “Plot,” pages 82-89.

“Sonny’s Blues”

“Roman Fever”

“A&P”

“Flight Patterns”

Journal Element 2: Answer the questions after the assigned stories when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Three

Discussion Board 3

Read: Chapter Two, "Narration and Point of View," pages 160-164
"Girl"
"The Cask of Amantillado"
"The Yellow Wallpaper"
"A Rose for Emily"

Journal Element 3: Answer the questions after the assigned stories when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Four

Discussion Board 4

Read: Chapter Three, "Character," pages 180-187
"Barn Burning"
"A Good Man Is Hard to Find"
"Good People"
"Lusus Naturae"

Journal Element 4: Answer the questions after the assigned stories when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Five

Discussion Board 5

Read: Chapter Four, "Setting," pages 245-247
"A Pair of Tickets"

“Volar”
“Bartleby, the Scrivener”
“Why I live at the P.O.”

Journal Element 5: Answer the questions after the assigned stories when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Six *Read detailed assignment short story manuscript

Discussion Board 6

Read: Chapter Five, “Symbol and Figurative Language,” pages 285-290
“The Birth-Mark”
“The Thing In the Forest”
“The Jury of Her Peers”
“Hills Like White Elephants”

Journal Element 6: Answer the questions after the assigned stories when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Seven

Discussion Board 7

Read: Chapter Six, “Theme,” pages 334-338
“A Very Old Man with Enormous Wings”
“Love Medicine”
“Shiloh”
“The Open Boat”

Journal Element 7: Answer the questions after the assigned stories when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Eight *Short fiction manuscript due

Discussion Board 8

Read: "Poetry," pages 671-684
"The Art Of Reading Poetry: An Album"
All poems in the above sections

Journal Element 8: Answer the questions after the assigned poems when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Nine

Discussion Board 9

Read: Chapter Ten, "Speaker: Whose Voice Do We Hear?"
"Exploring Gender: An Album"
All poems in above sections

Journal Element 9: Answer the questions after the assigned poems when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Ten

Discussion Board 10

Read: Chapter Eleven, "Situation and Setting: What Happens? Where? When?"
"Homelands: An Album"
All poems in above sections

Journal Element 10: Answer the questions after the assigned poems when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Eleven

Discussion Board 11

Read: Chapter Twelve, "Theme and Tone"
"Family, An Album"
All poems in above sections

Journal Element 11: Answer the questions after the assigned poems when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Twelve *Read detailed poetry manuscript assignment

Discussion Board 12:

Read: Chapter Thirteen, "Language, Word Choice, and Order"
"Chapter Fourteen, "Visual Imagery and Figures of Speech"
All poems in above sections

Journal Element 12: Answer the questions after the assigned poems when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Thirteen

Discussion Boards 13

Read: Chapter Fifteen, "Symbol"
Chapter Sixteen, "Sounds"
All poems in sections

Journal Element 13: Answer the questions after the assigned poems when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Fourteen *Poetry manuscript due

Discussion Boards 14

Read: Chapter Seventeen, "Internal Structure"
Chapter Eighteen, "External Form"
All poems in sections

Journal Element 14: Answer the questions after the assigned poems when applicable. Fully evidence answers textually and with critical detail.

****Check Announcements!!**

Week Fifteen **Course Journal Due!! **Read assignment for final examination**

Discussion Board 15:

Read: "Reading More Poems," pages 1075-1106

****Check Announcements!!**

Final Examination Due by midnight, 8th December