

Dr. Francine K. Richter  
English 2341: Forms of Literature  
Spring 2016  
Office 112A MAB

Phone: 432-386-2677 (cell)  
432-837-8667 (office)

Email: frichter@sulross.edu

### **OFFICE HOURS**

**MONDAY/WEDNESDAY**

9:00 a. m.--11:00 a. m.

12:30 p. m.--2:00 p. m.

**TUESDAY/THURSDAY**

11:00 a. m.—12:00 p. m.

1:00 p. m.—3:00 p. m.

### **TEACHING SCHEDULE**

English 1302:005	Composition II	11:00--12:15	MW	MAB 203
English 1302:007	Composition II	9:30-10:45	TR	MAB 200
English 2341	Forms of Literature	Web		
English 3312	Advanced Composition	Web		
English 4316	Teaching English	Web		

### **SPRING 2016 ACADEMIC CALENDAR**

January 18	Martin Luther King, Jr. Holiday
January 19	First day of classes /Faculty Meeting, 4:00 p. m.
January 29	FE-3 submitted to chairs
March 8	Midterm
March 14-18	Spring Break
March 25	Good Friday Holiday
May 4	Last class day
May 5-6	Dead Days
May 9-12	Final Examinations
May 13	Final grades for graduating seniors
May 14	Spring Commencement 10:00 a. m.
May 16	Final grades

## SPRING 2016 SYLLABUS

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

### **I. ATTENDANCE**

When this is a physical course, TEN POINTS WILL BE TAKEN OFF THE FINAL GRADE FOR EACH ABSENCE AFTER THE FIRST THREE.

IF YOU ARE NOT PRESENT FOR THE END OF CLASS, YOU WERE NOT PRESENT FOR THE BEGINNING.

### **II. COMMUNICATION**

Email the entire class when you have a question, and I will email everyone with the answer. This keeps thirty students (who think they are the only one) from emailing with the same question and receiving the same answer one at a time. I answer e-mail every morning and usually several times during the day and night. I will answer email that has ONLY the course name and number in the Subject line (i.e. English 3312) and is signed with a first and last name. When this is a physical class, expect to stay the entire class time the first day or night and every day or night of class after that.

### **III. COURSE 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.

#### 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. FIVE POINTS OFF GRADE FOR EVERY DAY LATE ON ANY AND ALL ASSIGNMENTS OR TESTS.

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

5. Complete the SMARTHINKING tutor's suggestions for improvements.
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 four essays are a MINIMUM of 1,000 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.

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. FIVE POINTS OFF PER DAY 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 first.**
- 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 (Four Essays)

Quizzes: 100 points each ( Six Quizzes)

"My Story" Revised Composite Semester Paper: 100 points possible and **weighted at 40%** of grade

Add the component parts (1,400 points possible) to your overall score:

Approved Short Story Title 500

Approved Works Cited (hard copy and on BlackBoard) 400 (200 each)

Revised Introduction with Three-Part Thesis Statement 300

Revised Paragraphs One-Three 200

Paragraphs One-Six 100

Revised Final Exam Essay: 100 points

Total Possible Points: 2,700 points

Grading Scale:

A 2430-2700

B 2159-2429

C 1888-2158

D 1617-1887

### **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

### **WEEK ONE: JANUARY 17-24**

What is on the Syllabus?

Multiple Answer, Multiple Choice, True/False Quiz over Syllabus on Sunday, January 24

### **WEEK TWO: JANUARY 24-31**

SACS Assessment Essay with Smart Thinking Report and Your Revisions.

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

SUBMIT YOUR APPROVED CHOICE OF SHORT STORY TITLE FOR YOUR SEMESTER ANALYTICAL "MY STORY" COMPOSITE PAPER BEFORE 6:00 p. m. ON JANUARY 31.

### **WEEK THREE: JANUARY 31-FEBRUARY 7**

*Perrine's Literature: Structure, Sound, and Sense* (pp. 2-54)

"Writing about Literature"

Multiple Answer, Multiple Choice, True/False Quiz over "Writing about Literature" on Sunday, FEBRUARY 7 at 6:00 p. m.

WORK THE STUDY GUIDE ON OUR "COURSE DOCUMENTS" PAGE BEFORE BEGINNING THE TEST.

THERE IS A STUDY GUIDE FOR EVERY TEST AND THEY HAVE EVERY QUESTION ON THEM THAT WILL APPEAR ON THE TEST.

### **WEEK FOUR: FEBRUARY 7-14**

"THE ELEMENTS OF FICTION"

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

Multiple Answer, Multiple Choice, True/False Quiz over "Reading the Story" on February 14 at 6:00 p. m.

SUBMIT ESSAY ONE TO SMART THINKING, REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN IT IN FOR A GRADE BY 6:00 p. m. on FEBRUARY 14.

After reviewing the distinguishing characteristics of literary and commercial fiction, and bearing in mind that the two types of fiction represent a spectrum of qualities rather than hard-and-fast opposites, examine one of the two following stories for its mix of literary and commercial characteristics:

Fitzgerald, "Babylon Revisited"

Hurston, "Spunk"

On balance, determine whether your choice is predominantly commercial or literary and tell precisely why.

Include the STUDENT WRITING CHECKLIST, your original essay, the Smart Thinking Report, and your revised essay as one document on BlackBoard.

### **WEEK FIVE: FEBRUARY 14-21**

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

Multiple Answer, Multiple Choice, True/False Quiz over "Plot and Structure" on FEBRUARY 21 at 6:00 p. m.

SUBMIT ESSAY TWO TO SMART THINKING, REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN IT IN FOR A GRADE BY 6:00 p. m. ON FEBRUARY 21.

In Wolff's "Hunters in the Snow," the plot helps to illuminate the struggle for power among the three principal characters. Write an essay in which you show how this struggle for power is elucidated by some of the elements of fiction presented in Chapter Two--such as suspense, mystery, surprise, and conflict.

Include the Student Writing Checklist, your original essay, the Smart Thinking Report, and your REVISED essay as ONE document on BlackBoard.

### **WEEK SIX: FEBRUARY 21-28**

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

Multiple Answer, Multiple Choice, True/False Quiz over "Characterization" on FEBRUARY 28 at 6:00 p. m.

ESSAY THREE is due on February 28.

Write an essay on the direct or indirect presentation of character in one of the following: Connell, "The Most Dangerous Game"

Greene, "The Destroyers"

Ishiguro, "A Family Supper"

SUBMIT the Student Writing Rubric, your original ESSAY THREE, the SMART THINKING Report, and your REVISION ACCORDING TO THE TUTOR'S DIRECTIONS before 6:00 p. m. on February 28.

### **WEEK SEVEN: FEBRUARY 28-MARCH 6**

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

Multiple Answer, Multiple Choice, True/False Quiz over "Theme" on March 6 at 6:00 p. m.

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 on BLACKBOARD before 6:00 p. m. on MARCH 6.

### **WEEK EIGHT: MARCH 6-13**

Chapter Five: "Point of View" (pp. 235-280)

Multiple Answer, Multiple Choice, True/False Quiz over "Point of View" on March 13

SUBMIT PARAGRAPHS ONE-THREE TO SMART THINKING, REVISE THEM ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN THEM IN BY 6:00 p. m. on MARCH 13.

This means the Introductory Paragraph (with THREE-PART THESIS STATEMENT) and THE NEXT two body paragraphs.

INCLUDE YOUR SMART THINKING REPORT ON ONE DOCUMENT ONLY WITH YOUR REVISED THREE PARAGRAPHS WHEN YOU SUBMIT IT FOR A GRADE ON BLACKBOARD.

Type all work using ONLY Arial, 12-point font.

Always double-space and never leave extra space ANYWHERE ON YOUR PAGE.

Always give your work an interesting, original title.

Include a Writing Rubric Student Checklist from the Course Documents page with every essay or paper.

MAKE SURE YOU HAVE A "FOUR" IN ALL CATEGORIES BEFORE SUBMITTING FOR A GRADE.

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

Save your work as YOUR NAME.

Critical sources must come ONLY from an ACADEMIC LIBRARY.

USE SPELL CHECK AND GRAMMAR CHECK.

NO AUTHOR BIOGRAPY.

This assignment is ONLY ONE COMPONENT of the ""My Story" Analytical Semester Paper Composite.

NO "MY STORY" PAPER WILL BE GRADED UNLESS ALL OF THE COMPONENTS HAVE BEEN SUBMITTED.

NO LATE WORK--PLAN AND WORK AHEAD IN CASE YOU OR A FAMILY MEMBER GETS SICK OR HAS AN EMERGENCY.

**WEEK NINE: MARCH 14-18 SPRING BREAK**

**No Assignment for Sunday, MARCH 20**

**WEEK TEN: MARCH 20-27**

Chapter Six: "Symbol, Allegory, and Fantasy" (pp. 281-328)

Multiple Answer, Multiple Choice, True/False Quiz over "Symbol, Allegory, and Fantasy" on March 27

**WEEK ELEVEN: MARCH 27-APRIL 3**

Chapter Seven: "Humor and Irony" (pp. 329-375)

Multiple Answer, Multiple Choice, True/False Quiz over "Humor and Irony" on APRIL 3

**WEEK TWELVE: APRIL 3-10**

Chapter Eight: "Evaluating Fiction" (pp. 376-398)

Multiple Answer, Multiple Choice, True/False Quiz over "Evaluating Fiction" on APRIL 10 at 6:00 p. m.

**WEEK THIRTEEN: APRIL 10-17**

"My Story" paper with the Smart Thinking Report and ALL OF THE CORRECTIONS MADE THAT WERE SUGGESTED BY THE SMART THINKING TUTOR ARE DUE before 6:00 p.m. on April 24.

**WEEK FOURTEEN: APRIL 17-24**

"My Story" paper with the Smart Thinking Report and ALL OF THE CORRECTIONS MADE THAT WERE SUGGESTED BY THE SMART THINKING TUTOR ARE DUE before 6:00 p.m. on April 24.

**WEEK FIFTEEN: APRIL 24-MAY 1**

Submit the FINAL EXAM SACS ASSESSMENT ESSAY to Smarthinking and REVISE it according to the e-structor's directions.

May 4	Last class day
May 5-6	Dead Days
May 9-12	Final Examinations

**FINAL EXAM: MAY 8 at 6:00 p. m.**

Final Exam for English 2341:

SACS minimum five-hundred-word ESSAY in MLA style with Smart Thinking Report and Revisions

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

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 Mary Schwartz at 432-837-8203.

Mary Schwartz, M.Ed., LPC  
Accessibility Services Coordinator  
Counseling & Accessibility Services  
Ferguson Hall, Rm #112  
P.O. Box C-122  
Alpine, TX. 79832  
[mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook.

Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.