

## Sul Ross State University English 2341

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Office Hours: M, W, F 9-10 and by appt  
Phone: 432-837-8154

Meeting Times: Mon-Fri 9:50-11:25

### Required Materials

Mays, Kelly J. *The Norton Introduction to Literature*

### Course Description

Survey of a variety of literary modes and genres from different cultures and time periods.

### Goals and Outcomes for ENG 2341:

This course is a survey of a variety of literary modes and genres from different cultures and time periods.

Students will work towards the following learning goals and outcomes:

- an awareness of writers from diverse cultural traditions
- an awareness of important terms in Literary Studies
- the ability to analyze a variety of texts in their relevant contexts
- the ability to formulate interpretations through synthesis of material from diverse texts and contexts
- the ability to compose thoughtful analyses
- the ability to present material serving diverse purposes in a variety of forms (oral and written)
- the ability to interact respectfully with others who hold divergent perspectives
- the ability to revise and improve your own written work

### Attendance

Because this is a skills and discussion-based course, regular attendance and promptness are expected in this class. You may, however, miss two classes without penalty. After these absences, each class you miss will lower your final grade. I make no distinction between excused and unexcused absence (except for limited, university-approved situations). If you arrive more than five minutes late, or leave early, you will be counted absent. If you miss more than four classes, you may not pass ENG 2341.

### Deadlines

Submitting assignments on time means turning them in at the *beginning of class* on the day they are due. If you turn in late assignments, you will be penalized one half letter grade for every class meeting late. Excuses for late work—including “computer problems” and “car trouble”—are always unacceptable. If you elect to use a free absence, your essays and other assignments

are still due. I will grant extended deadlines only in the case of a *documented* personal illness, *documented* emergency, or *documented* conflicting university function. No exceptions! It is your responsibility to 1. Notify me before the class of your situation—either by e-mail or voice mail; 2. Have a friend deliver your work to me at class or at my office before 4:30 p.m. on the due date; OR 3. Set an alternative deadline with me; AND 4. Provide official documentation of your situation.

### **Participation**

Active and appropriate class participation in group and individual activities is one step toward getting the most out of this class. Active participation will help your course grade; lack of or inappropriate participation may hurt your course grade. **Additionally, please turn off all mobile phones and other similar devices before you enter the classroom. Anyone using a mobile phone will be asked to leave and will incur an absence.**

### **Quizzes/Reading Responses**

One ongoing part of this class will be in-class quizzes, responses, and so on. In order to complete these successfully, it is imperative that you are prepared for class. These cannot be made up. I will drop the lowest three quiz/in-class writing grades.

### **Out-of-Class Essay Assignments**

You will write one out-of-class essays for this class. All essays must be typed or word processed, with standard (1) margins and font size (12 point).

### **Grading**

Responses	15%
Participation	10%
Presentation	10%
Paper One	20%
Mid-term exam	20%
Final exam	25%

### **Grade Distribution**

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 0-59%

### **Plagiarism & Intellectual Honesty**

All writing and quiz responses must be your own work. The sole exception applies to external material (ideas and quotes) appropriately incorporated and cited. Plagiarism or other forms of cheating will not be tolerated, and will be severely punished. They will result in a "0" for the assignment and may lead to failure of the class and disciplinary action by the university.

### **Explanation of Essay Grades**

Essays must meet all criteria for a “good” or “satisfactory” essay to receive a C. This means good focus, unity, coherence, development, attention to purpose and audience, correct MLA style, and relatively few errors of spelling, punctuation, or mechanics. Only those essays that meet these criteria in an original, thought-provoking way, and contain virtually no major errors will receive grades higher than a C. While each assignment is singular in focus, the basic criteria by which each essay will be evaluated are as follows:

**An “A” paper** is surprising, unusual, or outstanding in its excellence. It contains a clear and focused thesis. An “A” paper is always original in its argument, use of language, and organization. Development is superb and extensive, but never excessive. Transitions are clear and fluid. The language matches not only the needs of the specific subject, but also meets the needs of the writer’s audience and purpose. Mistakes of spelling, punctuation, or mechanics are literally non-existent in an “A” paper.

**A “B” paper** contains a reasonable, occasionally complex argument, developed with effective examples using specific details that link appropriately to the thesis. Organization is likewise clear. Language and style are varied and appropriate to both the intended audience and purpose. There are only minor lapses in spelling, punctuation, or mechanics.

**A “C” paper** exhibits a style and approach of argument that are simple and expected. Structure and organization are also simple. A thesis may exist, but it may be unclear or lack sufficient focus. Perhaps the writer followed a model essay too closely (the five-paragraph format, for example). Language and sentence structure may be monotonous. Development is limited and treats the “basic” points of a given subject. Such a paper contains several errors of spelling, punctuation or mechanics. A “C” paper is considered average university-level writing.

**A “D” paper** contains an argument that deals with the essay’s subject on only the most basic level. It has no thesis, and evidence and examples are flawed or inappropriate. Organization is basic and perhaps choppy, while sentence structure and language are often simple or confusing, or both. Additionally, there are usually many errors of spelling, punctuation, and mechanics in a “D” paper.

**A failing paper** has an underdeveloped argument and often doesn’t address the subject. Examples are flawed, inappropriate and often unrelated to the subject or one another. Organization may be nonexistent or arbitrary. Sentence structure and language are confusing. Errors in grammar, punctuation and mechanics are frequent and often hinder understanding. A failing paper may demonstrate qualities of a C, B, or A paper but was turned in too late to receive one of these grades.

### **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, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) .

### **Tentative Calendar**

Assigned readings should be completed **before** class. Please bring the appropriate text to each class meeting. Readings, assignments, and due dates are subject to change.

- 6/1 Course introduction
- 6/2 Read introduction: 1-9; Reading, Responding, Writing: Read 12-16
- 6/3 Key concepts 29-31 and Carver, "Cathedral," 32-42
- 6/6 Understanding the Text: Plot. Read: 82-89 Read De Maupassant, "The Jewelry," 90-95
- 6/7 Narration and Point of view. Read 160-164, and Saunders, "Puppy," 172-178
- 6/8 Character. Read 180-187; Exploring concepts: Flannery O'Connor. Read 419-422, and "A Good Man is Hard to Find," 422-433
- 6/9 O'Connor, "Good Country People," 433-447
- 6/10 O'Connor, "Letter," 458-461, and Reuman, from "Revolting Fictions," 464-467
- 6/13 Understanding drama. Read 1182 (Questions about character); 1184-86 (Stages, Sets and Setting); 1188-1189 (Theme)
- 6/14 Read Miller, *Death of a Salesman*, 1668-1700
- 6/15 Read Miller, *Death of a Salesman*, 1668-1735; Discussion of Miller. Mid-term review
- 6/16 Mid-Term Exam
- 6/17 Writing about literature. Read 1845-1855. Essay One: Generating Ideas: Brainstorming, clustering, free writing: generating ideas: towards essay one
- 6/20 Essay One: In-Class workshop
- 6/21 Essay due in class: peer revisions. Read 1865-1869
- 6/22 Poetry: Reading, Responding, Writing: Read 670-680
- 6/23 Poetry: Read 680-691; Harlem Renaissance. Read 1007-1021
- 6/24 Read, 1023-30, 1038-1042
- 6/27 Words and Music. Read 847-855
- 6/28 Words and Music cont.
- 6/29 Critical contexts: Plath: "Daddy" 1048-1061.
- 6/30 Poetry Presentation

7/1 Poetry Presentation; Final Exam Review

7/5 Final Exam