

Dr. Francine K. Richter

English 2341: Forms of Literature

Fall 2016

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OFFICE HOURS

MONDAY/WEDNESDAY

10:00 a. m.--2:00 p. m.

TUESDAY/THURSDAY

11:00 a. m.—3:00 p. m.

TEACHING SCHEDULE

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|-------------------------------|----------------------|------------------|----|---------|
| SRSU 1101: First Year Seminar | | 2:00--2:50 p. m. | | |
| English 1302:003 | Composition II | 8:00--9:30 | TR | MAB 200 |
| English 1302:004 | Composition II | 9:30-10:45 | TR | MAB 203 |
| English 2341 | Forms of Literature | | | Web |
| English 3312 | Advanced Composition | | | Web |

SYLLABUS

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

I. 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 2341) and is signed with a first and last name.

II. 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.
5. START YOUR WORK EARLY IN CASE YOU OR A FAMILY MEMBER BECOMES ILL OR HAS AN ACCIDENT.
6. Complete the SMARTHINKING tutor's suggestions for improvements FOR ALL ESSAYS AND YOUR PAPER.
7. Submit the COMPLETE Smarthinking Reports and your REVISED essays ON ONE Microsoft Word DOCUMENT ONLY.
8. Always use MLA headings and headers on your work and no cover sheets
9. Submit your work as YOUR NAME first.
10. The essays are a MINIMUM of 500 words each.
11. Submit all of your work on the Assignments page.
12. USE SPELL CHECK AND GRAMMAR CHECK. POINTS WILL BE DEDUCTED IF YOU DO NOT. NO EXCEPTIONS.

III. 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 the Bryan Wildenthal Memorial Library.

IV. GRADING SCALE:

Essays: 100 points each

Quizzes: 100 points each

Add the component parts (1,500 points possible) to your overall score:

Approved Short Story Title 500

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

Revised Introduction with Three-Part Thesis Statement 300

Revised Paragraphs One-Three 200

Revised Paragraphs One-Six 100

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

Revised Final Exam Essay: 100 points

Total Possible Points: 2,300 points

Grading Scale:

- A 2070-2300
- B 1839-2069
- C 1608-1838
- D 1377-1607

WEEK ONE: AUGUST 21-AUGUST 28

What is on the Syllabus?

Multiple Answer, Multiple Choice, True/False Quiz over Syllabus on Sunday, August 28 at 6:00 p. m.

WEEK TWO: AUGUST 28-SEPTEMBER 4

SUBMIT YOUR 500-word minimum, Arial 12-point font SACS Assessment Essay on Kate Chopin's "Story of an Hour" by 6:00 p. m. on September 4.

Focus your essay on SOCIAL and PERSONAL RESPONSIBILITY.

BEGIN READING SHORT STORIES FOR YOUR SEMESTER ANALYTICAL "MY STORY" COMPOSITE PAPER.

Short Stories That We Know Have Criticism Written on Them:

<http://sulross.libguides.com/c.php?g=439697>

WEEK THREE: SEPTEMBER 4-11

SUBMIT YOUR APPROVED CHOICE OF SHORT STORY TITLE FOR YOUR SEMESTER ANALYTICAL "MY STORY" COMPOSITE PAPER BEFORE 6:00 p. m. on September 11.

Short Stories That We Know Have Criticism Written on Them:

<http://sulross.libguides.com/c.php?g=439697>

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, September 11 at 6:00 p. m.

WORK THE STUDY GUIDE ON THE APPROPRIATE TAB BEFORE BEGINNING THE TEST.

WEEK FOUR: SEPTEMBER 11-18

ESSAY ONE

After reviewing the distinguishing characteristics of literary and commercial fiction IN THE TEXTBOOK, 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 COMPLETE Smarthinking Report, and your revised essay as ONE document on BlackBoard.

WEEK FIVE: SEPTEMBER 18-25

"THE ELEMENTS OF FICTION"

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

Multiple Answer, Multiple Choice, True/False Quiz over "Reading the Story" on September 18 at 6:00 p. m.

WORK THE STUDY GUIDE ON THE APPROPRIATE TAB BEFORE BEGINNING THE TEST.

WEEK SIX: SEPTEMBER 25-OCTOBER 2

SUBMIT ESSAY TWO TO SMARTHINKING; REVISE IT ACCORDING TO ALL OF THE TUTOR'S DIRECTIONS; AND TURN IT ALL IN ON ONE DOCUMENT for a GRADE BY 6:00 p. m. on October 9.

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 COMPLETE Smarthinking Report, and your REVISED essay as ONE document on BlackBoard.

WEEK SEVEN: OCTOBER 2-9

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

Multiple Answer, Multiple Choice, True/False Quiz over "Plot and Structure" on October 2 at 6:00 p. m.

WORK THE STUDY GUIDE ON THE APPROPRIATE TAB BEFORE BEGINNING THE TEST.

WEEK EIGHT: OCTOBER 9-16

Read, highlight, and submit your hard copy (physical) critical, analytical articles for your "My Story" paper to me for a possible 200 points by October 16.

You can mail them if you are not local.

Otherwise, you can put them in my office or give them to the Languages and Literature secretary.

These are the articles that will also appear as a list on the LAST page of your paper--the WORKS CITED page is worth a possible 200 points.

Submit the last page of your paper to the BlackBoard Assignment MLA STYLE "Works Cited" academic sources page for your "My Story" Composite Semester Paper for approval BEFORE 6:00 p. m. on Sunday, October 16.

WEEK NINE: OCTOBER 16-23

Write the Introduction to your "My Story" Paper.

SUBMIT THE INTRODUCTION to the Semester Analytical "My Story" Paper WITH ITS THREE-PART (aspects, attributes, characteristics, discussion points, or components) ANALYTICAL THESIS STATEMENT TO SMARTHINKING, REVISE IT ACCORDING TO THE TUTOR'S DIRECTIONS, AND INCLUDE THE COMPLETE REPORT WHEN TURNING IT ALL IN FOR A GRADE on ONE DOCUMENT ON BLACKBOARD before 6:00 p. m. on October 23.

WEEK TEN: OCTOBER 23-30

SUBMIT PARAGRAPHS ONE-THREE of the Semester Analytical "My Story" Paper to SMARTHINKING, REVISE THEM ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN THEM ALL IN ON ONE DOCUMENT ONLY ON BLACKBOARD BY 6:00 p. m. on OCTOBER 30.

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

INCLUDE YOUR COMPLETE SMARTHINKING REPORT ON ONE DOCUMENT WITH YOUR REVISED THREE PARAGRAPHS WHEN YOU SUBMIT IT FOR A GRADE ON BLACKBOARD.

WEEK ELEVEN: OCTOBER 30-NOVEMBER 6

SUBMIT PARAGRAPHS ONE-SIX of the Semester Analytical "My Story" Paper to SMARTHINKING, REVISE THEM ACCORDING TO THE TUTOR'S DIRECTIONS, AND TURN THEM ALL IN ON ONE DOCUMENT ONLY ON BLACKBOARD BY 6:00 p. m. on NOVEMBER 6.

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

INCLUDE YOUR COMPLETE SMARTHINKING REPORT ON ONE DOCUMENT WITH YOUR REVISED SIX PARAGRAPHS WHEN YOU SUBMIT IT FOR A GRADE ON BLACKBOARD.

WEEK TWELVE: NOVEMBER 6-13

SUBMIT COMPLETE "My Story" paper, the ENTIRE Smarthinking Report, and ALL OF THE CORRECTIONS you made on ONE DOCUMENT before 6:00 p.m. on November 13.

WEEK THIRTEEN: NOVEMBER 13-20

Quiz over "Characterization" pp, 142-191 t 6:00 p. m. on November 20

WEEK FOURTEEN: NOVEMBER 20-27

November 23-25, Wed-Fri

Thanksgiving Day holiday (Begins after the last scheduled class meets on Tuesday, November 22)

November 30, Wed Last class day before finals

WEEK FIFTEEN:

Submit the FINAL EXAM SACS ASSESSMENT ESSAY to Smarthinking and REVISE it according to the e-structor's directions by 6:00 p. m. on December 4

Dead Day December 1

Final Exams December 2, 5-7 Friday and Monday-Wednesday

FINAL EXAM: Due by 6:00 p. m. on December 4

Final Exam for English 2341:

SACS minimum five-hundred-word ESSAY in MLA style on Kate Chopin's "The Story of an Hour"

DO NOT ACCESS YOUR FIRST, BEGINNING SACS ESSAY WHATSOEVER.

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, 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: 432-837-8691. E-mail: 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.

LANGUAGES AND LITERATURE DEPARTMENT STUDENT LEARNING OUTCOMES

Graduating students will demonstrate that they can

Construct essays that demonstrate unity, organization, coherence, and development

Analyze literary works by applying principles of literary criticism or theory

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

Demonstrate creativity or originality of thought in written or multimedia projects

Compare/contrast and analyze major works and periods within World, English, and American literature

Student Learning Outcomes (Objectives):

Upon successful completion to this course, students will 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 literature and its cultural importance

Assessment of Objectives

Speaking and listening appraisals, such as clear and thoughtful communication, discussion and audience communication skills—oral presentations in person or on video when the course is on the Web

Reading evaluation, including insight and engagement, critical thinking and understanding of linguistic and structural presentations—Multiple Answer Quizzes with “Why” questions, which include material from Panoptic lectures and Course Documents Articles/Lectures

Writing assessment, including communication, organization and structure skills—Essays, Semester Paper, and Essay Exams

Evaluation for the ability to relate texts to their social, cultural, and historical contexts and literary traditions—Essay Exams

SYLLABI GUIDELINES CHECKLIST

Description of each major course requirement, including each major assignment and exam

General description of the subject matter of each lecture or discussion

Student Learning Outcomes (SLOs); formerly PLOs.

The syllabi for any course, required or not, listed in the program narrative matrix as a course that is used to assess the academic program should contain a list of the program’s primary learning objectives

Five or six student learning objectives beginning with “The student will be able to”

The learning objectives cover three major areas:

Knowledge (lowest order of critical thinking: define, list, paraphrase, identify, describe, explain)

Skills (middle order of critical thinking: chart, solve, design, prepare, apply, demonstrate)

Attitudes or dispositions (highest order of critical thinking: compare, evaluate, infer, conclude, critique, judge)

“Match” your assignments, so that both students and SACSCOC can understand your plan of action toward achieving these student learning outcomes

“Match” your assessment methods so that both students and SACSCOC can determine how you will measure whether or not this learning has occurred.

Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires 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.