

20th Century American: Short Fiction

ENG 5307

Spring 2017

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong.”

— *F. Scott Fitzgerald*

Professor: Dr. Rosemary Briseno

Office: MAB 112-B

Office Hours: MWF 2 pm-4 pm; TTh 11 am-1 pm & by appt

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Required texts (*please ensure you acquire the correct editions!*)

1) *The Oxford Book of American Short Stories*, 2nd ed. Edited By Joyce Carol Oates. 2013. Oxford UP, ISBN: 978-0-19-974439-8

2) Several other required readings will be posted under READINGS or COURSE NOTES/HANDOUTS in Blackboard (Bb). Other material (such as PowerPoints, video clips, etc.) will be posted in Audio/Visual tab in Bb.

Course description: The course will focus on exploring American short fiction from various literary periods, including: Dark Romanticism, Realism, Naturalism, Modernism, Southern Gothic, Postmodernism, and Postcolonialism. We will occasionally engage other examples of short fiction whose style has branched out from established schools of literary thought, such as the Lost Generation, the Harlem Renaissance, and magical realism. We will begin with a close reading of each story, then shift our focus toward the theoretical scope of identity politics (including gender, race, ethnicity, class, (dis)ability, and ageism); as doing so allows us to deeply appreciate the elements of the short story, including but not limited to: plot, characterization, theme, and conflict.

Discussion boards, a reading journal, Short Reports, one major researched essay, and a final project are required.

By the end of the course, students will be expected to...

—have an understanding of the literature, culture, and sociopolitical aspects, which inform 20th Century American Short Fiction

—students will be familiar with major authors and their representative works associated with the production of various literary periods of American literature

—will be able to identify and discuss central aspects of short fiction theory.

—have literary and rhetorical skills, of or at the level of a graduate student who is enrolled in an MA program, including analyzing texts, structures, and narrative techniques.

Student Learning Outcomes

ENGLISH (UNDERGRADUATE)

Graduating students 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.

ENGLISH (GRADUATE)

Graduate students will be able to

1. Demonstrate an understanding of the significance of major authors, literary works in different genres, and definitive literary movements in British and American literature
2. Explicate literary works representative of two periods or genres in British literature and two periods or genres in American literature
3. Employ methodology and terminology used in creative writing or linguistics
4. Conduct substantial research to support original interpretations of literary works, provide original applications of literary or linguistic theories, or present literature reviews of authors or genres that have inspired creative writing projects

Distance Education Statement: 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. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** 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.

An important note about this course: *This web course is not a self-paced course. Pay close attention to due dates (and times) for all assignments.* Web-delivered courses differ from face-to-face courses in that almost all contact between instructor and students and between students will be electronic. If you have not taken a Web course before this semester, or if you need to refresh your

memory about the electronic requirements for an online course and about the tools you will be required to use in Blackboard, review the "Getting Started" information on our course homepage. *You are expected to be familiar with Blackboard; not knowing how Blackboard works is not an excuse for turning in work late!* **If you have difficulties submitting an assignment, contact me immediately NOT AFTER THE DUE DATE, as notifying me of a problem after the deadline negates any opportunity for possible makeup work.**

Tech Assistance

If you need help with the technology when submitting an assignment, contact the Lobo Technology Assistance Center (see below) immediately. If you need technical assistance, contact the Support Staff at the Lobo Technology Assistance Center (LTAC): **Online:** Contact us (24x7x365): <http://www.sulross.edu/pages/4401.asp>. Please use your email/ domain credentials to log in. Our website (www.sulross.edu/oit) has "how to" information on using the online system, which is designed to help you avail quicker service and responses from OIT staffs. **Phone:** 432-837-8888 (x8888/8765). Hours (Subject to change): Weekday (Mon-Fri): 8am-6pm Weekend (Sat-Sun): 11am to 4 pm. **In-person:** LTAC support counters will provide in-person/ walk-in helpdesk services and technology consultation. LTAC counters are located at: BAB 101 and Library ground floor in the back of the building. Hours: 8am to 5pm (Mon- Fri).

Absences

Sul Ross State University allows a maximum of 20% absences in a course before an instructor drops a student for excessive absences. **In this online course, "excessive absences" is defined as non-participation in the course for three (3) weeks or more. Any student dropped for non-participation will receive an F in the course.**

To avoid being dropped, you must participate regularly. Participation in the course is defined as

- logging in to the course to check activities and to read discussion boards,
- gaining access to and using supplemental materials,
- posting on discussion boards as scheduled, and
- turning in assignments in a timely manner.

Professor e-communication

I will communicate with the class through Announcements and by e-mail, so be sure to log in daily to check for announcements on the course home page and to check your Sul Ross e-mail account regularly. **REMEMBER: this is NOT a self-paced course, which means assignments and deadlines will be posted with specific deadlines and times.**

Makeup Work

Opportunities to make up assignments are available only in extreme, urgent circumstances. It is your responsibility to turn in your work **on or before the deadline**. If the assignment is not turned in by the deadline, work MIGHT be accepted but ONE WHOLE LETTER grade (10 points) will be deducted *per day* the assignment is late, weekends count. *Makeup work is granted at the professor's discretion.* To be

eligible for possible makeup work, you MUST contact me in a reasonable time BEFORE the deadline (not an hour before the deadline, not five mins before, and certainly not AFTER the deadline). *If you contact me after the deadline, you will not be considered eligible to makeup that assignment, so don't ask.*

No Late Work Policy

Late work is not accepted for any reason due to **student negligence** (forgetting to turn in an assignment, forgetting to log in, not knowing how to use Blackboard, etc).

Student integrity and responsibility

Web-delivered courses are similar to face-to-face courses in that students are expected to exhibit academic integrity by respecting the discussion of their colleagues in the class, presenting as their own work only content that they have generated, scrupulously attributing and documenting all outside sources in their papers and discussion, and, in general, adhering to the ethical standards of scholars. I expect you to be responsible for your own learning.

Academic Honesty

At the beginning of the semester, you will sign an **Academic Integrity Policy Statement**, which explains that the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. The policy form will represent that the student understands that they are solely responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. **Academic dishonesty is prohibited in all programs of the university, and will not be tolerated.** You may find this form in Course Note/handouts tab. Students must also check the box which reads "I agree to submit my paper to the Global Reference Database." No essay/assignment will be graded unless this box is also checked.

I expect each student to strictly adhere to the rules and regulations regarding academic pursuits. The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Please see page 82 in the SRSU Student Handbook: for complete information.

http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records_srsu/handbook_2012-2013-complete.pdf

1. "Cheating" includes:

- a. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
- b. Using, during a test, materials not authorized by the person giving the test.
- c. Collaborating, without authorization, with another person during an examination or in preparing academic work.
- d. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an

unadministered test.

e. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

f. Bribing another person to obtain an unadministered test or information about an unadministered test.

g. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

h. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.

i. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

j. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

k. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Plagiarism Policy

As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. Nevertheless, a responsible student should also consider the less obvious variants of plagiarism, especially when writing research papers that require citations.

There is no excuse for plagiarism.

I will also regard unattributed citations – verbatim copying of another's person's work without some indication of the source – as a serious form of plagiarism. In other words, don't insert any text in a paper that is not your own without also noting the source. You can email me with a question before an assignment is due, stop by my office during my office hours, or even parenthetically raise the question in your paper. *It's your responsibility to comply with principles of academic honesty; it's my responsibility to see that every student receives a fair and accurate grade.* **Here is my policy on plagiarism for this course:**



The *first offense* of plagiarism, in part or in whole, will result in a failing grade on that assignment(s). The *second offense*, in part or in whole, will result in a final grade of "F," and the student will be recommended for dismissal from the university. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

Student Responsibility

It is your responsibility to check Blackboard 9 and your email/Announcements frequently! I leave detailed instructions and details under the Tentative Schedule tab in Blackboard; it's up to you to check in and find out what's due, when, and how to turn in assignments.

Online Classroom Expectations

DAILY, FREQUENT CHECK-INS: You must check into Blackboard 9 frequently/daily. I write detailed summaries of objectives for the day/week under the Announcements/email feature in Blackboard 9; it is your responsibility to read them. I will not review any assignment/lecture materials AFTER the due date.

REASONABLE TIME CHECKS: What this means is, don't contact me *late in the evenings* and expect me to respond. I have two sons (ages 5 and 2 years old), so I am in bed early and get up early. It's best to contact me via email early in the morning, or during office hours. I will always email you in a timely fashion, so look for my response as soon as you contact me. If you need to speak with me, call me during office hours, and/or leave a message. For students living in Alpine, I encourage you to stop by my office! If my office hours don't work for you, you can always make an appointment with me. I'd be happy to meet you in person!

Community decorum: In respecting others opinions, we will cultivate a virtual classroom environment that fosters communal learning. No one is allowed to bully, intimidate, or make disparaging comments/remarks. Everyone is expected to maintain a level of respect which fosters a sense of community and equable learning. If you cannot maintain common decency, you will be barred from participating in online discussion for that session. If you continue disrespecting others, you will be barred from the course entirely, and you will earn an "F" for the course.

Individual decorum: Online courses do share some characteristics of traditional classroom environments, but are still quite unique in their operations, especially in that success in online courses depends on individual responsibility, more so than in a traditional face-to-face classroom. You are required to master time management, as well as make a conscious decision to **CHECK IN DAILY**. In order to achieve success in this course, please ensure you do the following:

-read assignments as they are assigned. Keeping up with the reading schedule is **absolutely vital to your success in this course**. If you do not consider the reading schedule a priority, your grade will suffer because quizzes, assignments, and major papers, revolve around the reading schedule

-turn in assignments by the due dates

-check your email/ Blackboard Announcements on a *daily* basis

-participate respectfully during forums. Your input, thoughts, and ideas relative to course readings and other course materials, are an important part of this course.

-DO NOT interfere with others' ability to learn; this means, you cannot monopolize the online classroom conversation, rudely interrupt others, shame or intimidate others, or otherwise prohibit or interrupt the learning process with disrespectful and/or disruptive behavior.

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 learning environment as possible. 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.

50%.....Reading Journals, Précis Assignments, and Short reports

Students will write Reading Journals, where the student will 1) summarize reading material 2) illustrate personal engagement with reading 3) pose 3-5 questions relevant to reading. These will be assigned sporadically throughout the term; at least three will be assigned. Students will also write a précis for specific assigned readings (an MLA bibliographic entry and short summary. A précis will be assigned for most short stories assigned. Short reports are analysis essays (minimum of 5-10 pages, double spaced, not including Works Cited page) on source materials. These will be assigned a minimum of three times.

40%.....Independent final project and researched essay

Students will demonstrate their understanding of course material presented to them over the semester a PowerPoint, conventional research-based essay. The final project is a visual, rhetorical analysis consisting of TWO PARTS. Part 1 will ask students to pick any topic discussed this semester (or one of their own choosing; individual choices must be pre-approved by the professor), in a traditional, researched essay form, then analyze it against rhetorical theory in visual form (a PowerPoint). The essay portion must be between 10-15 pages in length, with at least 8-10 sources. Specific details to be announced. Students will have free range as to how they produce their PowerPoints as well as what they include, but they must also adhere and aim for specific objectives, as outlined in the assignment and assignment guidelines (TBA).

10%.....Discussion boards/participation (minimum of five)

Students will be required to participate in discussion boards during the semester, usually with specific content, length, and participation requirements. In order to receive credit for discussion boards, **you must post a minimum of three times**: an initial posting responding to the assignment prompt and two peer responses (one response each to two other students). You may respond to more than two persons, if you choose. You should continue to read discussion boards even after you have completed your postings. Generally, your postings should be approximately 100 words and must be comprised of statements that are on topic and of a depth and a scope sufficient to elicit thoughtful responses from your colleagues. **Please end your initial posting with your name.** Responses to other students must begin with that person's name; for example, a response might begin "Algernon, I agree that Voice of the Shuttle is a good place to go for critical theory resources, but I found a better source on the Internet at . . ." Responses to the initial postings of other students that essentially say nothing but "I agree with Algernon" are unacceptable; be sure that your response adds to the discussion.

IMPORTANT: All postings must be in paragraph form, comprised of complete sentences, and couched in language that is courteous and respectful of others' opinions. Topics for discussion may be responses to specific assignments, discussion of each other's' papers, or responses to student questions about assignments. Generally, discussion boards will be concerned with the main objectives of the course, such as research sources and methods, bibliographic studies, and critical theory.

Discussion boards (min of 4): In an online course, discussion boards are designed to compensate for the lack of the in-class discussion that is so valuable to scholarly inquiry in graduate seminars. Therefore, your timely and thoughtful participation in the assigned discussion boards is essential. **You will have a minimum of FIVE discussion-board assignments, for each of which you must provide three postings, so make note of due dates.** I suggest that you plan to log onto the course each day, Monday

through Friday. If you miss the deadline for the postings for any specific discussion board, you may not make up that work. **Once a discussion board is closed, it will not be re-opened**

Grades

- A 90-100:** Outstanding performance in mastering of the subject. Achievement of superior quality. (4 grade : points per credit hour)
- B 80-89:** Consistent performance in achievement beyond the usual requirements of the course. Achievement of high quality. (3 grade points per credit hour)
- C 70-79:** Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (2 grade points per credit hour)
- D 60-69:** Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (1 grade point per credit hour)
- F 50-59:** Achievement at a level insufficient to demonstrate understanding of the basic elements of the course. (0 grade points)

Incomplete grade(I):The grade of "I" is given by the instructor upon consultation with the student. The work to be completed and deadline for completion must be specified on the grade report to the Director of Records and Registration. A student may have a maximum of one academic year in which to remove an I during which time the "I" will not be calculated in the student's grade point average. If the work is not completed by the deadline set by the instructor, the "I" will be converted to an "F" and will be calculated in the student's grade point average for the semester in which the "I" was given. Normally, an incomplete grade will be awarded only for situations such as illness, family emergencies, or unusual circumstances which prevent a student from completing a course in a semester or summer term. Incomplete grades must be removed prior to graduation.

Withdrawal grade (W): The grade of "W" is given for courses dropped after the 12th/4th class days through the last day to drop a course with a "W" as published in the University's calendar. Students who wait until the published deadline must have complied with the class attendance policy of this catalog. An instructor is not obligated to recommend a "W" for a class if excessive absences have occurred. Students will not be permitted to drop a course or withdraw from the University after the published deadline

Final Note

It's worth noting that there's a predictable and positive correlation between careful time management and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly. *No extra points, no extra credit work will be assigned, so don't ask.* **You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule.** You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them.

Tentative Course Calendar

IMPORTANT

Please refer to Assignments in Blackboard for all assigned work; there you will find all specific directions and due dates. *The link will go live on the first class day, January 17 by 8 am.*

January 16, Monday

- Martin Luther King, Jr. Holiday

January 17, Tuesday

- First day of classes, 16 week and 1st 8 week term

January 20, Friday

- Last day for late registration and schedule changes

February 1, Wednesday

- Twelfth class day, 16 week term
- Last day to drop a 16 week term course without creating an academic record

- Tenure/Promotion applications from Dean and from School Review Committee to Faculty Affairs Council

- Summer and Fall class schedules due to the Executive Vice President and Provost for Academic Affairs

February 16-17, Thursday & Friday

- Texas State University System Board of Regents meeting at location TBA

- February 17, Friday
 - Last day for students enrolled in 1st 8 week courses to drop a course and receive a "W"
- March 2017
 - Curriculum Changes: Approved Changes to THECB; Records and Registration implements changes into Banner; Changes Effective 2017; Individual web pages updated
- March 3, Friday
 - Deadline for receiving Research Enhancement proposals for 2017-2018 RE Grants & for final reports for grants awarded FY2018
- March 7, Tuesday
 - Mid Semester, 16 week term
- April 3, Monday
 - Last day for instructor initiated drop for excessive absences. Must reach the Provost's office by Monday, April 3 by 4 pm.
- April 7, Friday
 - Last day to withdraw from the 16 week course/term with grade of "W." Drops must be processed and in the Registrar's Office by 4 pm.
- April 14, Friday
 - Good Friday Holiday; 1 Energy Conservation Day
- May 3, Wednesday
 - Last class day before finals, 16 week term
- May 4, Thursday
 - Dead Day, 16 week term
- May 5, 8-10, Friday, Monday - Wednesday
 - Final Examinations - End of term, 16 week term
- May 10, Wednesday
 - Final Examinations - End of term, 2nd 8 week term

- May 11, Thursday
- Final grades for graduating students due; grades must be submitted by noon
- May 12, Friday
- Spring Commencement, Pete P. Gallego Center, 7 p.m.
- May 15, Monday
- Final grades for continuing students due; grades must be submitted by noon

END OF SEMESTER