

**Sul Ross State University**  
**English 2341**  
**Forms of Literature WO1 Fall**  
**2018**

**Instructor:** Dr. Francine K. Richter  
**Office:** MAB 112A

**Phone:** 432-386-2677  
**Office Hours:** M/W 10-2:00 p. m.  
T/Th 9:00-11:00 a. m.

**Email:** frichter@sulross.edu

**Course Text:** Greg Johnson and Thomas Arp, eds. *Perrine's Literature: Structure, Sound, and Sense*, 12th ed. Boston: Wadsworth, 2015. ISBN-13:978-1-285-05205-2

**Course Objectives and Descriptions:** English 2341: Forms of Literature is a course which seeks to expand the reading and composition aspects of literacy for students. The students will analyze selections in the textbook and also analyze a contemporary work of literature with their own research for scholarly, analytical, academic articles by experts in the field and write the Semester Analytical Paper. Within this project, they will also make both personal and cultural associations with their chosen literary piece. This is informally called the "My Story" in scholarly circles. Upon the successful completion of this course, students ought to be able to recognize the structures of reading and writing at all levels; incorporate formal and informal research into their writing more fluently; produce more effective writing than ever before; approach writing with greater confidence and energy; improve skills in communication in order to succeed in a global society; demonstrate a knowledge of the writing process, (i.e. gathering, organizing, writing, rewriting and publishing); and master the basic techniques for improving the quality of writing. They will consider and gain experience in considering themes, characterization, plot, setting, metaphorical language, structure, and style. In writing, they will learn to consider audience, purpose, genre, stance, and media/design. The major writing assignments will be essays, analytical papers, and an autobiography.

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.

### **Student Learning 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 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.

Competency

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.

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.

**Course Expectations:** English 2341 is a reading (contemporary essays, short stories, and novels) and writing (essays, analysis papers, and autobiography) course. It is designed so that students can learn reading and analyzing in various genres and the academic, scholarly, analytical mode of writing. The purpose is to help them learn to interpret texts and communicate effectively in various rhetorical situations both in their university experience and in their professional careers after graduation. They will consider and gain experience in considering themes, characterization, plot, setting, metaphorical language, structure, and style. In writing, they will learn to consider audience, purpose, genre, stance, and media/design. The major writing assignments will be essays, analytical papers, and an autobiography.

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

Assignments	20%
Tests	20%
Semester Paper	40%
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 and below

**Attendance and Late Work/Missed Work:** If you miss class or do not participate every week online, you may only make up work if the absence is an excused absence. An excused absence includes a schoolsponsored event, the death of an immediate family member, or an illness for which a doctor requires bed-rest, and note that an explained absence is still an absence. Proper documentation will be required in each of these instances. Students are responsible for providing that documentation to the instructor. Arrangements must be made within one week of the absence, or the student will not be allowed to make up missed work, regardless of the reason for the absence.

Assignments that are turned in unexcused and late receive five points deducted per day since the assignment was due. Thus, an assignment that is graded at a B will automatically be reduced to a C, if the assignment is two days late. When this is a physical class, assignments are due at the beginning of class. I will not accept any late work after the Final Exam for this course. It is completely the student's responsibility to make arrangements for and to turn in late work. I will not remind students of missed or late work.

**Accessibility:**

If you require accommodations to ensure your successful completion of this course, see 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 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, TX 79832. Telephone: 432-837-8691. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

**Tutoring:**

The Writing Center tutors are located in the Bryan Wildenthal Memorial Library.

**Course Guidelines:**

No visible cell phones or electronic devices in class whatsoever.

Put only the course name and number in the Subject line of emails.

Sign your emails to me with a first and last name.

Use Arial, 12-point font and MLA style.

Double-space all essays and papers and do not leave extra space anywhere on the page.

Give your work an interesting, original title.

Five points will be deducted per day from the grade you would have earned before turning the assignment in as late work.

No credit for late assignments after Friday at midnight of the week the assignment was due.

Submit all writing assignments to Smarthinking (after the SACS essay).

Put the complete Assignment directions in the Assignment box.

Follow all the e-structor's revision instructions and highlight all the corrections you made in your revision.

Save your work as YOUR NAME FIRST.

Use spell check and grammar check on Word.

Essays are a minimum of 1,000 words.

Answers to the questions on tests should be based directly and precisely on the textbook only.

The most valuable part of this course in terms of importance is the semester composite paper.

Start your work early in case you or a family member becomes ill or has an accident.

After the Syllabus Quiz, there is a Study Guide for every question that will appear on every test for this course.

A grade code of "12345" on an assignment means that there are problems with your work that must be fixed. Email me when you have made and highlighted all of the corrections and are ready to submit the assignment for a normal grade.

Cite all information and use quotation marks in your 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 or on the library site.

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 (except with prior permission).

### Course Syllabus

Date	Unit
September 2	Blackboard, Distance Education, Syllabus, An Introduction and SACS Essay
September 9	“Complex Short Story title, Author’s Name, Personal and Cultural Connections
September 16	Introduction: Writing about Literature” Quiz (pp. 2-54)
September 23	
September 30	“Reading the Story” (pp. 55-96) Quiz
October 7	“Literary and Commercial Fiction” Essay
October 14	Works Cited and Highlighted Articles
October 21	“Hunters in the Snow” Essay
October 28	“Characterization” Quiz
November 4	“Works Cited” Page and Highlighted Articles
November 11	Spring Break One-Seven
November 18	Introduction
November 25	Paragraphs One-Ten
December 2	Paragraphs One-Eleven (Conclusion)
December 2-5	Autobiography and Complete Semester Paper
Last Class Day: December 5 Dead Day: December 6 Final Exams: December 7,	Final Exam Essays

