

Sul Ross State University  
English 2341  
Fall 2021

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Meeting Times: Mon, Wed, Fri, 11:00-11:50 in MAB 207

**Required Materials**

Mays, Kelly J. *The Norton Introduction to Literature*, shorter eleventh edition (9780393913392)  
Miller, Arthur. *Death of a Salesman* (any edition)

**Course Description**

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

**Student 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

Educator Standards: For students seeking certification, this course will cover aspects of the following TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

*Competency 004 (Literacy Development: The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*

*Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*

*Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*

*Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*

*Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

*Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.*

*Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

English Language Arts and Reading 4-8 Domain II:

*Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

*Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.*

*Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.*

*Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

English Language Arts and Reading 7-12

Domain I:

*Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.*

Domain II:

*Competency 004: The teacher understands reading processes and teaches students to apply these processes.*

*Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.*

*Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

*Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

*Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.*

*Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.*

### **Marketable Skills**

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

### **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 (online) classroom.**

### **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. I will drop the lowest three quiz/in-class writing grades.

### **ADA (Americans with Disabilities Act)**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

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

You will write one out-of-class essays for this class; you will also write a retrospective essay reflecting on your performance (note that shorter reflexive pieces will also occur throughout the semester) in this class. All essays must be typed or word processed, with standard (1) margins and font size (12 point).

### **Grading**

Responses	15%
Participation	10%
Retrospective	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.

### **A word about online delivery.**

I am here to help and will do so. We can meet online, out of class times, at mutually convenient times. I will help with all items of the class, from understanding text and exercises to writing, time management, and so on. If I can do it and it is feasible then do ask.

### **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.

- 1/11 Overture: course introductions
- 1/13 Read introduction: 1-9; Reading, Responding, Writing:
- 1/18 Read 12-16. Responding and interpreting
- 1/20 Exercise: seeing and interpreting; Thinking and writing about culture
- 1/25 Read introduction: 1-9; Reading, Responding, Writing
- 1/27 Carver, "Cathedral," 32-42; Plot into action
- 2/1 Raymond Carver: "Cathedral" : in-class writing and thinking/exercises in analysis
- 2/3 De Maupassant, "The Jewelry," 90-95
- 2/8 Narration and Point of view. Read 160-164 and George Sanders: "Puppy" 172-178
- 2/10 Character. Read 180-187 (on various types of character); Exercises/discussion on character
- 2/15 Flannery O'Connor, "A Good Man is Hard to Find, (422); (symbolism, violence, race)
- 2/17 "A Good Man is Hard to Find" (discussion and further analysis)
- 2/22 Flannery O'Connor, "Good Country People," 433-447
- 2/24 "Good Country People" (Similarities and differences; mapping out plots; (symbolism, names, spirituality).
- 3/1 "Good Country People" Exam review
- 3/3 Mid-Term Exam
- 3/8 No Class: Spring Break
- 3/10 No Class: Spring Break

- 3/15 What is drama and why does it matter? Understanding drama. Read 1182 (Questions about character); 1184-86 (Stages, Sets and Setting); 1188-1189 (Theme)
- 3/17 Read Miller, *Death of a Salesman*, (first third of play); Arthur Miller and the condition of America (lecture)
- 3/22 Read Miller, *Death of a Salesman* (second third of text); Discussion of Miller.
- 3/24 Read Miller, *Death of a Salesman* (final third); discussion
- 3/29 Writing about literature. Read 1845-1855. Essay One: Generating Ideas: Brainstorming, clustering, free writing; generating ideas: towards essay one
- 3/31 Essay One: In-Class workshop (introductions and conclusions)
- 4/5 Essay due in class: peer revisions. Read 1865-1869 (use of evidence, mechanics, structure)
- 4/7 Poetry: How to approach poetry; reading, Responding, Writing: Read 670-682 (poetic genres: narrative poetry; dramatic poetry; lyric poetry; dramatic monologue); Bruce Springsteen, "Nebraska"
- 4/12 Harlem Renaissance, cultural and historical contexts: introductory lecture. Read 1008-1016 and/or online materials on Harlem Renaissance
- 4/14 Read: Countee Cullen, "From the Dark Tower" (1018); Langston Hughes, "Harlem," "The Weary Blues," "The Negro Speaks of Rivers," "I, Too." (1019-1021)
- 4/19 Read: Claude McKay, "If We Must Die," "The Harlem Dancer" (1023) ; Revisit: forms, stanzas, poetic devices. What have we learned?
- 4/21 Words and Music. Read: Robert Hayden, "Homage to the Empress of the Blues" (851) Watch and listen to Bessie Smith "St. Louis Blues" (YouTube)
- 4/26 Read: Michael Harper, "Dear John, Dear Coltrane" (851) Listen to the following on YouTube: John Coltrane, *A Love Supreme* and "Naima"; exam review

