

Sul Ross State University  
English 2341  
Spring 2024

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Meeting Times: Tue, Thurs, 11:12-15  
Place: MAB 205

**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

**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 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 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 . **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 (cyber) learning environment as possible**

### **Assignments**

Each week I will post a video lecture often with accompanying material. These lectures will be interactive so they will be essential viewing. Take notes on the lectures; act upon them; fulfill any requirements asked of you in these lectures.

### **Weekly Discussions/Discussion Boards**

Each week you will post one discussion question for class before Thursday at midnight. These discussion questions will need to be more than a yes or no, or basic plot points, but instead should spark in-depth discussion. Discussion questions should be accompanied by a relevant quotation/piece of quotation from the text. You do not need to answer the question as that is for your class mates to do (and you will answer their questions). You will answer at least two classmates questions by Sunday night at midnight.

Participation	9%	
Discussion Boards	26 %	
Paper One	15%	
Mid-Term Exam		25%
Final exam	25%	

### **Attendance**

This is an interactive course and should you not attend regularly or on time then you will not fulfill class requirements. Your participation is essential in terms of reading, activities, lectures, and discussions. **You are responsible for all material covered in class, whether you are present or not.** Your responsibilities also extend to checking email and Blackboard on a daily basis. I will honor university approved absences. You must make up any missed work within five days. This is YOUR responsibility. I will allow two unexcused absences only.

## **Email**

Be polite

- Include a salutation (Dear Dr. Peddie)
- Indicate your name, class, and section.
- Indicate the reason for your missive. Use complete sentences and spellcheck
- Please do not send me papers asking me to check them. Come to my office hours and I will be more than happy to help you.
- Do not assume that an email will mean that you will be excused.

**Do not send me blank emails with attachments as such items will be deleted without being read**

## **Academic Honesty**

Sul Ross students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities. Additional details on academic integrity are found in the college catalogue. Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Sul Ross State University.

Sul Ross State University expects all students to engage in all academic pursuits in a manner that is decent, honest, and sensible. For matters of academic honesty, we will adhere to the SRSU Student Handbook:

[http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records\\_srsu/handbook\\_2012-2013-complete.pdf](http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/records_srsu/handbook_2012-2013-complete.pdf)

## **Academic Respect**

Students are expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the student conduct code published in the Student Handbook.

## **Grading**

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

## **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.

- 1/18 Overture: course introductions
- 1/23 Read 16-27. Responding and interpreting
  
- 1/25 Exercise: seeing and interpreting; Thinking and writing about culture; Read 25-27. More on Responding and Writing. Narrative tales
  
- 1/30 Carver, "Cathedral," 682-692; Plot into action, 79-86
  
- 2/1 Setting. 280-291
  
- 2/6 De Maupassant, "The Jewelry," 722-727
  
- 2/8 Narration and Point of view. Read 177-180 and George Sanders: "Puppy" 188-194
  
- 2/13 Character. Read 210-217 (on various types of character); Exercises/discussion on character
  
- 2/15 Flannery O'Connor, "A Good Man is Hard to Find, (498-508); Setting (280-282)
  
- 2/20 "A Good Man is Hard to Find" (discussion and further analysis), Symbolism (361-365)
  
- 2/22 O'Connor, 494-498; 533-544.
  
- 2/27 Flannery O'Connor, "Good Country People," (509-522); Theme (424-426)
  
- 2/29 "Good Country People
  
- 3/5 Exam Review
  
- 3/7 Mid-Term Exam
  
- 3/12 Spring Break: No Class
  
- 3/14 Spring Break: No Class
  
- 3/19 What is drama and why does it matter? Understanding drama. Read 1250-1252, 1277-1287 (Questions about character); Read Miller, *Death of a Salesman*, (first third of play); Arthur Miller and the condition of America (lecture)
  
- 3/21 Read Miller, *Death of a Salesman* (second third of text); Discussion of Miller
  
- 3/26 Read Miller, *Death of a Salesman* (final third); discussion

- 3/28 Writing about literature. Read 1994-2012. Essay One: Generating Ideas: Brainstorming, clustering, free writing: generating ideas: towards essay one; Essay One: In-Class workshop (introductions and conclusions), (2020-2032)
- 4/2 Essay due in class: peer revisions.
- 4/4 Draft Two of Essay: peer revision
- 4/9 Workshop
- 4/11 Poetry: How to approach poetry; reading, Responding, Writing: Read 752-756; 760-763 (poetic genres: narrative poetry; dramatic poetry; lyric poetry; dramatic monologue); Bruce Springsteen, "Nebraska" (768)
- 4/16 Poetry: Reading, Responding 752-756; Frost, "Out, Out," 887; Walcott, "A Far Cry From Africa," 846-847
- 4/18 Harlem Renaissance, cultural and historical contexts: introductory lecture. Read 1089-1095
- 4/23 Read: Countee Cullen, "Yet Do I Marvel; Langston Hughes, "Harlem," "The Weary Blues," "The Negro Speaks of Rivers," "I, Too." (1095-1100)
- 4/25 Read: Claude McKay, "If We Must Die," "The Harlem Dancer" (1101); Revisit: forms, stanzas, poetic devices. What have we learned? Words and Music. Read: Robert Hayden, "Homage to the Empress of the Blues" (950) Watch and listen to Bessie Smith "St. Louis Blues" (YouTube)
- 4/30 Last Day of Class: Review