



forms of Literature



English 2341: Forms of Literature Syllabus and Policy Statement

Instructor: Robin Alvarez
Office Location: Remote
Phone: 830-469-8243
Email: rka19ro@sulross.edu

Office Hours
Cyber: Email, Phone, or Video Conference
Weds & Thurs
10am – 12pm

Required Texts, Materials,Supplies:

- Readings providedby PDF in Course Materials folder or via internet links
- Consistent access to a computer and internet
- The ability to stream or rent *Death of a Salesmen* (the 1985 movie featuring Dustin Hoffman and Kate Reid – At this moment in time (2025) I am able to stream it for free on prime video)

Course Information:

Year Course Offered: 2025
Semester Course Offered: Fall
Course Number: ENG 2341
Name of Course: Forms of Literature

Course Description:

This course offers an in-depth exploration of various literary forms, including poetry, drama, fiction, and nonfiction. Students will study the unique characteristics and techniques of each form, examining how writers use structure, style, and content to convey meaning and evoke emotional responses. Through critical reading, discussion, and analysis, the course develops students' appreciation of literature's diversity and enhances their ability to interpret and evaluate texts across different genres. Assignments include reading selections, written responses, journals, analytical essays, and a podcast aimed at honing literary analysis and critical thinking skills.

Course Objectives:

- Analyze diverse literary texts across multiple genres and cultural contexts to develop critical interpretation skills
- Compose and present clear, thoughtful written and oral analyses that engage with course materials and varied perspectives
- Collaborate respectfully with peers, responding to diverse viewpoints and refining writing through revision

Marketable Skills:

Written Communication
Critical Thinking
Analytical Reasoning
Research Skills

Course Expectations:

This course requires your participation in daily reading and writing processes and assignments, peer review, and group work—all in an online environment. You must have access to a computer and be able to use word processing software as well as Blackboard to complete your documents. Final drafts of all work must be typed in 12pt font, double-spaced, Times New Roman typeface in Modern Language Association (MLA) format and submitted to the assignments link in Blackboard. Assignments must be submitted as a Word document. I do NOT accept PDFs.

Furthermore, students are required to use the university's writing center for their major papers. A sign-off form from the writing center tutor must be submitted with the paper in the gradebook before the paper will be graded. This ensures that students are taking advantage of available resources to refine their writing and produce high-quality work.

The Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. Sul Ross State University is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in English 2341: Forms of Literature you are also enrolling in a Core Curriculum Course that fulfills the Communication component requirement. The chart below indicates:

- (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB),
- (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included

in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

Core Curriculum Objective Table

| Core Objective | Definition | How the Core Objective Will be Addressed. |
|-------------------------|--|---|
| Personal Responsibility | To include the ability to connect choices, actions and consequences to ethical decision-making SLO: Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. | This will be addressed through journals and essay assignments that engage with diverse perspectives, ethical decision-making, and civic themes. |
| Social Responsibility | to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities SLO: Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making. | This will be addressed through journals and essay assignments that engage with diverse perspectives, ethical decision-making, and civic themes. |

Attendance Policy:

As this is a web-format course, consistent participation is necessary. Remaining current with the course schedule and submitting work by the expected due date helps maintain personal engagement and allows other participants to benefit from shared thoughts, ideas, and reactions to the reading and writing assignments. Late work will not be accepted, and I do not expect others in class to consider assignments submitted after the due date. If a student is absent three or more times, they may be at risk of being dropped from the class.

**Discussion boards must be posted by 11:59pm on the due date listed in the syllabus, with responses posted by 11:59pm on the following course day. This schedule keeps discussions timely and engaging for all students. Once a discussion board has been graded, no make-up or redo will be allowed. Missing discussion boards is akin to missing class and will result in a loss of credit.

First Class and Beyond:

On the first day of class, go to the week one module to see what you must complete for the week (i.e. Monday-Friday). I will be "off-line" on the weekends, which will begin by 4 p.m. Fridays and continue until 10 a.m. Mondays.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

"Cheating" includes:

1. 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.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a nonadministered test.
5. 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.
6. Bribing another person to obtain a non-administered test or information about a nonadministered test.
7. 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 a rough and/or final version of an assignment by a professional typist.
8. Students are not permitted to use or turn in A.I. (artificial intelligence) generated work in any capacity.
9. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
10. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

11. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials. 12. "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.

Use of Generative Artificial Intelligence (AI)

In this course, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Technical Issues

Blackboard works best in **Firefox, Safari, or Chrome** (rather than Explorer). It is free to download. If a student experiences technical issues, it is their responsibility to alert the instructor immediately and not after the assignment is due. It is also their responsibility to reach out to tech support for help. Please contact Tim Parsons or the help line at SHSU if you have technical problems or questions. Their contact information:

- Tim.Parsons@sulross.edu
- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Major Assignments and Examinations:

| Major Assignment | % of Final Grade |
|-----------------------|------------------|
| Essay (2) | 14.32% |
| Assignments (4) | 14.28% |
| Discussion Boards (6) | 14.28% |
| Journal (4) | 14.28% |
| Quizzes (3) | 14.28% |
| Podcast Project | 14.28% |
| Final Exam | 14.28% |

| | |
|--------------|------|
| Total Points | 100% |
|--------------|------|

Grading Policy

1. All citations should be formatted using the Modern Language Association (MLA) manual. Papers with MLA citation errors will receive a reduction in points or no credit.
2. After 11:59 pm on the date for any assignment due is considered late.
3. Students who fail to participate during our class meetings on Tuesdays or fail to complete assignments may not pass this course.
4. No late assignments accepted

Grading Scale

100-90% equates to an A
 89-80% equates to a B
 79-70% equates to a C
 69-60% equates to a D
 59-50% or less receives an F

Late Work

All major assignments and /or projects, etc. are due on the dates assigned by 11:59pm, unless otherwise noted. You are responsible for all assignments in this course and must complete all required work to receive a passing grade. I will not accept any late assignments under any circumstances. No exceptions! There is no make-up work in this course! ♦♦For school-related absences, it is the student's responsibility to contact the instructor within 24 hours after the missed class in order to make arrangements for missed work. If the student fails to contact the instructor, the grade will result in a zero. If you are struggling, please do not wait to contact me to discuss appropriate paths to your success!

Major Assignments and Examinations Descriptions

Discussion Boards – These boards allow us to engage in conversation about the readings, lectures, and course topics. Think of them as a virtual seminar room where students share ideas, analyze texts, and respond to one another thoughtfully. Initial posts should be around 300 words, and responses to peers should be about 100 words. Simple agreements without added analysis are not acceptable.

Readings – Students will read a mix of short essays, literary texts, and theoretical chapters. The readings introduce students to literary forms, techniques, and critical approaches, providing

models for analysis and writing. They are meant to build understanding, analytical skills, and confidence in interpreting literature.

Essays (2) – Essays will require close reading, analysis, and interpretation of assigned texts. Each essay will help students develop critical thinking, argumentation, and writing skills, while incorporating textual evidence and MLA formatting.

Journals (4) – Journal entries ask students to reflect on readings, analyze techniques, and expand ideas in an informal format. These exercises develop writing fluency, analytical thinking, and preparation for formal assignments.

Quizzes (3) – Quizzes will assess comprehension and interpretation of assigned readings, ensuring understanding of literary forms, techniques, and concepts.

Assignments (4) – These smaller tasks include exercises like style and structure analysis, brainstorming for essays, and cultural or textual analyses. They reinforce reading and writing skills while preparing for major essays and projects.

Podcast Project – This group project asks students to research, write, and produce a podcast analyzing a literary topic, author, or work. The project develops collaboration, research, critical analysis, and multimedia communication skills.

Final Exam – A reflective essay analyzing the story's characters and themes. Students will connect the sisters' experiences to their own backgrounds and societal issues considering social and personal responsibility while using textual evidence in MLA format to support their analysis.

Calendar

This course schedule is tentative. Readings, assignments, and due dates are subject to change.

WeekOne

| | |
|--------------|---|
| Mon:Aug 25 | Read / Watch Course Introduction via Welcome Tab (Read syllabus and policies) |
| Mon:Aug 25 | Read "Thinking about Literature" |
| Tues:Aug 26 | Integrity Quiz |
| Tues:Aug 26 | Upload Photo Assignment |
| Tues:Aug 26 | Discussion Board – Initial Post |
| Wed:Aug 27 | Video Lecture |
| Thurs:Aug 28 | Discussion Board – Responses; Reply to every person's post |
| Sun:Aug 31 | Journal Reading Response |

WeekTwo

| | |
|-------------|---------------------------------|
| Mon:Sept 1 | Holiday Read "Close Reading" |
| Tues:Sept 2 | Video Lecture Discussion |
| Tues:Sept 2 | Board – Initial Post Discussion |
| Wed:Sept 3 | Board – Responses |
| Fri: Sept 5 | |

WeekThree

| | |
|--------------|---|
| Mon:Sept 8 | Read "Close Reading"(Stop at the end of "My Father's Song") |
| Tues:Sept 9 | Video Lecture |
| Fri: Sept 12 | "My Father's Song" Style and Structure Assignment |

WeekFour

| | |
|--------------|-------------------------------|
| Mon:Sept 15 | Read "From Analysis to Essay" |
| Tues:Sept 16 | Video Lecture |
| Fri: Sept 19 | Close Reading Analysis Quiz |

WeekFive

| | |
|-------------|--|
| Mon:Sept 22 | Compare and Contrast Essay – Due Oct 5th by 11:59 pm |
|-------------|--|

| | |
|---------------|--|
| Mon: Sept 22 | Read "Saving Soudi" |
| Mon: Sept 22 | Read "A Prayer for my Daughter" |
| Tues: Sept 23 | Video Lecture |
| Fri: Sept 26 | Journal – Brainstorming Compare and Contrast |

Week Six

| | |
|---------------|--|
| Mon: Sept 29 | Compare and Contrast Essay – Due Oct 5th by 11:59 pm |
| Mon: Sept 29 | Read "The Big Picture" |
| Tues: Sept 30 | Video Lecture |
| Sun: Oct 5 | Compare and Contrast Essay – Due Oct 5th by 11:59 pm |

Week Seven

| | |
|-------------|-----------------------------------|
| Mon: Oct 6 | Read "Analyzing Symbol and Theme" |
| Tues: Oct 7 | Video Lecture Discussion Board – |
| Wed: Oct 8 | Initial Post Discussion Board – |
| Fri: Oct 10 | Responses |

Week Eight

| | |
|--------------|---|
| Mon: Oct 13 | Warning – Record for Video Discussion Board |
| Mon: Oct 13 | Read "Analyzing Drama" |
| Tues: Oct 14 | Video Lecture |
| Fri: Oct 17 | Discussion Board – Initial Post – PARTNER Video |
| Sun: Oct 19 | Discussion Board – Responses 300 words each |

Week Nine

| | |
|--------------|--|
| Mon: Oct 20 | Read "Trifles and Interpretive Essays" |
| Tues: Oct 21 | Video Lecture |
| Fri: Oct 24 | Interpretation or Summary Quiz |

Week Ten

| | |
|-------------|---|
| Mon: Oct 27 | Trifles Interpretive Essay – Due Nov 9 by 11:59pm |
| Mon: Oct 27 | Read "What is Creative Nonfiction?" |

| | |
|--------------|---|
| Mon: Oct 27 | Read "Is Arranged Marriage Really Any Worse Than Craigslist?" |
| Tues: Oct 28 | Video Lecture |
| Fri: Oct 31 | Journal – Brainstorming Trifles Interpretive Essay |

Week Eleven

| | |
|------------|---|
| Mon: Nov3 | Trifles Interpretive Essay – Due Nov 9 by 11:59pm |
| Mon: Nov3 | Watch Death of a Salesman |
| Tues: Nov4 | Listen to Death of a Salesman Podcast |
| Wed: Nov5 | Video Lecture |
| Fri: Nov7 | Comparing Script, Film, and Podcast Assignment |
| Sun: Nov9 | Trifles Interpretive Essay – Due Nov 9 by 11:59pm |

Week Twelve

| | |
|-------------|---|
| Mon: Nov10 | Read "Two Kinds" |
| Mon: Nov10 | Listen to "Amy Tan: Discovering my Voice" |
| Tues: Nov11 | Video Lecture |
| Fri: Nov14 | Amy Tan and Cultural Values Assignment |

Week Thirteen

| | |
|---------------|--|
| Mon: Nov 17 | Introduction to Podcast Final Exam Project |
| Mon: Nov17 | Watch example podcast project |
| Tues: Nov 18 | Group Discussion Boards Initial Post |
| Tues: Nov 17 | Read "Let America Be America Again" |
| Wed: Nov 19 | Group Discussion Boards Responses |
| Thurs: Nov 19 | Listen to Podcast – Langston Hughes |
| Fri: Nov21 | Journal reflection on poem and podcast |

Week Fourteen

| | |
|--------------|--|
| Mon: Nov 24 | Meet with your group – Video Podcast Project |
| Mon: Nov 24 | Read "Podcast structure and scriptwriting" |
| Tues: Nov 25 | Video Lecture |
| Wed: Nov 26 | Thanksgiving Holiday |

Week Fifteen

| | |
|------------|--|
| Mon: Dec 1 | Meet with your group – Video Podcast Project Video Podcast |
| Fri: Dec 5 | Project – Due 12/5 by 11:59pm Also submit podcast project |
| Fri: Dec 5 | to discussion board – Due 12/5 by 11:59pm Discussion Boards Responses – Due Dec 7 by 11:59pm |
| Sun: Dec 7 | |

Week Sixteen

| | |
|-------------|--|
| Tues: Dec 9 | Final Exam Podcast – Due Dec 9 by 11:59pm |
|-------------|--|