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Introduction to Literature I: Short Story and Novel

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Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 2342

Course Title: Introduction to Literature I: Short Story and Novel

Course Description: Study of short stories, novels, and nonfiction. Analysis and evaluation of major writers, their techniques, and their contributions to our literary heritage.

Course Credit Hours: 3
Lecture Hours: 3

Prerequisite: ENGL 1302 or ENGL 2311

Student Learning Outcomes: Upon successful completion of this course, students should be able to do the following:

1. Demonstrate familiarity with a scope and variety of works.
2. Demonstrate knowledge of literature as expressions of individual and cultural values within social, political, historical, and religious contexts (Social responsibility)
3. Demonstrate critical thinking skills in oral and written discussion and argumentative analysis (Critical Thinking and Communication Skills)
4. Demonstrate correct MLA documentation conventions (Personal Responsibility)
5. Relate literature to personal experiences

Withdrawal Policy: If a student cannot complete the course, he/she is responsible for withdrawing by the drop date—**Friday, October 19th**—in order to receive a “W,” not an “F,” for the course. The student is advised to speak with the instructor before taking any action, in case withdrawal can be avoided. See the current *Collin Registration Guide* for more details on the Collin College withdrawal policy.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Steven Rizzo
Office Number: LH172
Phone Number: 972.377.1516
Email: srizzo@collin.edu
Office Hours: MWF: 10:00 a.m.-11:00 a.m.
TR: 10:00 a.m.-11:30 a.m.

Class Information:

Section Number: P01 (CRN: 10782)
Meeting Times: MWF 8:00 a.m.-8:50 a.m.
Meeting Location: L219

Course Resources: The following texts and materials **required:**

Martin, Wendy. *The Art of the Short Story: Stories and Authors in Historical Context*. Houghton Mifflin, 2005.
ISBN-13: 978-0618155750

McCarthy, Cormac. *Suttree*. Vintage, 1992. **ISBN-13:** 978-0679736325
https://www.amazon.com/dp/0679736328/?tag=mh0b20&hvadid=77790464237273&hvqmt=e&hvbmt=be&hvdev=c&ref=pd_sl_4rfi2o12o9_e

Twain, Mark. *Adventures of Huckleberry Finn*, 1885. Hamlin Hill's Centennial Facsimile Edition. Harper & Row, 1987. https://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=isbn-10+0060467215&rh=n%3A283155%2Ck%3Aisbn-10+0060467215

Computer disc, flash drive, etc., to save computer work

Method of Evaluation:

Grade Determination

Final Draft Due Date

Grade Determination:	Percentage of Final Grade	Due Date
Short Story Analysis	13%	F, Sep 28
Researched Short Story Analysis	13%	W, Oct 17
Short Story Exam	13%	F, Oct 19
<i>Adventures of Huckleberry Finn</i> Analysis	13%	M, Nov 19
<i>Suttree</i> Analysis	13%	F, Dec 7
Final Exam	13%	W, Dec 12
Class Participation	12%	
Attendance	10%	

Class Policies

Attendance: Attending class is extremely important in this course. To get the most out of class discussion, class handouts and notes, and important explanations of assignments and quizzes, you must attend every day the class meets. If, however, you must be absent, you are expected to be prepared for class in the same manner as those students who were present at the previous class session. Please contact a fellow student or the instructor for assignments and class notes. Attendance (recorded and calculated on Canvas) counts for 10% of your overall course grade.

Religious Holidays: In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence.** A copy of the state rules and procedures regarding holy days, and the form of notification of absence from each class under this provision, are available from the Admissions and Records Office. Students who plan to observe religious holidays which will require absences from class should consult the current Collin College Student Handbook, section on Religious Holidays, for the correct process to follow. It is mandatory that this procedure be followed in detail.

Punctuality: Consistently coming into class late will result in you being counted absent for the day. If, for some reason, you must be late, check with me after class to be sure that you are not marked absent for the entire class. Ensuring the change in attendance records will be your responsibility, not mine.

Make-up Work: A late essay carries a penalty of ten points off for each day the paper is late. If you know you will be absent or you are having trouble with the assignment, make special arrangements with me before the due date; otherwise, the paper will be considered late. No essays will be accepted two class sessions later than the due date. Class work cannot be made up, but one class work assignment grade will be dropped to allow for unexpected emergencies.

Rewrites: You have the opportunity to rewrite once one of the four major essays whose original grade is less than an A. Whatever grade you earn on the rewrite—unless the rewrite grade is actually lower than the original, which has never happened in my experience—will count as the final grade for the assignment. Successful rewrites (i.e., those that improve the grade of the original) require your satisfactorily addressing the comments I will have made on the original draft.

Code of Conduct: Students should conduct themselves in a professional, adult manner. They should use common courtesy toward their fellow students and toward the professor at all times. Verbal participation in class, provided it is done through thought-provoking questions and observations, can help all of us clarify and refine interpretations. Feel free to raise questions or offer opinions. Under no circumstances, however, will rude or sarcastic comments be tolerated, or talking when someone else (including the professor) has the floor.

Academic Dishonesty – The following information can also be found in section 7-2.2 of the Collin Student Handbook: Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty. ***In my courses, plagiarized papers (or papers in which collusion has occurred) receive an automatic zero and no chance for a rewrite.**

Miscellaneous:

****Please turn off all cell phones and other such devices before entering the classroom in order to avoid distracting fellow students and the instructor.**

****The instructor will make any changes in objectives, assignments, and due dates for this course if necessary. Any changes will be announced beforehand in class.**

****For classes in the computer classroom: While class is being conducted, students should only use computers when the teacher instructs them to do so. Students should not be checking e-mail, surfing the Internet, working on non-related papers, etc., while class is going on. Students who continually disregard this rule will have their computer privileges taken away.**

******* PLEASE PRINT AN EXTRA COPY OF THIS PAGE, SIGN BELOW, AND TURN IN TO INSTRUCTOR BY SECOND WEEK OF CLASS *******

I have read the above brief explanation of plagiarism, collusion, and other forms of scholastic dishonesty. I understand what it is and am aware of the consequences if I should be guilty of it either intentionally or unintentionally.

DATE

SIGNATURE

ENGLISH Course/Section

NAME (PRINT)

GRADING STANDARDS IN COMPOSITION/RHETORIC COURSES

To unify grading and to conform to nationally accepted standards, the Collin faculty subscribe to the guidelines below:

I. EXCELLENT/SUPERIOR (*A/B*)

Note: Although “*A*” and “*B*” papers possess many of the same features, the style, originality, and level of excellence of the “*A*” paper are exceptional.

Preparation: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

Grammar and Punctuation: correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (*C*)

The *C* paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The student as clearly and competently adapted the topic and content to the assignment.

Content: The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

Diction: The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

Appearance: The *C* paper conforms to the guidelines established for the superior paper.

III. UNSATISFACTORY (*D-F*)

Although *D* and *F* papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the *F* paper exhibits an obvious breakdown in style and structure.

Preparation: The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

Diction: The level of language is inappropriate to the subject; errors in usage are frequent.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

Appearance: An illegible presentation is always a liability.

English 2342 Class Schedule Fall 2018

Week 1:

M, Aug 27

Introductions

W, Aug 29

Homo Narrans

Order/Chaos

William Boyd's "A Short History of the Short Story"

(<http://www.prospectmagazine.co.uk/2006/07/ashorthistoryoftheshortstory/>)

The Nineteenth Century Short Story: 1800 to 1899 (51-62)

F, Aug 31

Plot (2)

Only Seven Plots?

Sketch of Joseph Campbell's *The Hero with a Thousand Faces* (in class)

Edgar Allan Poe's "Hawthorne's *Twice-Told Tales*" (1488-93)

Week 2:

M, Sep 3

**Labor Day Holiday, No Class!!

W, Sep 5

Plot (cont.)

James Joyce's "Araby" (601)

F, Sep 7

Plot (cont.)

Dan Chaon's "Fitting Ends" (handout)

Week 3: **Monday, Sep 10, Fall Census Date

M, Sep 10

Character (2-3)

Flannery O'Connor's "Good Country People" (706)

Flannery O'Connor's "Writing Short Stories" (1555)

W, Sep 12

Character (cont.)

Edith Wharton's "Roman Fever" (840)

Dale M. Bauer, "Edith Wharton's 'Roman Fever': A Rune of History" (1437)

F, Sep 14

Dialogue

Ernest Hemingway's "Hills Like White Elephants" (590)

Ernest Hemingway Interviewed by George Plimpton (1579)

Week 4:

M, Sep 17

Setting (3)

F. Scott Fitzgerald's "Babylon Revisited" (574)

W, Sep 19

Setting (cont.)

Gish Jen's "In the American Society" (1095)

F, Sep 21

Theme (cont.)

Gish Jen's "The Water Faucet Vision" (handout)

Week 5:

M, Sep 24

Theme (cont.)

Katherine Anne Porter's "Theft" (782)

W, Sep 26

Point of View

"Impersonating Second Person Point of View" (Bb)

Sarah Orne Jewett's "A White Heron" (261)

F, Sep 28

***Short Story Analysis due (as hard copy and submitted on Canvas)**

Edgar Allan Poe's "The Purloined Letter" (307)

Week 6:

M, Oct 1

Dorothy Parker's "Big Blonde" (758)

W, Oct 3

T.C. Boyle's "Sinking House" (938)

F, Oct 5

Kate Braverman's "Hour of the Fathers" (947)

Week 7:

M, Oct 8

Philip Roth's "Defender of the Faith" (1285)

W, Oct 10

Hanif Kureishi's "My Son the Fanatic" (1369)

F, Oct 12

R. K. Narayan's "House Opposite" (1197)

Week 8:

M, Oct 15

Z Z Packer's "Brownies" (1251)

W, Oct 17

***Researched Short Story Analysis due (as hard copy and submitted on Canvas)**

Short Story Exam Review

F, Oct 19

****Last Day to Withdraw with a "W"**

Short Story Exam

Week 9:

M, Oct 22

Introduction to Mark Twain and *Adventures of Huckleberry Finn*

Adventures of Huckleberry Finn (Chapters I-III)

W, Oct 24

Adventures of Huckleberry Finn (Chapters IV-X)

F, Oct 26

Adventures of Huckleberry Finn (Chapters XI-XVI)

Week 10:

M, Oct 29

Adventures of Huckleberry Finn (Chapters XVII-XX)

W, Oct 31

Adventures of Huckleberry Finn (Chapters XXI-XXVI)

F, Nov 2

Adventures of Huckleberry Finn (Chapters XXVII-XXXI)

Week 11:

M, Nov 5

Adventures of Huckleberry Finn (Chapters XXXII-XXXVII)

W, Nov 7

Adventures of Huckleberry Finn (Chapters XXVIII-Chapter the Last)

F, Nov 9

Introduction to Cormac McCarthy and *Suttree*

Suttree (1-20)

Week 12:

M, Nov 12

Suttree (21-70)

W, Nov 14

Suttree (71-120)

F, Nov 16

Suttree (121-170)

Week 13:

M, Nov 19

Adventures of Huckleberry Finn Analysis due (as hard copy and submitted on Canvas)

Suttree (171-220)

W, Nov 21—F Nov 23

Thanksgiving Holiday! No class

Week 14:

M, Nov 26

Suttree (221-270)

W, Nov 28

Suttree (271-320)

F, Nov 30

Suttree (321-370)

Week 15:

M, Dec 3

Suttree (371-420)

W, Dec 5

Suttree (421-480)

F, Dec 7

Suttree Analysis due (as hard copy and submitted on Canvas)

Final Exam Review

Week 16:

M, Dec 10

No class—Final exam study day

W, Dec 12

Final Exam (8:00-10:00 am)