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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 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
3. Demonstrate critical thinking skills in oral and written discussion and argumentative analysis
4. Demonstrate correct MLA documentation conventions (Personal Responsibility)
5. Relate literature to personal experiences

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

REPEAT POLICY: Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the “Repeating Courses” section of the *Fall 2016 Registration Guide* for more information.

6.24 Repeating Courses

Grades of all courses taken will be recorded on the student’s transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning Fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student’s ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student’s GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before Fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

Student Handbook, p. 69

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, 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'S NAME: Dr. William Brannon

OFFICE NUMBER: BB208

OFFICE HOURS: MWTR 1:30-2:30; 6:50-7:20 p.m.

PHONE NUMBER: 972.881.5850

EMAIL: wbrannon@collin.edu

CLASS INFORMATION:

SECTION NUMBER: S70

MEETING TIMES: MW 5:30-6:45 p.m.

MEETING LOCATION: B224

COURSE RESOURCES:

Textbooks: Pickering, *Fiction 100: An Anthology of Short Fiction, Thirteenth Edition*.

Coelho, *The Alchemist*

Cline, *Ready Player One*

SUPPLIES: None

Minimum Technology: Internet Access and word processing software compatible with Canvas and Microsoft Office Word.

Netiquette: Canvas now serves as the college's primary method of communication. It is your responsibility to check Collin College CougarMail and Canvas daily and set your notifications accordingly. Please use Canvas to contact the instructor. Insert your name and class time on the subject line. Please write in clear, concise sentences using proper punctuation, spelling, and grammar, avoiding the use of "text" language. For additional information regarding guidelines to follow concerning electronic communication with the instructor and/or other students please see the current *Collin Student Handbook* for additional information and the expectations for classroom behavior under Additional Information outlined elsewhere in this syllabus. *The college mandates that all correspondence between students and instructors (or other college personnel) is to be conducted through electronic resources that are under the management of the college. (Personal email addresses may not reach the instructor and end up in the spam filter.)*

ATTENDANCE POLICY: Because of the instructional design of the English 2342, it is important that students attend class regularly and participate in class.

You are allowed two (2) unexcused absences. After a third unexcused absence, your final grade will be lowered a full letter grade (10 points); after a fourth unexcused absence, two letter grades, etc. It is the student's responsibility to withdraw from the course. See the current *Collin Registration Guide* for the last day to withdraw. If you do not officially withdraw from the course and you have more than five unexcused absences, you will receive a failing grade for the course. Be punctual. Arriving late to class is extremely rude and distracting. Two or more late arrivals (more than 10 minutes) may necessitate a conference with the instructor and could result in the late arrivals being counted as one or more unexcused absences. If, for some reason, you must be late, then check with me after class to be sure you are not marked absent for the entire class. Also, early departures are discouraged. Two or more unexcused early departures may also result in a conference with the instructor.

Unplanned emergencies do occur. If an emergency does occur, it is the student's responsibility to contact the instructor as soon as possible. If a student knows in advance that the student will be absent, the student should contact the instructor and discuss arrangements to avoid getting behind in class. Any student adding the class after the first class day is responsible for making up any missed assignments according to the aforementioned standard class late work policy. Students should use Cougarmail for all correspondence with the instructor.

METHOD OF EVALUATION:

COURSE REQUIREMENTS:

1. Read assigned works and participate in class discussions.
2. Write a minimum of **fifteen typed pages** of closely graded critical analyses.
3. Write **essay responses on exams** in class including the final.
4. Take quizzes over reading assignments.
5. Write journal entries on readings giving textual support.
6. Two-hour final exam.

COURSE CONTENT:

Introduction to literary terms

Introduction to writing literary analyses

Study in class how to write an analysis

Differentiation between escape and interpretive literature

The elements of fiction and selected readings:

Plot

Character

Theme

Point of view

Symbol

Setting

Tone and Style

Final Exam

METHOD OF EVALUATION: Essay 1 will count 10% of the final grade and will require documented research and be a minimum of 5 pages in length. Exam 1 will count 10% of the final grade. Essay 2 will count 20% of the final grade and will require documented research and be a minimum of 10 pages in length. Daily participation assignments, written journal entries, quizzes, and attendance will each count 10% of the final grade as well. The final exam grade counts 20% of the course grade.

Students prevented from completing the course may qualify for a grade of Incomplete if the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract. Class credit for attendance and the daily participation work component of the course is awarded by the instructor for the student being present during regularly scheduled class sessions and successfully completing those class activities assigned in class.

Please note that the percentages of the final course grade for each assignment are based on a total of 1000 points possible to be accumulated in the course. For example, Essay 1 which is worth 10% of the final course grade is worth 100 points, while Essay 2 which is worth 20% of the final course grade is worth 200 points. Final course grades are based on the total number of points accumulated which is then converted into a final numeric grade. As an example, an accumulation of 880 points out of 1000 possible total points would yield a numeric grade of 88.0 and the final course letter grade is subsequently awarded based on the following chart:

Total Points	Numerical Points	Final Grade
900-1000	90-100	A
800-899	80-89	B
700-799	70-79	C
600-699	60-69	D
0-599	0-59	F

GRADING STANDARDS

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.

Plagiarism: Collin faculty does not tolerate plagiarism. A paper containing plagiarism will earn a *failing grade*.

MAKE-UP OR LATE WORK: All out-of-class essays should be typed, double-spaced, and stapled together. A word count should be provided at the end of the essay. Additional instructions regarding the format of out-of-class essays will be provided to the students. No out-of-class essays or other assigned written work more than one class period late will be accepted without prior arrangements. Arrangements to submit written work at a time other than the time listed on the course calendar must be made in advance with the instructor. If such written work is one class period late, its grade will be lowered by one full letter grade.

ACADEMIC ETHICS: 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. Scholastic dishonesty includes, but is not limited to, statements, acts, omissions related to applications for enrollment or the award of a degree, and/or the submission of one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. 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:

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.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; 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, copying computer or Internet files, using someone else's works for assignments as if it were one's own; 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; 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.

See the current *Collin Student Handbook* for additional information.

Course Calendar: Because of the inherent difficulties in gauging how much (or how little) time will need to be spent on each assignment, this syllabus is subject to amendment at your instructor's discretion. The instructor will make every effort to inform you in a timely manner of any adjustments to the course calendar and syllabus via Canvas. Students are encouraged to register with CougarAlert to receive updates regarding school closures. Students should therefore always come to class prepared to discuss that day's reading assignment(s), as well as be prepared for whatever other classroom activities are listed for that day. This will ensure that no class time is wasted.

August

M 08/27 Course Overview/Writing Assessment

W 08/29 "A&P" (Updike) (Plot)

September

M 09/03 Labor Day (Campus Closed)

W 09/05 "Sonny's Blues" (Baldwin) (Point of View)

M 09/10 "Paul's Case" (Cather)/"Miss Brill" (Mansfield)/ (Character) *Fall Census Date*

W 09/12 "The Storm" (Chopin)/ "The Story of an Hour" (Chopin)/ (Setting)

M 09/17 "Hills Like White Elephants" (Hemingway)/ "The Lesson" (Bambara) / (Tone & Style)

W 09/19 "A Good Man Is Hard to Find" (O'Connor)/ (Theme)

M 09/24 "The Swimmer" (Cheever)/ "The Lottery" (Jackson)/ (Symbol)

W 09/26 "Shiloh" (Mason)/ "Cathedral"/ (Carver)/ ESSAY 1 DUE

October

M 10/01 Exam 1

W 10/03 *The Alchemist* (Coelho)/Overview

M 10/08 *The Alchemist* (Coelho)

W 10/10 *The Alchemist* (Coelho)

M 10/15 *The Alchemist* (Coelho)

W 10/17 *The Alchemist* (Coelho) *Note- Oct. 19 is the Last Day to Withdraw*

M 10/22 *The Alchemist* (Coelho)

W 10/24 *The Alchemist* (Coelho)

M 10/29 *The Alchemist* (Coelho)

November

W 10/31 *Ready Player One* (Cline)/Overview

M 11/05 *Ready Player One* (Cline)

W 11/07 *Ready Player One* (Cline)

M 11/12 *Ready Player One* (Cline)

W 11/14 *Ready Player One* (Cline)

M 11/19 *Ready Player One* (Cline)

W 11/21 Thanksgiving Holiday (Campus Closed)

M 11/26 *Ready Player One* (Cline)

W 11/28 *Ready Player One* (Cline)

December

M 12/03 *Ready Player One* (Cline)/ESSAY 2 DUE

W 12/05 *Ready Player One* (Cline)/JOURNALS DUE

M 12/10 Final Exam (5:30-7:30 p.m.)

CLASSROOM BEHAVIOR: As a courtesy to others please disable all non-essential electronic devices, including cellular phones while in class. Students must ask permission from the instructor to use a laptop or other portable device in class. In the course the student will be exposed to a variety of ideas in the assigned readings. Each student should remember that the course material has been selected for educational purposes. Students should demonstrate appropriate respect for the texts as well as opinions expressed by others in the classroom. Students should pay attention in class. Students should avoid the use of sexist language or excessive profanity. Students should also refrain from excessive talking or any other distracting behavior in the classroom. Failure to adhere to the aforementioned behaviors and/or engaging in similar distracting classroom behaviors may result in the student's daily participation grade being affected in a manner consistent with the student's demonstrated classroom behavior and merit subsequent referral to the Dean of Students.

