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

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.

higher or lower) earned used in computing the grade point average and applied toward

Instructor's Information:

Instructor's Name: Leslie Richardson, Ph.D.

Office Number: BB115 (Spring Creek Campus)

Online Office Hours:

Monday 3:00 p.m. – 6:30 p.m.

Wednesday 10:30 a.m. – 11:00 p.m.
and by appointment

(I may change my office hours later in the semester, but I will let you know in advance.)

Phone number: 972-578-5582

Email: LRichardson@collin.edu

Class Information:

Section Number: WSH

Meeting Times: ONLINE

Meeting Location: ONLINE

This course will **not** require students to come on site. Tests (called “Quizzes” by Canvas) will be given online in Canvas, and they will be timed. The specific dates are listed on the syllabus’ course calendar pages. There may be a fairly narrow window in which to take the exams, so check those dates right away to make sure you will not have a schedule conflict.

Supplies:

Textbooks:

Perrine’s Story and Structure, 13th edition, 14th edition, or 15th edition (your choice) by Thomas R. Arp and Greg Johnson

The Sun Also Rises by Ernest Hemingway, any edition

An up-to-date grammar handbook of your choice that has a section on MLA formatting and research-paper style.

Method of Evaluation:

Discussions	30%
Tests	25%
Analysis Paper (Paper #1)	20%
Analysis and Research Paper (Paper #2)	25%
<hr/>	
Total	100%

Grading Scale: A=90-100 B=80-89 C=70-79 D=60-69 F= 59 and below

Course Requirements:

The work you will do in this course consists of reading the assigned literature; completing assignments in the form discussion forums, peer reviews and other homework; completing analysis/research papers; and taking tests.

Discussion Board Postings, Peer Reviews, and Other Possible Homework:

The points earned on discussion postings, peer reviews, and other homework assignments will be averaged to form one major grade that equals 40% of your final grade. **I will drop your lowest grade in this category**, so you do have some wiggle room to allow for those times during the semester that “life happens”--work demands, illness, family emergencies, computer crashes, Internet crashes, and so on – that make it impossible to turn in your work on time.

I DO NOT ACCEPT LATE discussion posts, peer reviews, quizzes, tests, or homework assignments. Take note, though: missing one more assignment usually doesn't devastate your grade. Unless you've skipped several or haven't been making very good grades on the ones you have already done, missing one more assignment is usually not something that's going to sink your overall course average.

The deadline for discussions postings is always 10:00 p.m. on Saturday, **no exceptions**.

Discussion Board Postings: You will be required to participate in a discussion forum over a question or comment that I have posted in the discussion board in Canvas. The purpose is to provide the class the opportunity for an ongoing **conversation** about a work or works. You will notice on the calendar page of the syllabus that I have indicated when a discussion **ends**, not when it begins. **Please read the document “Criteria for Discussion-Board Postings”** so that you will know exactly how I grade the forums. You can find that document in the “Basic Course Information” module in Canvas.

Discussion forum postings will have the same deadline times as responses and quizzes, **10:00 p.m.** on Saturday. Last minute, obviously hurried, postings will be recognized as such (and graded accordingly), so try joining the conversation early and don't wait until the last minute. In Canvas, once the deadline has passed, that forum closes and postings are no longer visible. This means your classmates do not see late postings. The result is that students who post comments only on the deadline day will receive little, if any, credit.

Tests:

You will take tests in Canvas. For reasons of both security and fairness, I do not allow students to take tests after the deadline.

I encourage students to use the discussion board in Canvas to ask questions, especially as they study for a test. That venue serves as an excellent way for all of us to review

together.

Unless otherwise stated, do not use your books, notes, or any other aids when taking the tests. The tests in Canvas are designed for you to take them **without** the use of the textbook. They are timed, and you will not have time to look up answers in your book. It is important that you study as if you were taking the test in the Testing Center or in a classroom setting where you would not be allowed to use notes or the book. If you know the material, you will have time to finish the test and do well. On tests, I consider the use of your text, notes, or any other material outside of your brain as cheating.

Because **I will drop your lowest test grade**, you can miss a test and still be able to make a 100 on that part of your grade.

Students who are suspected of using any prohibited materials or any other form of scholastic dishonesty will be referred to the Dean of Students' office for adjudication.

Analysis/Research Papers:

You will write two papers in this course. One will be a research paper, in which you will use at least two secondary sources in addition to primary sources. You will be expected to use appropriate MLA style in both papers. You will submit the papers to Turnitin.com. Late papers will be penalized **five points per day late**. If you must turn in your second paper late, you may only turn it in a few days late because we will be nearing the end of the semester. Late papers will receive a grade only, no marks or comments. Topic options and paper details will be provided in Canvas.

Grading Criteria for Papers: The English Department Essay Grading Criteria (included in this syllabus) is based on nationally accepted grading standards for written compositions. Please take a look at those criteria, and talk with me about them whenever you have any questions about how to improve your writing, and thus your grades.

English 1301 & 1302 Essay Grading Criteria				
Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
<ul style="list-style-type: none">Controlling idea/thesis is significant, important, logical, and solidly supported.Evidence is relevant, concrete, clear, and substantial.Paper shows originality and creativity.	<ul style="list-style-type: none">Controlling idea/thesis is logical and important.Evidence is relevant, concrete, and substantial.The ideas expressed and/or the evidence provided is not as significant or as original as the "A" paper.	<ul style="list-style-type: none">Controlling idea/thesis is, for the most part, logical.Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious.The ideas expressed are unoriginal, obvious or general.	<ul style="list-style-type: none">Controlling idea/thesis is largely illogical, fallacious and/or superficial.Evidence is insufficient, obvious, contradictory, or aimless.The ideas expressed are unoriginal, obvious or general.	<ul style="list-style-type: none">Lack of controlling idea/ thesis.Evidence and discussion provided may be random and/or without explanation.Relatively few complete ideas expressed in the paper.

<ul style="list-style-type: none"> • Essay establishes a logical order and emphasis, creating a sense of “flow.” • Paragraphs are focused, idea-centered, and transition smoothly. • Introduction pulls the reader in, and the essay continues to be engaging, and the conclusion supports and completes the essay without repeating. 	<ul style="list-style-type: none"> • Essay establishes a logical order, indicating emphasis. • Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction. • Introduction engages the reader, and the conclusion supports without mere repetition of ideas. 	<ul style="list-style-type: none"> • Essay does not follow a consistent, logical order, though some order may be apparent through the discussion. • Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull. • Introduction and conclusion are formulaic and uninteresting, offering little insight. 	<ul style="list-style-type: none"> • Essay is inappropriately ordered or random, failing to emphasize and advance any central idea. • Paragraphs may be chaotic, may lack development, discussion, and shape; transitions are inappropriate, misleading, or missing. • Introduction merely states what will follow; conclusion repeats what has already been stated. 	<ul style="list-style-type: none"> • Essay seems to lack order and/or emphasis. • Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing. • Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.
<ul style="list-style-type: none"> • Sentences are unified, coherent, varied, and emphatic. • Word choice is fresh, precise, economical, and distinctive. • Tone enhances the subject, conveys the writer’s persona, and suits the audience. 	<ul style="list-style-type: none"> • Sentences are purposeful, varied, and emphatic. • Word choice is precise and distinctive. • Tone fits the subject, persona, and audience. 	<ul style="list-style-type: none"> • Sentences are competent but lacking emphasis and variety. • Word choice is generally correct and distinctive. • Tone is acceptable for the subject. 	<ul style="list-style-type: none"> • Sentences lack necessary emphasis, variety, and purpose. • Word choice is vague or inappropriate. • Tone is inconsistent with the subject. 	<ul style="list-style-type: none"> • Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning. • Tone is unclear or inappropriate to the subject.
<ul style="list-style-type: none"> • Student has clearly met and followed requirements and criteria of the writing prompt. • Obvious use of preliminary explorative writing/planning, rough drafts, and revisions. 	<ul style="list-style-type: none"> • Student has met and followed the requirements of the writing prompt. • Apparent use of preliminary writing/planning, rough drafts, and revision. 	<ul style="list-style-type: none"> • Student has met and followed the basic requirements of the assignment. • Paper contains evidence of at least some preliminary writing/planning. 	<ul style="list-style-type: none"> • Little to no evidence of preliminary writing/planning presents itself. • Student has not fully met or followed the basic requirements of the assignment. 	<ul style="list-style-type: none"> • No evidence of preliminary writing/planning. • Student has not met or followed the basic requirements of the assignment.
<ul style="list-style-type: none"> • Proper format is clearly illustrated. 	<ul style="list-style-type: none"> • Paper is largely formatted correctly, though the text may contain a few minor formatting issues. 	<ul style="list-style-type: none"> • Text may contain minor formatting errors. 	<ul style="list-style-type: none"> • Formatting is problematic. 	<ul style="list-style-type: none"> • Formatting does not follow course requirements.
<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English, thereby contributing to the essay’s overall clarity and effectiveness. 	<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and insufficiently enough to distract from the essay’s overall clarity and 	<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English sufficiently enough to distract from the essay’s overall clarity and effectiveness. 	<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to damage the content sufficiently enough to interfere with the essay’s 	<ul style="list-style-type: none"> • Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently and seriously from Standard American English so as to damage the content sufficiently enough to damage the essay

<ul style="list-style-type: none"> Paper has been carefully edited. 	<p>effectiveness.</p> <ul style="list-style-type: none"> Paper has been edited. 	<ul style="list-style-type: none"> Careless proofreading is evident. 	<p>overall clarity and effectiveness.</p> <ul style="list-style-type: none"> Little evidence of proofreading. 	<p>significantly overall.</p> <ul style="list-style-type: none"> No evidence of proofreading.
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Course Delivery Method: Web; all e-mail through Cougarmail

Turn-Around Times: You will usually be able to view a graded paper in Turnitin within two weeks of the due date. Discussions will usually be graded within one week of the discussion closing date. Test grades will be available within a few days of the closing date of the test. If you have questions about what you missed, I will be happy to chat with you to go over your exam. For security reasons, I cannot make the graded exam available for viewing online.

E-mail Specifics: For E-mail correspondence, use your Cougarmail account. Put "Online 2342" in your subject line, along with your descriptive heading, such as "test question." I teach more than one online class, so letting me know which one you are in will help. Here is my address: Irichardson@collin.edu. I will try to respond quickly. You should receive a reply to your e-mail within 48 hours unless you sent your question late on Friday or on the weekend. If you have not received a reply within 48 hours, contact me again. It's possible I simply overlooked your message the first time.

Students who need technical assistance should call the Collin Help Desk at (972) 548-6555. For Canvas or CougarWeb technical assistance, go to <http://www.collin.edu/academics/ecollin/>.

Attendance Policy:

I expect students to participate in the course from the first day. **This is not a self-paced course.** While you are certainly free to work ahead of the course schedule, I expect you to keep up with your assignments and to participate regularly. My point is that **you cannot start the class when it suits you.** Should you need to drop the course, please be aware that withdrawing from a course is a formal procedure initiated by you -- I cannot do it for you. You must complete and submit the appropriate forms in the Admissions or Advising offices by the deadline set in the college calendar.

7-2.3 Scholastic Dishonesty

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, or omissions related to applications for enrollment, credit or class work, research, the award of a degree, and/or submitting work that is not

one's own. All work submitted for credit is expected to be the student's own work.

Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts: plagiarism, cheating, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or in any electronic medium, and/or falsifying academic records. 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. 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. 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(s) must be indicated by the student.

There is a thing called "self-plagiarism," or "re-gifting a paper." I do not accept papers you have written for other assignments in other classes.

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, a 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.

Depending on the circumstances, and in almost all cases, in my class, students will receive an “F” for the entire course.

Course Delivery Method: Web; all e-mail through Cougarmail

Technology & Skills Inventory:

Minimum System Requirements

	Windows	Apple
OS (Operating System)	XP, Vista, 7	Mac OS 10.3 and higher
Access to the Internet	DSL, (High-speed is preferred) cable, satellite, fiber	
Web Browser	Internet Explorer 6, 7, 8; Mozilla Firefox 2 and higher	Safari 2 and higher; Mozilla Firefox 2 and higher
Java Runtime Environment	Required. Java for Windows	Required. Java for Apple

Minimum Technical Skills Needed

Because this is an online course, there are some minimum technical skills that you will need. These include the ability to email attachments, navigate the internet, upload and download documents, disable pop-up blockers, and use one of the common word-processing programs. Also, you should have access to the internet several times per week.

Technical Support

For assistance, contact the eCollin Learning Center (eLC): <http://www.collin.edu/academics/ecollin/>

Please be aware that the instructor cannot serve as a technical consultant for problems with your own computer. Should your computer or modem fail, it is your responsibility to acquire access to another during the duration of the course.

Sign up for Cougar Alert

When an emergency occurs, the CougarAlert system can send email, text messages and voice messages to students and employees. Emergencies include but are not

limited to weather closures, power outages, police emergencies, catastrophes and/or hazardous exposures.

Collin College employees and students in for-credit classes are partially subscribed automatically, but must log into CougarWeb to add SMS/text and update other preferences.

College Repeat Policy:

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.

Course Calendar:

Week 1

August 27 – September 1

Reading assignment:

Thoroughly read everything in the “Start Here” and “Basic Course Information” modules in Canvas.

Set up an account at Turnitin.com. Instructions for setting up your account, and the password and ID number you will need, can be found in the “Basic Course Information” module.

Take Test #1, which is a timed but open-note test over the syllabus and the document “Criteria for Discussion-Board Postings.” You must finish the test by 10:00 p.m. on Saturday, September 1st.

Read the short story by Katherine Mansfield titled “Bliss.” You can find it here:

<http://digital.library.upenn.edu/women/mansfield/bliss/story.html>

Week 2

September 4 - 8

(Monday, September 3rd is Labor Day)

Reading assignments:

Reading the Story

Read pages 3 – 9 (or pages 2--8 in the 14th and 15th editions) in your textbook.

Evaluating Fiction

Read pages 336-339 in your textbook (or pages 322 – 324 of the 14th edition; pages 311--314 of the 15th edition).

Read all documents (and watch all assigned videos) on the “Paper Writing Basics” page in the “Lectures” module.

Discussion #1: (This discussion will be over the story “Bliss.” See the discussion board for questions to be addressed.)

Note: If you have not already, read “Criteria for Discussion-Board Postings” and “Netiquette Rules for Discussion Forums,” before you participate in Discussion #1.

As always, your participation in the discussion is due by this Saturday by 10:00 p.m.

Week 3

September 10 - 15

Read Ernest Hemingway's novel *The Sun Also Rises* to prepare for next week's discussion.

Test #2 due Saturday at 10:00 p.m. This test will be over the "Paper Writing Basics" lectures only, and not on any of the stories or pages from Perrine's book.

Week 4

September 17 - 22

Reading assignments:

Plot and Structure

Read pages 46- 54 in your textbook (or pages 43 – 50 in the 14th and 15th editions).

Characterization

Read pages 103 – 108 in your textbook (or pages 88 – 92 in the 14th and 15th editions).

Discussion #2: (This discussion will be over *The Sun Also Rises*. See the discussion board for questions to be addressed.)

As always, your participation in the discussion is due by this Saturday at 10:00 p.m.

Week 5

September 24 - 29

Test #3 will be available on Canvas.

Reading assignments:

Read the "Paper Writing Skills" document, which will be posted in the "Lectures" module on Canvas. This document, basically, guides you through "Part Three: Writing About Fiction" in your textbook, pages 511 – 556 (or pages 511 – 544 in the 14th edition; pages 495 – 528 in the 15th edition).

Read the Instructions for Paper #1 which will be posted in the "Paper Assignments and Instructions" module in Canvas. Begin writing your papers.

Week 6

October 1 - 6

Work on your papers.

Week 7

October 8 - 13

Paper #1 due October 13th. See the document “Instructions for Paper #1” for more detailed information.

Week 8

October 15 - 20
(October 19th is the last day to withdraw.)

Reading assignment:

Point of View

Read pages 195 – 201 in your textbook (or pages 181 – 187 in the 14th edition; pages 186 – 192 in the 15th edition).

Read Charlotte Perkins Gillman’s story, “The Yellow Wallpaper.” Do appropriate research to prepare for the upcoming discussion.

Week 9

October 22 – 27

Research “The Yellow Wallpaper.”

Week 10

October 29 – November 3

Discussion #3 (This discussion will be over “The Yellow Wallpaper.” See the discussion board for questions to be addressed.)

Reading assignment:

Theme

Read pages 150 – 157 in your textbook (or pages 138 – 144 of the 14th and 15th editions).

Read Anton Chekhov’s story “Misery.” (The 15th edition does not have this story, so I have posted a PDF of it on Canvas for you under “Lectures.”)

(If you would like to have the story read to you, enjoy Kenneth Branagh here:

<http://www.youtube.com/watch?v=wFLhL1BJrM>)

Week 11

November 5 - 10

Discussion #4: (This will be over “Misery.” See the discussion board for questions to be addressed.)

Week 12

November 12 - 17

Read Instructions for Paper #2 on Canvas.

Work on your analysis/research paper. Follow instructions I will post on Canvas.

Discussion #5 (This will be over your research for you upcoming papers. See the discussion board for questions to be addressed.)

Test #4 due this week.

Week 13

November 19 -20

(Thanksgiving holiday is November 21 – 24)

Week 14

November 26 – December 1

Continue to work on your research papers.

Test #5 due this week.

Week 15

December 3 - 8

Analysis/Research paper due this week, on **Tuesday, December 4th. See the instructions for Paper #2 for more details.**

Week 16

December 10 - 14

Final Exam Week (We will not have a Final Exam.)

Some of the items on this syllabus are subject to change. I will inform you as soon as possible of any changes that will affect your grades.