

**Literary Genres**  
**English 233H.XXX**  
**SAMPLE SYLLABUS**  
**Department of English, SFASU**

**Professor: TBA**

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**Office: TBA**

**Office Hours: TBA**

**Meeting Times and Location: TBA**

**Description:**

“Generically based survey of literature covering a variety of periods and/or traditions for students whose performance on the ACT or SAT examination qualifies them for accelerated and individualized study. Prerequisite: English 133H with a grade of A or B or consent of department.” *General Bulletin, 2012-2013.*

**General Education Core Curriculum Objectives:**

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Social Responsibility: Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**English Program Learning Outcomes**

As English majors and minors are required to take two courses of sophomore-level literature (inclusive of ENG 211, 212, 221, 222, 229, 230 or 233H), the following additional Program Objectives are also assessed:

1. The student will demonstrate the ability to read complex texts, closely and accurately (this correlates to the Core objective of Critical Thinking).
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations. (Demonstration includes the student’s ability to add to meaningful discourse, in oral communication and written communication; this correlates to the Core’s Communication objective).

3. The student will demonstrate knowledge of literary history in regard to particular periods of literature; the student will further understand how human interactions, decisions, and actions carry with them consequences. (Knowledge of literary history entails competence in cultural considerations as well as understanding of how social and civic responsibilities impact diverse communications; this correlates to the Core objectives of Social and Personal Responsibilities).
4. The student will demonstrate the ability to effectively conduct literary research. (This objective correlates to the Core objectives of Communication and Critical Thinking).
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis. (This objective correlates to the Core objective of Communication).

### **Student Learning Outcomes for ENG 233H:**

By the end of the course, students should be able to:

1. Exhibit an understanding of and appreciation for key works in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns to the Core objective of Critical Thinking and Communication);
2. Students will demonstrate an understanding of periodization, motif, or theme in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization is not merely an historical consideration, as defined by events, persons, or dates; students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);
3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and
4. Students will be able to respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).

### **Course Content**

\*\* (The following statement is an example of what a faculty member might say about the specific semester's literary genre focus; other examples, dependent upon the subject, may exist).

This section of 233 is devoted to the study of literature as satire. One of the oldest and most enduring literary traditions, satire dates back to ancient Greece and Rome, and it is still wildly popular today. Satire, in fact, has never really gone out of style. What is satire, and why has it always been so popular? This course aims to answer these questions through our five units of study:

Unit 1 – origins of satire

Unit 2 – satire in drama

Unit 3 – satire and the novel

Unit 4 – satire and the short story

## Unit 5 – satire in film and other media

Our goals are 1) to understand the historical development of satire and 2) to study examples in each of the genres listed above. Our selections come from a variety of periods of western literature (European, British, and American) from the classical to the postmodern. We will consider the form, style, structure, purpose, characteristics, and cultural contexts of each of the works we study. In terms of workload, this course will involve substantial amounts of reading, class discussion, studying of notes, and writing. You will have sizable reading assignments for every class period. Be sure that you budget plenty of time for reading outside of class on a regular basis.

### **Required Texts:**

\*\*\*\*(This is a sample entry; other texts may be used as per instructor discretion):

Gay, John. *The Beggar's Opera*. Penguin Books ISBN 9780140432206

Voltaire. *Candide*. Oxford University Press. ISBN 9780192807267

Delillo, Don. *White Noise*. Penguin Books ISBN 9780143105985

Note that these texts are required, and it is further required that you bring the relevant text to class with you every time that we meet (except for the days of the midterm and final).

### **Course Requirements: \*\*\*\***

As noted before, this course is a fast-moving survey that requires your commitment to steady reading. Your reading of each day's assignment will be explicitly tested during practically every session in some manner, whether through quizzes, written responses, or through course discussions. (The following statement is an example and not intended to be a standardized grade guideline): Grades will be computed in the following fashion: (Please note the inclusion of the Capstone Assignment).

Quizzes and daily work : TBD

Essays: TBD

Midterm exam: TBD

Final exam: TBD

Core Capstone Essay: TBD\*\*\*\*\*

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TOTAL POINTS: TBD

Your running points/grade will be available on D2L (<http://d2l.sfasu.edu>); please advise me ASAP if you see anything that seems amiss. The final course grade will depend on the points earned: Scale TBD by individual instructor.

\*\*\*\*Individual faculty members determine the number of exams and structure of exams, written assignments, and so on in specific sections of the course. Above is an example of how a faculty member might structure the course materials.

\*\*\*\*\*Students will write a core capstone essay on an aspect of world literature as defined by the instructor. Students will be graded based on their use of critical thinking skills; grammar, vocabulary, and written style; and the effect of social background on the personal choices of characters in the literary work, comparing and contrasting these choices with the modern world.

More information on the essays will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, short answer, and essay formats.

### **Grade Criteria and Policy:**

Overall, your grade will be based on a total of TBA points. To be fair to all students in the class, I have not given more weight to any one assignment or exam. As such, to figure your grade out at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage.

#### **Grading Standard:**

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one's ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student's hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one's struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Attendance:** The attendance policy for this course is the official SFASU policy as stated at [http://www.sfasu.edu/policies/class\\_attendance\\_excused\\_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp); i.e., regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence's excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course.

**\*\*Note regarding make-up and late work:** Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they will be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated.

Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Academic Integrity (A-9.1):** Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at

[http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**Withheld Grades Policy (A-54):**

The following is taken from SFASU's *Policy Manual* (2012), "Semester Grades Policy" (A-54).

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

\*\*\*\*This schedule and content will vary from instructor to instructor; this should be regarded as an example only:

## **Schedule of Readings/Topics**

Note: Always read the biographical and/or topical introduction(s) to the assigned material along with the literary text. Quiz and test material may come from this editorial material as well as from the primary text, although the primary text is the privileged material.

### **Week One**

Introduction to the course and course policies

Origins of Satire

(NB: Discussion of origins of satire, its focus upon culture and convention, will contribute to meeting the CORE objective on Social Responsibility [esp. intercultural competence]).

Petronius - Satyricon

Aristophanes – Lysistrata

Horace – “Satire IV” and “Satire X”; Juvenal – “Satire XV” and “Satire XVI”

(NB: Discussion on the readings will contribute to the CORE objective of Critical Thinking as a critical foundation is being built; furthermore, the readings contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

### **Week Two**

John Wilmott – “A Satyr on Charles II;” “A Satyr Against Reason and Mankind”

Jonathan Swift - “A Modest Proposal,” “The Lady’s Dressing Room,” Lady Wortley Montague

(NB: Discussion on the readings will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

Reading Response I due.

(NB: The reading response will contribute to the CORE objectives of Critical Thinking and Communication).

### **Week Three**

Satire in Drama lecture

(NB: Discussion of satire and its role in drama will contribute to meeting the CORE objectives on Critical Thinking and Communication; without the background, discourse on the subject is impeded.

Furthermore, since satire is a public act, the discussion contributes to meeting the CORE objective on Social Responsibility).

John Gay- The Beggar’s Opera – Beginning of the editor’s introduction, p. 1-23, Act I

The Beggar’s Opera - Acts II and III

(NB: Discussion on the readings will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

### **Week Four**

Frances Burney- The Witlings, Act I & II

The Witlings, Act III

(NB: Discussion on the readings will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

### **Week Five**

The Witlings, Act IV and V

(NB: Discussion on the readings will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

Exam review; Book of Satire topics due.

(NB: The Satire topics, as a prospectus, meets the CORE objective of Critical Thinking and Communication).

EXAM I

Reading Response 2 due.

(NB: The examination and reading response assignments contribute to the CORE objectives of Critical Thinking and Communication).

### **Week Six**

Satire and the Novel

(NB: Discussion of satire and its role in the novel will contribute to meeting the CORE objectives on Critical Thinking and Communication; without the background, discourse on the subject is impeded. Furthermore, since satire is a public act, the discussion contributes to meeting the CORE objective on Social Responsibility).

Voltaire – Candide Editor's introduction, general section, vii-ix, chapters 1-18

Candide, Editor's introduction, Candide section, xvii-xxiv, chapters 19-30

(NB: Discussion on the readings will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

### **Week Seven**

Don DeLillo - White Noise, Part I, chapters 1-13

White Noise, chapters 14-20

White Noise, Part II,

Part III, chapter 21-23

(NB: Discussion on the readings will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

### **Week Eight**

White Noise Part III, chapter 24-40. Discussion posting on Satire Notebook topic due.

Essays by DeLillo and Frow.

(NB: Discussion on the readings will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

Reading Response 3 – draft due

(NB: The reading response will contribute to the CORE objectives of Critical Thinking and Communication).

### **Week Nine**

Satire and the Short Story.

(NB: Discussion of satire and its role in the short story will contribute to meeting the CORE objectives on Critical Thinking and Communication; without the background, discourse on the subject is impeded. Furthermore, since satire is a public act, the discussion contributes to meeting the CORE objective on Social Responsibility).

Saunders - "Civil Reading"

(NB: Discussion on the reading will contribute to the CORE objectives of Social Responsibility).

### **Week Ten**

Response 3 – final due

Saunders – "War Land in Bad Decline"

Saunders - "Sticks"

(NB: Discussion on the reading will contribute to the CORE objectives of Social Responsibility).

EXAM II

(NB: The examination contributes to the CORE objectives of Critical Thinking and Communication).

### **Week Eleven**

Satire in Film and Other Media

(NB: Discussion of satire and its role in film will contribute to meeting the CORE objectives on Critical Thinking and Communication; without the background, discourse on the subject is impeded. Furthermore, since satire is a public act, the discussion contributes to meeting the CORE objective on Social Responsibility).

Being There, the film

(NB: Students will watch and discuss the movie "Being There"; the film will contribute to all CORE objectives, but in particular, due the visual nature of the experience, the CORE objective on Communication-visual will be contributed to).

### **Week Twelve**

Being There, the short novel.

(NB: Discussion on the reading will contribute to the CORE objectives of Social Responsibility and Personal Responsibility).

Reading Response 4 due

(NB: The reader response contributes to the CORE objectives of Critical Thinking and Communication).

### **Week Thirteen**

Begin thematic presentations

(NB: The presentations will contribute to CORE objectives on Critical Thinking and Communication).

Book of Satire notebook due.

(NB: The notebooks will contribute to CORE objectives on Critical Thinking and Communication).

Reflective essay due

(NB: The essay will contribute to CORE objectives on Critical Thinking and Communication).

**Week Fourteen**

Continue thematic presentations

**Week Fifteen**

Continue thematic presentations

**Core Capstone Essay assignment will be due prior to the Finals Week to measure acquisition of CORE skills, as pertaining to the objective scheduled for the specific semester.**

**Finals Week**

(NB: The final will contribute to meeting the CORE objectives on Critical Thinking and Communication Skills)