Syllabus for English 200: Introduction to Literature

Section 001
Instructor: Billy Longino
Semester: Spring 2016
Location: Ferguson 176
Email: longinobp@sfasu.edu
Office: LAN 328
Time: MWF 10:00 – 10:50
Office Hours: M/W/F 9:00 – 10:00; Mon 12:00 – 2:00; or by appointment

Course Description

English 200: Introduction to Literature is an introductory level literature course designed with the goal to aid students, who may not be familiar or versed in the various genres of literature, in acquiring the skills necessary to engage, understand, critically analyze, and (hopefully!) enjoy the literary genres of the short story, poetry, the novel, drama, and the graphic novel. As they read a range of works belonging to these genres, students will explore the basic concepts of literary technique, narrative, poetic, and dramatic structures and innovations, and begin to engage with the more advanced cognitive aspects of literature. In addition to these theoretical skills, students will also read below the surface of the texts in this class for their historical, ethical, psychological, social, and philosophical value, developing insight in how literature gives us a window into both the experiences of others and wider appreciation for the human condition.

In addition, through assignments in class (quizzes, exams, essays, and discussions) students will learn how to intelligently respond to the sometimes complicated concepts found in works of literature. The goal here is for students to be able to take skills of critical thought beyond engagement with literature only into their wider interactions with an increasingly complicated world, which of course will continue to be reflected in the human output of literary works.

General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk
mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Capstone Essay</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Capstone Essay</td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Capstone Essay</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Capstone Essay</td>
<td></td>
</tr>
</tbody>
</table>

**English Program Learning Outcomes**

As ENG 200 is a core course, English Program Learning Outcomes do not apply; English majors or minors, seeking to fulfill sophomore-level literature requirements, should enroll in ENG 211, 212, 221, 222, 229, 230, or 233H.
Student Learning Outcomes for ENG 200

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

1. Exhibit an understanding of and appreciation for key works in world 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, theme, genre, motif, and so on, in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization, for example, is not merely an historical consideration, as defined by events, persons, or dates; furthermore, literature encompasses a spectrum of thematic, genre, and literary considerations. Thus, 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 Requirements

This course is a fast-moving survey that requires you to read steadily and continuously throughout the semester. Each meeting you will be tested on whether you have read the assigned material, either through daily quizzes, challenge questions, exams, or informed in-class discussion. If it is clear that you did not do the reading for that day, you will receive an absence for that day. I do not have much sympathy for students who do not complete the work assigned to them.

In addition to the daily readings, students will be required to write two “challenge questions” at the beginning of every class. This is a way to keep the conversation moving and for me to keep track of which students are reading. There will be two exams, a mid-term and a final, which will cover the first half and second half of the class respectively, one major essay, and a major project. In addition, students will be required to write a capstone essay at the end of the semester, selecting one work which “spoke to them” personally, and 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.

*Required Texts

* The Big Sleep by Raymond Chandler
* Do Androids Dream of Electric Sheep? by Philip K. Dick
Watchmen by Alan Moore and Dave Gibbons

News of the World by Philip Levine

Missing You, Metropolis by Gary Jackson

Doubt: A Parable by John Patrick Shanley

The Big Lebowski (screenplay) by Joel and Ethan Coen

Other readings will be provided by the instructor in print form and .pdf copies uploaded on the class D2L page with each assigned reading that is not one of the above.

*You will be required to bring the text assigned in class each day it is being discussed. Not having a copy of the text will result in an absence for that day. If you are having difficulty finding one of these texts, let me know and we can see what options there are available to find the text for you.

Grade Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Daily Work</td>
<td>20</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20</td>
</tr>
<tr>
<td>Exam 4</td>
<td>20</td>
</tr>
</tbody>
</table>

Each major grade will be worth 20 points, with grades being given in half-point intervals (e.g. 17.5, 17, 19.5, etc.). These grades added together will form your final grade on a 100 point scale. You can maintain knowledge of your progress in the class by regularly visiting the course D2L page.

Participation & Daily Work

Over the course of this semester, I will document student participation in class. Participation will depend upon the student’s timely completion of daily assignments, completing readings, participation in classroom discussions, and attentive engagement in class meetings. Student may lose participation points for the following offenses:

- Being late to class without a “reasonable” excuse.
- Use of cellphone or other electronic device outside of allowed times.
- Not completing a reading.
- Not bringing a textbook to class when textbook is being used.
- Persistent refusal to participate in classroom discussions.
Grading Standard

A: 91-100 (18-20): 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 (16-17.5): 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 (14-15.5): 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 (12-13.5): 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 (0-11.5): 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; 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 your essay, your project, 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 and projects 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.

**General Class Policies**
The following are general classroom policies are not covered by university polices and are specific to my classroom:
• All cellphones, tablets, laptops, phablets, etc. should be placed on silent before coming into class. If students forget and it rings or toots musical numbers, turn it off. Do not make a big deal out of it and I won’t either. Absolutely no texting is allowed during class. I find this very, very irritating and I will ask you to stop. If you are found to be habitually texting in class (more than once), you will receive an absence for the day. That being said, we will be using technology in the classroom, depending on the assignments, but this use must be appropriate.

• Be respectful. Many of the topics we will cover in this class may be controversial in some way. If you disagree with another student, you are free to express your viewpoint, but I will not tolerate disrespect in my classroom. For the most part, I will refrain from expressing my opinions on these topics beyond offering factual or logical explanations, but I do encourage lively engagement with topics and invite conversation. In order to do this, maintaining an atmosphere of respect is crucial for achieving our goals in the classroom.

• Email Policy: At some points over the course of the semester, you will find that you may need to email me (this being my preferred form of contact outside of office hours and class). All emails should be written in a professional manner. Subject headings must be precise and inform me of the topic of the email. I will not read emails which do not have a subject heading. Emails must be readable and grammatically correct. Avoid using any sort of “textspeak” or colloquial abbreviations. This latter point is to emphasize the need for a professional manner in communications in college and future careers. Emails should also address me by name at the beginning and give me your name at the end. It is a courtesy.

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, 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.

Note-taking
You should always take notes in class. This gives you a record of what occurred that day, helps you internalize the material, and provides you with information that you may be able to use in your papers.

Academic Integrity (A-9.1)
Academic integrity is a 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.

Definition of Academic Dishonesty
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)

**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, and Room 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/](http://www.sfasu.edu/disabilityservices/).

**Semester Course Schedule**

While I do not expect there to be a problem, I do reserve the right to change the course calendar in the future, if circumstances arise that create some conflict, but I will let you know ahead of time if there is an issue.


**Fri Jan 22** – “Dry September” by William Faulkner.

**Mon Jan 25** – “Good Country People” by Flannery O’Conner.

**Wed Jan 27** – “Soldier’s Home” and “The Killers” by Ernest Hemingway.

**Fri Jan 29** – “The Things They Carried” by Tim O’Brien.

**Mon Feb 1** – “Son of the Wolfman” by Michael Chabon.

**Wed Feb 3** – *News of the World* by Philip Levine.

**Fri Feb 5** – *News of the World* by Philip Levine.

**Mon Feb 8** – “Concerning the Bodyguard” by Donald Barthelme.

**Wed Feb 10** – “The Landlord” by Wells Tower.

**Fri Feb 12** – “Sea Oak” by George Saunders.

**Mon Feb 15** – “My Chivalric Fiasco” by George Saunders.

**Wed Feb 17** – “Sweetheart of the Song Tra Bong” by Tim O’Brien.

**Fri Feb 19** – **Exam 1**

**Mon Feb 22** – “A Scandal in Bohemia” by Sir Arthur Conan Doyle.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Feb 29</td>
<td>The Big Sleep by Raymond Chandler.</td>
</tr>
<tr>
<td>Wed March 2</td>
<td>The Big Sleep by Raymond Chandler.</td>
</tr>
<tr>
<td>Fri March 4</td>
<td>The Big Sleep by Raymond Chandler.</td>
</tr>
<tr>
<td>Mon March 7</td>
<td>Detective fiction in film.</td>
</tr>
<tr>
<td>Wed March 9</td>
<td>The Big Lebowski (screenplay) by Joel and Ethan Coen.</td>
</tr>
<tr>
<td>Fri March 11</td>
<td>The Big Lebowski (screenplay) by Joel and Ethan Coen.</td>
</tr>
<tr>
<td>March 12 – 20</td>
<td>Spring Break!!!</td>
</tr>
<tr>
<td>Mon March 21</td>
<td>Doubt: A Parable by John Patrick Shanley.</td>
</tr>
<tr>
<td>Wed March 23</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Fri March 25</td>
<td>Easter Holiday</td>
</tr>
<tr>
<td>Mon March 28</td>
<td>More Easter Holiday</td>
</tr>
<tr>
<td>Wed March 30</td>
<td>Watchmen by Alan Moore and Dave Gibbons.</td>
</tr>
<tr>
<td>Fri April 1</td>
<td>Watchmen by Alan Moore and Dave Gibbons.</td>
</tr>
<tr>
<td>Mon April 4</td>
<td>Watchmen by Alan Moore and Dave Gibbons.</td>
</tr>
<tr>
<td>Wed April 6</td>
<td>Watchmen by Alan Moore and Dave Gibbons.</td>
</tr>
<tr>
<td>Fri April 8</td>
<td>Watchmen by Alan Moore and Dave Gibbons.</td>
</tr>
<tr>
<td>Mon April 11</td>
<td>Missing You, Metropolis by Gary Jackson.</td>
</tr>
<tr>
<td>Wed April 13</td>
<td>Missing You, Metropolis by Gary Jackson.</td>
</tr>
<tr>
<td>Fri April 15</td>
<td>Exam 3</td>
</tr>
<tr>
<td>Mon April 18</td>
<td>“The Shadow over Innsmouth” by H.P. Lovecraft.</td>
</tr>
<tr>
<td>Fri April 22</td>
<td>“Robbie” by Isaac Asimov.</td>
</tr>
<tr>
<td>Fri April 29</td>
<td>Do Androids Dream of Electric Sheep? by Philip K. Dick.</td>
</tr>
<tr>
<td>Mon May 2</td>
<td>“Johnny Mneumonic” by William Gibson.</td>
</tr>
<tr>
<td>Wed May 4</td>
<td>“Damage” by David D. Levine.</td>
</tr>
<tr>
<td>Fri May 6</td>
<td>“Spar” by Kij Johnson.</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Exam 4</td>
</tr>
</tbody>
</table>