Instructor: Dylan Parkhurst  
Email: deparkhurst@sfasu.edu  
Phone: 468-2365 (it is better to email than to phone as I am not always in my office)  
Office: LAN 328  
Office hours: MW: 9-10:30; TR: 11-12

Course Description and Goals
This course is designed to introduce you to a variety of authors writing fiction, poetry, and drama. It is also designed to introduce you to a variety of terms with which to discuss and respond to fiction, poetry, and drama. It is also one of the goals of this course to allow you to articulate your ideas about literature.

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.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

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).

Required Material:

- *Watchmen* by Alan Moore and Dave Gibbons
- *No Country for Old Men* by Cormac McCarthy
- *Literature: A Pocket Anthology* edited by R.S. Gwynn
- *Doubt: A Parable* by James Patrick Shanley
- Any handouts I give throughout the semester

I highly recommend a flash drive or other portable media with which you can save your work. You may also consider using Dropbox, SkyDrive, or Google Drive to store your papers and required materials. My computer crashed is not a valid excuse.

Grades

This course is reading intensive, and a large portion of your grade will be determined by your ability to keep up with the readings. There will be daily reading quizzes, two tests (one for each area of literature we are studying), and three major papers. Your grade will also be affected by class participation and attendance.

Missing two major assignments (papers and exams) will automatically fail you for the course

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Homework/Participation*</td>
<td>10%</td>
</tr>
<tr>
<td>Fiction Exam</td>
<td>25%</td>
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<tr>
<td>Poetry Exam</td>
<td>25%</td>
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<tr>
<td>Drama/Final Exam</td>
<td>25%</td>
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<tr>
<td>Analysis Paper</td>
<td>15%</td>
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*Includes quizzes, daily work, at least one short essay, and attendance.

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 an 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
Attendance is essential for success in a literature course. By not attending class, you miss out on discussion of the material that may bring further understanding of the texts we read which can help you gain a better appreciation of literature. Obviously, attendance is measured by a student being present on any given day, but I also measure using other factors, including coming with the required materials on a daily basis, being prepared for discussion, and being an active participant in the class (I will clarify this statement later in the syllabus). If a student accrues six absences, they will fail the course. I do not differentiate between excused and unexcused absences. You do not need to explain to me why you missed a day, nor do you need to provide a doctor’s note or other form of written excuse.

If you are consistently late to class, and we have not discussed accommodation, and depending on the severity, you can receive either half an absence or a full one. Be considerate to your classmates by showing up on time and not disrupting the class.

Being absent is not an excuse for missed information or assignments. Get with a classmate – or better yet, email me – to see what was covered or assigned. I will not give you a mini-lesson, but I will lead you in the right direction. I do not accept late work. If you do not come to class the day a major assignment is due, it will not be accepted.

Quizzes
These will always be done at the beginning of class, and will relate to the reading assigned for that day. Generally, my quizzes are one word or short answer. Occasionally, I will give a quiz that requires you to write a short paragraph. These quizzes are not intended to be punitive, but rather, they are a means to help you learn to read closely and critically for detail and to learn how to write critically about literature. I also use these quizzes to judge how well you are doing with the reading.

Exams
At the end of each major unit, there will be an exam covering the material for that unit. Exams will be a combination of short answer and essay.

Short Essay
There will be a short essay (minimum of 500 words, or two pages) due during the semester used for the purpose of university assessment. This assignment will count towards 15% of the overall participation grade.

The Paper Must:
- Meet the guidelines given on the prompt
- Be in essay form
- Be typed, double-spaced in MLA format in Times New Roman 12 font.
- Have appropriate headings
- Have an original title. DO NOT use the title of another work as your title
- Turned in to my on the due date, as well as submitted to D2L by the due date.
- Be stapled. If it is not stapled, I am not responsible for any lost pages.
• Use proper parenthetical citation and have a Works Cited page.

I will fail papers for the following:
• They are late. Your papers must be in at the start of class.
• Does not meet page length. If the assignment requires a minimum of 3 pages, the paper needs to be three full pages.
• Does not follow proper format.
• Has an abundance of spelling/grammar errors
• Is plagiarized

Plagiarism
Plagiarism is the use of another’s ideas and attempting to pass them off as your own. I will not tolerate plagiarism. Any plagiarized work will automatically fail the assignment. Below is the official SFA policy on academic dishonesty

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

Do not be tempted to go to Wikipedia, Yahoo Answers, or one of the many free essay sites on the Internet. I will catch you, and you will fail the paper and most likely the class. You are only hurting yourself. If you have difficulty engaging with a reading or understanding a paper assignment, please come see me during my office hours. I am always happy to help.

Participation
An important part of the education process is learning to discuss material with your peers. I don’t believe in a “right” answer, and more often than not, you will see a something in a manner I have not considered before. It is important that you share your ideas with the class. If you are a quiet student, that is fine; however, be aware, the best you can get on your participation grade is a C, and your grade for the class will be no higher than a B.

Here are the criteria on which I grade participation:
• Ability to discuss material covered in class and readings
• Ability to ask intelligent, thoughtful questions. If you don’t understand something, by all means ask. You probably are not the only one who doesn’t understand.

• Reading the material. If you haven’t read, your quiz will reflect it, and your participation grade will go down.

• Showing respect for your classmates, yourself, and me. Do not engage in side conversations. Listen actively. You don’t have to agree or even like what we read or are discussing, but you will need to act as an adult and treat your peers well.

• One of my biggest pet peeves is texting in class. If I catch you texting, I will call you out. You will be marked absent for the class period. Turn your phone off when you come to class. This is not open for debate.

• This is the age of the iPod, and as such, I am aware that many of you may come to class with your tunes blasting. However, once class has started, any type of mp3 player needs to be stowed safely away in your bag. If I catch you jamming out during class, I will ask you to leave and charge you with an absence. You cannot participate in a group discussion if you cannot hear what is going on.

• If you do not come to class with the required material, I will charge you an absence and give you a zero for that day’s participation. This is also not open for debate.

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.

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/.

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.
Email
At some point during the semester, you will probably email me. Here is what I expect out of your emails.

- They have a subject line referencing the class and section
- Are legible (grammatically correct and doesn’t use web abbreviations: LMAO, LOL, U R mean.”
- Has a greeting and signature
- Do not email me about a paper the day it is due unless it is an absolute emergency.

This document is the rulebook for the class, and by staying in this course, you are agreeing to these rules. Get to know them. If you have a question about anything in here, feel free to ask.

Calendar

Week 1: Course Introduction;

Week 2: *Antigone* by Sophocles

Week 3: *A Doll’s House* by Henrik Ibsen

Week 4: *Doubt* by James Patrick Shanley

Week 5: Drama Test; *No Country for Old Men*

Week 6: *No Country for Old Men*;

Week 7: Norse Myths; *American Gods*

Week 8: *American Gods* (cont’d)

Week 9: Finish *American Gods*; *Watchmen*

Week 10: *Watchmen* (cont’d)

Week 11: Finish *Watchmen*; Fiction test

Week 12: “To His Coy Mistress”; “The Tyger”; “Ozymandias”; “My Last Duchess”


Week 14: “The Love Song of J. Alfred Prufrock”; “anyone lived in a pretty how town”; “In a Station of the Metro”; “The Red Wheelbarrow”
Week 15: “Rape”; “Daddy”; “My Husband Discovers Poetry”; “A Martian Sends a Postcard Home”; Analysis essays due

Week 16: Final