

# English 2341: Introduction to Fiction Syllabus/Policies Spring 2020

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VIRTUE & VICE: THE GOOD & EVIL OF HUMAN NATURE IN STORY, NOVEL, & FILM

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**Instructor:** Ms. Mollie Moore  
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**Office:** CME 102 // LBC 125K  
**Office Phone:** 806-716-2444

**Class Meetings:**  
2341.001 // MW 9:30-10:45 AM // CM 121

**Office Hours:**  
**MW:** 11 AM-1 PM CME  
**TR:** 1-2 PM LBC  
**F:** 9-11 AM CME

## Required Text:

Pickering, James H. *Fiction 100: An Anthology of Short Fiction*. 13<sup>th</sup> Edition.  
ISBN: 978-0-205-17541-3. ©2012. Print.

## Required Materials:

- Notebook or loose leaf paper and a pen/pencil for every class meeting for daily work and notes
- Must be able to type homework responses and print them before class each day
- Flash Drive/Thumb Drive or Online Storage like Google Drive or Dropbox to store each of your typed assignments for this course
  - \*Save often to avoid heartache later: “My computer crashed with my assignment on it, so I had to start over, and that’s why my paper is late,” is not an acceptable excuse. Save your work in numerous places, and save it frequently.\*

## Course Description & Purpose:

This course includes a critical study of, and writing about, a variety of short stories and novels. English 2341 introduces students to selected works of fiction. Works studied may be those considered “great works,” or a representative selection from a geographic region or time period, or centered on a thematic focus. This course includes the general historical background, as well as the principles of literary criticism appropriate to the literature.

## Requirements:

The student must have successfully completed ENGL 1301 and 1302 to take this course.

## Goals/Objectives:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Outcomes:**

Upon completion of the course, the student will show competence in the course objectives listed below:

1. Critically evaluate fiction in terms of the constituent elements of fiction, both short story and novel, including essential biographical, cultural, and historical contexts (names of principal characters and details of plot and setting are to be included)
2. Understand the distinguishing elements of fiction for the appropriate time period
3. To evaluate in depth the distinguishing characteristics of fiction, especially in order to analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
4. Show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301 and 1302
5. Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301 and 1302
6. Apply critical thinking to the study of literature and to the writing of analytical essays
7. Use a library and relevant internet sources for research purposes
8. Research and write an accurately documented paper, using MLA style or other assigned documentation style
9. Participate in class discussions or group work over the literature in the course
10. Make constructive suggestions for others' work during peer critiques or presentations

**Student Responsibilities:**

Students are expected to

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course's policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

**Grades:**

Daily Participation	15%
Reading Responses	25%
Essay #1	10%
Midterm Exam	15%
Essay/Project #2	10%
Commonplace Project #3	20%
Final Reflection	5%

**Grading Scale:**

A (Superior):	100-90%
B (Good):	89-80%
C (Average):	79-70%
D (Poor):	69-60%
F (Unacceptable):	59-50%

## **Explanation of Class Components:**

### Daily Participation

Your daily participation grades will be any assignment given in class. This could be discussion, group work, and/or notes. There will be no make-ups for daily notes and participation. A student must be present to receive credit for exercises/discussion graded as daily participation.

### Reading Responses

You are required to keep a log/journal of your reading for this class. At a minimum your reading response log will include the “Questions for Study” at the end of each story assigned for that day. However, you can expand these logs as much as you would like in preparation for the Commonplace Book/Project #3. Some ideas for your responses might be adding quotes you like from the work, adding pictures that represent symbols or themes, or maybe adding quotes from movies or songs the story reminds you of...the possibilities are endless. The more you “get into” the reading responses, the more you will “get out of” your reading! Please do create a new log for each class day in order to turn each day’s work in individually. You must turn in reading responses at the first of a class period to get credit for the assignment.

### Essays/Projects #1-2

Major project assignment sheets will be handed out separately during the semester. You must write at least one essay, but you have the choice of doing one non-essay project as well.

### Common Place Book/Project #3

This project will be a semester-long portfolio of your reading responses including extra quotes and writing. You will receive a detailed assignment sheet for this project near the beginning of the semester.

### Mid-term

The mid-term exam will evaluate your knowledge of major themes, characters, plot etc. in the stories read up to the exam. You will receive a detailed study guide before the exam.

### Final Reflection

Your final exam will be an essay exam to showcase the skills learned throughout the semester including the major themes, characters, and plots from the stories read the second half of the semester.

## **Assignment Information/Completion:**

- Numerical grades are assigned for convenience in averaging grades only.
- Any out of class assignments must be completed and turned in at the beginning of the class period identified on this syllabus.
- Failure to turn in an assignment on time can result in a grade of 0/F for the assignment. If you are absent, you are still responsible for turning in assignments on time, especially essays or essay components. In some cases, essays will be penalized for each day late, if the student discusses the situation with the instructor.
- Reading Response Late Policy: Reading responses can only receive UP TO ½ credit when turned in after the class period they are due. Reading responses will receive a UP TO a 70% if emailed instead of brought to class as a paper copy (this includes when a student is absent).

## Evaluation:

Essays and project assignments will be evaluated according to the following general criteria:

- Use of the conventions of standard grammar.
- Use of the appropriate pattern of development for the assignment.
- Use of the principles of unity and coherence.
- Use of logical, factual arguments to advance a precise, concise, and sophisticated thesis that meets the intent of the assigned essay.

\* Specific assignment requirements will be posted to Blackboard and discussed in class.

\*\* All formal essays/projects will be turned-in to Blackboard through the Turnitin Program. We will discuss this in class.

**Methods of Evaluation:** All assignments must be completed and turned in at the *beginning* of the class period identified on this syllabus unless otherwise noted. Major-assignment deadlines are **firm**. Failure to turn in an assignment on time can result in a grade of 0/F for the assignment. If you are absent, you are still responsible for turning in assignments on time, especially essays or essay components. In some cases, essays will be penalized for each day late, if the student discusses the situation with the instructor. More information will be given at a later date. Numerical grades are assigned for convenience in averaging grades only.

\*Note: In college, a “C” is an average grade; it does not have anything “wrong” with it; it fulfills the assignment; it simply does not move beyond the average.\*

## Absence Policy:

Any student who misses more than 4 class sessions (2 weeks) could be dropped with a grade of “X” if the student has a passing average at that time. If the student is failing, due to poor work or missing assignments, the student will be assigned a grade of “F.” An absence is defined as failing to attend class, missing 15 or more minutes of class, or leaving class without the instructor’s approval. Whenever possible, students should let the instructor know about expected absences as soon as possible (before the class meeting if at all possible).

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. **A tardy is defined as being more than 10 minutes late OR leaving class for any reason during the designated class time. PLEASE** take care of any personal business between classes. It is considered impolite to leave a class while it is in session (even when doing group or individual work).

Because this is a student-oriented class, regular attendance is crucial to understanding. With each absence, your participation grade will be impacted. If you are not prepared for workshop assignments, you may be asked to leave class and will be given an absence. If you must be absent, be sure to check Blackboard and check with another class member for any changes in the syllabus so that you can be prepared for the next class meeting. You will still be responsible for the material you have missed and for the upcoming material for the next class. \*\*\*\*\*“I was absent, so I didn’t know that was due,” is not an acceptable excuse.

## Professionalism and Preparedness:

Being prepared means that the student has carefully read all required readings and completed any out-of-class writing assignments. All actions and words should reflect kindness and respect for both the instructor and all other students. Disruptive behavior is not restricted to behavioral issues alone; it can include interruptions from cell phones, iPods/mp3 players, sidebar conversations, or beeping watches. None of these behaviors is conducive to the environment we hope to promote this semester.

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

### **Communicating with the Instructor:**

The best way to reach me is through email (given above). Although I cannot guarantee that I will respond to your messages right away, I do check my email frequently. Please realize that if you email me after 5 PM, I cannot guarantee a response that night. Weekend responses may be slower or delayed until the next school day. Your SPC email is considered an official form of communication between you and me, so it is extremely important that you check your SPC email regularly.

If you have any questions or concerns about the class or your performance in the class, please do not hesitate to set up an appointment with me during office hours or write an email to me. I would rather hear about your concerns early in the semester when we still have time to work together, rather than at the end of the class when it is too late for me to help you. Also, if you have any special accommodations please let me know of your needs as soon as possible.

After I hand back graded essays, you must wait 24 hours before you can discuss your grade with me. This time should be spent reading and processing my comments. I am happy to explain my comments and grading rubric and to answer any questions that you may have, but I require that all students let 24 hours pass before contacting me regarding essay grades.

### **Academic Integrity—Plagiarism/Cheating:**

Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Giving an in-text citation only at the end of a paragraph.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

**Students with Disabilities:**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

**Statement of Nondiscrimination:**

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

**Statement of Diversity:**

In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Campus Concealed Carry:**

South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the following: Natatorium.

For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

**\*This syllabus and schedule is subject to change at the instructor's discretion. Continued enrollment by the student in the course indicates that the student agrees and will abide by all policies set forth in this syllabus by the instructor.\***

**Class Schedule****Week 1**

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M 1/13: Introduction to Class // Syllabus // Expectations

W 1/15: How and Why We Read

- Reading Response Assignment Given
- Essay #1 Assignment Given

**Week 2**

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**M 1/20: MLK JR. HOLIDAY**

W 1/22:

- 1842 “The Overcoat” Nikolai Gogol (516) 4, 5, 6
- 1853 “Bartleby the Scrivener” Herman Melville (872) 1, 7

**Week 3**

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M 1/27:

- 1835 “Young Goodman Brown” Nathaniel Hawthorne (585) 1, 4, 7

W 1/29:

- 1879 “The Grand Inquisitor” Fedor Dostoevski (389) 1, 5

**Week 4**

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M 2/3:

- 1884 “The Necklace” Guy de Maupassant (849) 1, 2, 7
- 1886 “The Death of Ivan Ilych” Leo Tolstoy (1115) 5, 6, 7

W 2/5:

- 1886 “The Death of Ivan Ilych” Leo Tolstoy (1115) 5, 6, 7

**Week 5:**

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M 2/10: Film #1

W 2/12: Film #1

**Week 6**

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**M 2/17: ESSAY #1 DUE**

- Presentations of essays/discussion
- Thematic recap and discussion

W 2/19:

- 1898 “The Storm” Kate Chopin (239) 5, 6
- 1898 “The Blue Hotel” Stephen Crane (315) 4, 5
- 1908 “To Build a Fire” Jack London (819) 4, 5
- Essay/Project #2 Assignment Given
- Midterm review given

### **Week 7**

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M 2/24:

- 1914 “The Dead” James Joyce (703) 4, 5

### **W 2/26: MIDTERM EXAM**

### **Week 8**

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M 3/2:

- 1899 “Heart of Darkness” [Part I] Joseph Conrad (257-278)

W 3/4:

- 1899 “Heart of Darkness” [Part II] Joseph Conrad (278-296)

### **Week 9**

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M 3/9:

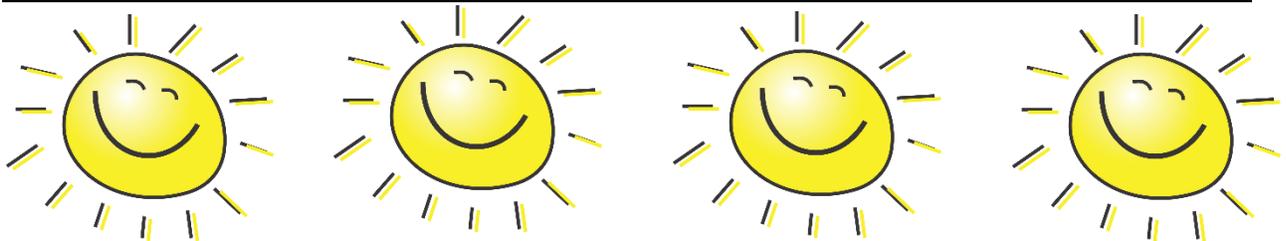
- 1899 “Heart of Darkness” Joseph Conrad [Part III] (296-313)

W 3/11:

- 1899 “Heart of Darkness” [Final Discussion] Joseph Conrad 1, 5, 9, 10, 11
- Project #3 Assignment Given

### **Spring Break**

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### **Week 10**

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M 3/23: Film #2

W 3/25: Film #2

**Week 11**

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**M 3/30: ESSAY/PROJECT #2 DUE**

- Presentations of essays/projects
- Thematic recap and discussion

W 4/1:

- 1957 “Sonny’s Blues” James Baldwin (47) 2, 4
- 1966 “Where Are You Going, Where Have You Been?” Joyce Carol Oates (938) 2, 5, 6

**Week 12**

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M 4/6:

- 1974 “Yellow Woman” Leslie Marmon Silko (1043) 2, 4, 6
- 1981 “Cathedral” Raymond Carver (184) 4, 5, 6

W 4/8:

- 1989 “The House on Mango Street” Sandra Cisneros (246) 2, 5
- 1993 “This Is What It Means to Say Phoenix, Arizona” Sherman Alexie (15) 2, 5, 8

**Week 13**

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**M 4/13: EASTER HOLIDAY**

W 4/15:

- 1999 “Interpreter of Maladies” Jhumpa Lahiri (783) 6, 7, 8
- 2007 “Puppy” George Saunders (1029) 2, 6

**Week 14**

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M 4/20: Post 9/11 Literature

W 4/22: Post 9/11 Literature

**Week 15**

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**M 4/27: Film #3**

- **PROJECT #3 DUE**
- Final Reflection Prompt Given

W 4/29: Film #3

**Week 16: Finals**

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**W 5/6: Final Discussion // 8:00 AM // CM 121 (normal classroom)**