

SYLLABUS

Course title and number ENG 203, Section 3
Term (e.g., Fall 200X) Fall 2018
Meeting times and location MWF 10:00 – 10:50 a.m., KE 137

INSTRUCTOR INFORMATION

Name Dr. Gabriel Scala
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Office hours MWF 11-1 PM, T 5:00-6:00 PM. and by appointment
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COURSE DESCRIPTION AND PREREQUISITES

ENG 203, Introduction to Literature: Short Story and Novel is designed to introduce students to the study of the short story and the novel and to teach students to write academically about literature. **3 CR**;
Prerequisites ENG 101 and 102, or 103

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Novel Reading:

Shelley, Mary Wollstonecraft. *Frankenstein*.
Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*.
Wells, H.G. *The War of the Worlds*.

Required Short Story Reading:

Dick, Phillip K. "Beyond the Door."
Gilman, Charlotte Perkins. "The Yellow Wallpaper."
Hawthorne, Nathaniel. "Young Goodman Brown."
Kafka, Franz. "Metamorphosis."
Lovecraft, H.P. "The Shunned House."

*This is an OER course. All materials are provided in the course shell. In addition, students are strongly encouraged to make use of *The Little Seagull Handbook* or a similar text used in ENG 101/102/103.

GEN ED COMPETENCIES AND STUDENT LEARNING OUTCOMES

General Education Competencies

In this course, students will demonstrate competency in:

1. Clearly and effectively communicating in written and oral formats;
2. Understanding and using qualitative and quantitative methods for analysis and problem-solving.

Student Learning Outcomes

The students will:

1. Demonstrate an understanding of the genres and elements of the novel and short story;
2. Demonstrate familiarity with historical and cultural aspects of the periods and contexts in which individual literary works are written;

3. Be exposed to literary terms;
4. Develop close reading skills;
5. Be able to communicate ideas verbally and in writing about literature, including the ability to critique literature and to communicate personal preference.

Specific Objectives

At the completion of this course, students will be able to:

1. Read literature critically;
2. Express facts, ideas, and feelings about literature through oral communication;
3. Express facts, ideas, and feelings about literature through writing, culminating in a minimum of 1800 words for at least 25% of the overall grade ;
4. Identify genres and elements of the novel and short story, which will be assessed in the form of at least one major exam for at least 25% of the overall grade;
5. Investigate the effects of literature on cultural, political, societal and religious institutions;
6. Explore the novel and short story for artistic expression and aesthetic value;
7. Express personal preferences about the novel and short story based on experience and new knowledge.

GRADING POLICIES

Major Writing Projects:

You will write two fully developed and revised essays this semester. The major course assignments will include:

1. A **Short Story Comparative Analysis** in which you will construct a clear argument about key issues, themes, and/or ideas present in a collection of short stories (1000-1250 words).
2. A **Researched Literary Analysis of a Novel** in which you make a connection between key issues, themes, and/or ideas present in the literature and respond to existing literary criticism (1000-1250 words).

In addition, you will create an **annotated bibliography** for two of the three novels we will read this semester. Each novel should have a minimum of two annotations of critical articles dealing with that novel.

All rough drafts and final copies of essays must be typed or printed from a computer. Please follow this format for all of your essay drafts and final copies:

1. Final drafts should follow the MLA format. An example of a paper in MLA format can be found online at the Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/747/01/>) and under the MLA tab of any style guide.
2. Essays must be typed, double-spaced, on one side of the paper, and with standard one-inch margins on all sides of the page.
3. The font used for all drafts should be 12-point Times New Roman.
4. Pages must be numbered with your last name and page number in the upper right-hand corner.
5. Your essays must have a title, but please do not make a separate title page.

We will be reading three novels along with various short stories and additional critical essays as assigned. You will often be required to fulfill a writing assignment in addition to our regular essay work. These assignments are designed to reinforce what you are learning in class and to help you understand the writing process.

Essay Grades:

Essays will be evaluated according to the following departmental guidelines:

- A This grade represents excellent to distinguished work for the course.**
- The work exceeds what is ordinarily expected in scope and depth.
 - The work shows originality and creativity and/or demonstrates sound critical thinking.
 - The work may demonstrate application of concepts studied to new situations; there is willingness for risk-taking to tackle challenging problems.
 - The work demonstrates mastery of the material; it is organized and complete.
 - The argument, analysis, or problem-solving is complex.
 - Writing and logic flow smoothly.
 - The work contains few, if any, errors.
- B This grade represents work that exceeds the basic expectations for the course.**
- The work demonstrates insight and critical thinking.
 - The work is organized, clear, and generally correct in analysis and/or facts; it is complete and reasonably thorough.
 - The work demonstrates a solid understanding of the material covered by the assignment.
 - The work demonstrates sound problem-solving skills; there is evidence of some risk-taking.
 - The structure is sound and logical but the work may lack depth in some parts of the argument.
 - The work contains few errors.
- C The work is competent, generally satisfying expectations, but reveals some gaps in student understanding, mastery or presentation for the course.**
- The work satisfies the major requirements for the assignment.
 - The work demonstrates competent problem-solving skills; it may manage straightforward problems well but have problems making connections and/or applying concepts to new situations.
 - The work may leave some questions about understanding of parts of the course material because it is not quite complete or because there are noticeable oversights. It is less thorough and lacks details.
 - The work is generally correct but contains some organizational or structural problems.
 - The ideas have merit, but they may not be clearly presented or fully developed.
 - The ideas may be obvious or somewhat superficial.
 - The work may be weakened by grammar or punctuation errors.
- D The work is of a poor quality; it is substandard in several areas for the course.**
- The work may not satisfy all requirements for the assignment.
 - The work contains serious flaws in logic or omissions of information.
 - The work reflects noticeable gaps in mastering the material and concepts studied.
 - The work reflects oversight or incomplete analysis.
 - The thinking is flawed except for that on the most basic of problems.
 - The work may be unclear and poorly organized.
 - The work may be disrupted with grammar or mechanical errors.
- F The work is not acceptable; it is substandard in many areas for the course.**
- The work does not achieve the goals of the assignment.
 - The work reflects little understanding of the material and concepts studied.
 - The work contains serious errors, oversights, incomplete analysis, or carelessness. There is little evidence of the ability to recall information and relate it to the concepts studied.
 - The work is incomplete and/or provides evidence of little thought.
 - The work may not address the assignment.
 - The work may be disrupted with serious errors in grammar and mechanics.

Incomplete Grading: The letter I indicates that work is incomplete due to providential causes that kept the student from taking the final examination. A grade of I must be removed within twelve months or the I will automatically become an F. A grade of NS will be assigned to courses for which a student registers

but fails to attend any class meetings. For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/grades-and-credits/>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of “W” is **December 1**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Drop Request form (http://www.deltastate.edu/PDFFiles/univ_relations_PDF/Registrar/drop%20form.pdf), which is then processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://www.deltastate.edu/academic-affairs/registrar-office/>.

Letter Grade/Point Scale for ENG 203: Your final grade in English 203 will be based on the following grade scale. Each assignment will be weighted based on the following percentages:

A = 100-90;	Essays (x2)	25%
B = 89-80;	Online Discussions	25%
C = 79-70;	Annotated Bibliography	15%
D = 69-60;	Quizzes & Final Exam	25%
F = 59 and below	Homework/Participation/Attendance	10%

Late Work:

All work must be turned in on time and during class. **I will not accept late work unless you have made a personal arrangement with me in advance. Work turned in to my mailbox, submitted on Canvas, or emailed after the due date will not be accepted.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy:

Daily attendance is required for this course. **More than five absences is cause for failure in the course.** If you are absent from class, it is expected that you will obtain the information you missed from your classmates. See policies in general: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>.

Academic Honesty:

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. **The penalty for plagiarism in this course is automatic failure in the course.** For more information: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>.

OTHER PERTINENT COURSE INFORMATION

Library and Writing Center Resources at DSU:

The Roberts LaForge Library has a wealth of resources available to students. Please take some time to familiarize yourself with the resources available at the following links:

- <http://www.deltastate.edu/library/>
- <http://www.deltastate.edu/library/home-page/databaselinks/>
- <http://libguides.deltastate.edu/c.php?g=156891>

The Writing Center is located on the second floor of Kethley Hall (Room 201) and offers help to a wide range of writers, from freshman to graduate students to members of faculty and community. Their services include individual assistance at all stages of the writing process, including brainstorming, discovering a thesis, organizing and developing an argument, sentence structure, documentation style, and resumes and letters of application. Visit the Writing Center's website for more information: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>. To schedule an appointment with a writing consultant, please call 846-4088. In addition, there is an English assistant available in the Academic Support Lab on the third floor of the H.L. Nowell Union, room 311 for tutoring. To schedule a tutoring appointment, please call 846-4654.

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Richard Houston in Disability Services, which is located in the Counseling Center, O.W. Reilly Health Center or call 662-846-4690. For additional information visit <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>.

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the ecampus course platform via Canvas.

IMPORTANT DATES

- August 22 First day of class
- September 3 Labor Day Holiday – No Classes
- September 4 Grades of W or F go into effect
- October 16 Mid-semester grades reported
- November 19-23 Thanksgiving Holiday – No Classes
- November 30 Last day to withdraw from a course
- December 3-6 Exams

WEEK 1: INTRODUCTION TO LITERATURE

Monday, August 20

In Class: Discussion of syllabus, course texts and general business.

Homework: Begin working through Module 1: Introduction to the Short Story & Novel by reviewing the sections titled “Defining Literature” and “Introduction to Short Fiction.”

Wednesday, August 22

In Class: Discussion of Module 1 & literary terms jeopardy: <https://jeopardylabs.com/play/literary-terms-jeopardy-10th-grade>.

Homework: Review the literary terms in Module 1 and take the Literary Terms Quiz in Canvas.

Friday, August 24 – Literary Terms Quiz DUE

In Class: Introduction to the elements of literature. Elements of Lit Handout – short story writing contest!

Homework: Review the Elements of Literature videos in Module 1 and take the Elements of Literature Quiz in Canvas.

WEEK 2: ELEMENTS OF THE SHORT STORY

Monday, August 27 – Elements of Literature Quiz DUE

In Class: Introduction to conflict, symbols, metaphor, and characterization. Group exercise.

Homework: Review the sections on Conflict, Symbols, Metaphor, and Characters in Module 1. Take the Module 1 Cumulative Quiz in Canvas.

Wednesday, August 29 – Module 1 Cumulative Quiz DUE

In Class: Practice with passages: conflict, symbols, metaphor, and characterization.

Homework: Read the short story “Metamorphosis” by Franz Kafka as well as the section on Theme in Module 1. Then, respond to the writing assignment in the “Metamorphosis” Discussion in Canvas.

Friday, August 31

In Class: Class discussion of “Metamorphosis.”

Homework: Complete the section on Point of View in Module 1 and read “The Yellow Wallpaper” by Charlotte Perkins Gilman. Then, respond to the writing assignment in the “The Yellow Wallpaper” Discussion in Canvas.

WEEK 3: CLOSE READING

Monday, September 3 - Labor Day Holiday / No Classes

Homework: Read the section titled “Reading to Write Effectively” in Module 2. Come to class prepared to discuss and practice.

Wednesday, September 5

In Class: Close reading exercise.

Homework: Read the “Close Reading Exercise” directions in Module 2 and choose your story from the issue of Amazing Stories. Read the story and then bring a copy of it to class on Friday – either printed out or available on a computer.

Friday, September 7

In Class: Work through the prewriting process outlined in Module 2 for the Close Reading Exercise.

Homework: Respond to the “Writing Process” section of the Close Reading Exercise in Module 2. Post your mini essay in the “Astounding Stories” Discussion in Canvas.

WEEK 4: SHORT STORY COMPARATIVE ANALYSIS

Monday, September 10

In Class: Introduction to the comparative analysis essay assignment.

Homework: Read the short story “Beyond the Door” by Phillip K. Dick and then respond to the “Beyond the Door” Discussion on Canvas. Come to class prepared to discuss.

Wednesday, September 12

In Class: Class discussion of “Beyond the Door.”

Homework: Read the short story “The Shunned House” by H.P. Lovecraft and then respond to the “The Shunned House” Discussion on Canvas. Come to class prepared to discuss.

Friday, September 14

In Class: Groups discuss elements of both stories to compare: theme, conflict, setting, tone, etc. Outline construction.

Homework: Review Module 4: The Nature of Analysis and then watch the video, Writing an Introduction to a Literary Analysis Essay. Begin drafting your comparative analysis of the short stories by Dick and Lovecraft. Bring your first draft to class on Monday.

WEEK 5: THE EDITING AND REVISION PROCESS

Monday, September 17 – Peer Review

In Class: Peer review and discussion of progress for comparative analysis essay. Discussion of MLA formatting and citing.

Homework: Take your essay to the Writing Center this week. Review Module 4: Creating MLA Works Cited Entries and MLA In-Text Citations. Revise your essay to include proper citation before your one-on-one. One on one conferences Wednesday.

Wednesday, September 19 – No Class / One-On-One Writing Conferences

Homework: Finalize the revisions to your comparative analysis essay. Submit it online in Canvas as a Word document no later than 10 AM on Friday, September 23. Also: choose one short story from Module 5 that we have not read. Read it and respond to the “Short Story Sharing” Discussion on Canvas.

Friday, September 21 – Comparative Analysis Essay DUE

In Class: Short story sharing.

Homework: Have a good weekend!

WEEK 6: INTRODUCTION TO LITERARY ANALYSIS

Monday, September 24

In Class: Introduction to critical theory.

Homework: Read through the “Introduction to Critical Theory” and “Some Approaches to Critical Theory” sections of Module 3, then take the “Critical Theory Quiz” in Canvas. Come to class prepared to discuss.

Wednesday, September 26 – Critical Theory Quiz DUE

In Class: Continued discussion and practice with critical theory: lit crit jeopardy:

<https://jeopardylabs.com/play/literary-criticism7>

Homework: Read “Young Goodman Brown” by Nathaniel Hawthorne in Module 3. Come to class prepared to discuss.

Friday, September 28

In Class: Discussion of Hawthorne’s short story – taking it beyond the elements of fiction.

Homework: Read the psychoanalytic analysis of “Young Goodman Brown” available in Module 3 (click on the link in the “Critical Response to ‘Young Goodman Brown’” section). Then, respond to the analysis in the “Young Goodman Brown” Discussion in Canvas.

WEEK 7: THE NOVEL - FRANKENSTEIN

Monday, October 1

In Class: Discussion of the critical response to Hawthorne’s short story. Introduction to *Frankenstein*.

Homework: Read and/or listen to Letters 1-4 and Chapters 1-2 of *Frankenstein* in Module 6 (~63 mins). Then, respond to the “Frankenstein Discussion” on Canvas. Come to class prepared to discuss.

Wednesday, October 3

In Class: Discussion of *Frankenstein*.

Homework: Read and/or listen to Chapters 3-6 of *Frankenstein* in Module 6 (~68 mins). Then, respond to the “Frankenstein Discussion” on Canvas. Come to class prepared to discuss.

Friday, October 5

In Class: Discussion of *Frankenstein*.

Homework: Read and/or listen to Chapters 7-9 of *Frankenstein* in Module 6 (~60 mins). Then, respond to the “Frankenstein Discussion” on Canvas. Come to class prepared to discuss.

WEEK 8: FRANKENSTEIN CONTINUED

Monday, October 8

In Class: Discussion of *Frankenstein*.

Homework: Read and/or listen to Chapters 10-14 of *Frankenstein* in Module 6 (~62 mins). Then, respond to the “Frankenstein Discussion” on Canvas. Come to class prepared to discuss.

Wednesday, October 10

In Class: Discussion of *Frankenstein*.

Homework: Read and/or listen to Chapters 15-17 of *Frankenstein* in Module 6 (~58 mins). Then, respond to the “Frankenstein Discussion” on Canvas. Come to class prepared to discuss.

Friday, October 12

In Class: Discussion of *Frankenstein*.

Homework: Read and/or listen to Chapters 18-20 of *Frankenstein* in Module 6 (~60 mins). Then, respond to the “Frankenstein Discussion” on Canvas. Come to class prepared to discuss.

WEEK 9: FRANKENSTEIN CONCLUDED / ANNOTATED BIBLIOGRAPHY

Monday, October 15

In Class: Discussion of *Frankenstein*.

Homework: Read and/or listen to Chapters 21-23 of *Frankenstein* in Module 6 (~63 mins). Then, respond to the “Frankenstein Discussion” on Canvas. Come to class prepared to discuss.

Wednesday, October 17

In Class: Discussion of *Frankenstein*.

Homework: Read and/or listen to Chapter 24 of *Frankenstein* in Module 6 (~57 mins). Then, respond to the “Frankenstein Discussion” on Canvas. Come to class prepared to discuss.

Friday, October 19

In Class: Final discussion of *Frankenstein*. Introduction to the annotated bibliography assignment. Discussion of primary and secondary sources.

Homework: Work your way through the “Finding Literary Criticism” and “Using Databases” sections of Module 3. Then, read the “Distinguish Between Primary and Secondary Sources” section in Module 3. Take the “Research Quiz” on Canvas. Class meeting in the library on Monday.

WEEK 10: DR. JEKYLL & MR. HYDE

Monday, October 22 – Class Meeting in Library / Research Quiz DUE

In Class: Bibliographic instruction on locating secondary sources for *Frankenstein*.

Homework: Continue researching the library databases for articles related to *Frankenstein* and your selected second novel. Begin reading and notating those articles. Annotated bibliography due November 5.

Wednesday, October 24

In Class: Introduction to *The Strange Case of Dr. Jekyll and Mr. Hyde*

Homework: Read or listen to Chapters 1-3 in *The Strange Case of Dr. Jekyll and Mr. Hyde* (~43 mins). Then, respond to the “Dr. Jekyll and Mr. Hyde Discussion” on Canvas. Come to class prepared to discuss.

Friday, October 26

In Class: Discussion of *The Strange Case of Dr. Jekyll and Mr. Hyde*

Homework: Read or listen to Chapters 4-9 in *The Strange Case of Dr. Jekyll and Mr. Hyde* (~1 hr 31 mins). Then, respond to the “Dr. Jekyll and Mr. Hyde Discussion” on Canvas. Come to class prepared to discuss.

WEEK 11: DR JEKYLL AND MR HYDE CONCLUDED / CRITICAL ANALYSIS ESSAY

Monday, October 29

In Class: Discussion of *The Strange Case of Dr. Jekyll and Mr. Hyde*

Homework: Read or listen to Chapter 10 in *The Strange Case of Dr. Jekyll and Mr. Hyde* (~54 mins). Then, respond to the “Dr. Jekyll and Mr. Hyde Discussion” on Canvas. Come to class prepared to discuss.

Wednesday, October 31

In Class: Discussion of *The Strange Case of Dr. Jekyll and Mr. Hyde*. Introduction to the Critical Analysis Essay assignment.

Homework: Re-read through the “Nature of Analysis” section in Module 4 and then watch the video on “Writing an Introduction to a Literary Analysis Essay,” also in Module 4. Choose between *Frankenstein* and *The Strange Case of Dr. Jekyll and Mr. Hyde* for your critical analysis essay and draft a thesis statement. Post it in the “Critical Analysis Essay Discussion: Thesis” on Canvas.

Friday, November 2

In Class: Class discussion of Critical Analysis Essay assignment and thesis statements. Introduction to *The War of the Worlds*

Homework: Read or listen to Book 1, Chapters 1-6 in *The War of the Worlds* (~52 mins). Then, respond to the “The War of the Worlds” on Canvas. Come to class prepared to discuss. Begin highlighting passages from your selected novel that you will discuss in your critical analysis essay.

WEEK 12: THE WAR OF THE WORLDS

Monday, November 5 – Annotated Bibliography DUE

In Class: Discussion of *The War of the Worlds*

Homework: Read or listen to Book 1, Chapters 7-11 in *The War of the Worlds* (~62 mins). Then, respond to the “The War of the Worlds” on Canvas. Come to class prepared to discuss.

Wednesday, November 7

In Class: Discussion of *The War of the Worlds*

Homework: Read or listen to Book 1, Chapters 12-14 in *The War of the Worlds* (~59 mins). Then, respond to the “The War of the Worlds” on Canvas. Come to class prepared to discuss.

Friday, November 9

In Class: Discussion of *The War of the Worlds*

Homework: Read or listen to Book 1, Chapters 15-17 in *The War of the Worlds* (~70 mins). Watch the “Writing an Introduction to a Literary Analysis Essay” video in Module 4 again. Write your introductory paragraph for the critical analysis essay. Post your introduction to the “Critical Analysis Essay Discussion: Introduction” on Canvas.

WEEK 13: THE WAR OF THE WORLDS CONCLUDED

Monday, November 12 – Introductory Paragraph DUE

In Class: Discussion of *The War of the Worlds*

Homework: Read or listen to Book 2, Chapters 1-4 in *The War of the Worlds* (~59 mins). Then, respond to the “War of the Worlds” on Canvas. Come to class prepared to discuss.

Wednesday, November 14

In Class: Discussion of *The War of the Worlds*

Homework: Read or listen to Book 2, Chapters 5-7 in *The War of the Worlds* (~56 mins). Then, respond to the “War of the Worlds” on Canvas. Come to class prepared to discuss.

Friday, November 16

In Class: Discussion of *The War of the Worlds*

Homework: Read or listen to Book 2, Chapters 8-10 in *The War of the Worlds* (~46 mins). Then, respond to the “War of the Worlds” on Canvas.

WEEK 14: THANKSGIVING BREAK – NO CLASS

Monday, November 19-23: Bring all of the work (including notes, drafts, outlines, ideas, etc.) you’ve done for your critical analysis essay to class on Monday, November 26. Be prepared to write.

WEEK 15:

Monday, November 26

In Class: In class drafting of critical analysis essay.

Homework: Review the sections in Module 4 on “Creating MLA Works Cited Entries” and “MLA In-Text Citations.” Complete the rough draft of your critical analysis essay (including all in-text citations and a properly formatted works cited page) and bring a hard copy to class on Wednesday.

Wednesday, November 28 – Peer Review of Critical Analysis Essays

In Class: Peer review of essay drafts.

Homework: Take your essay to the writing center and begin revising. Final paper due Monday, December 3.

Friday, November 30 - No Class / One-On-One Conferences & Final Exam Prep

Homework: Study for the final exam and make final revisions to your critical analysis essay.

WEEK 16: EXAM WEEK

Monday, December 3-6