

English 2305: Introduction to Fiction

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Section: 05141 Time: MWF 8-9am Location: 113-C	Section: 05138 Time: MWF 9-10am Location: 113-C
COURSE DESCRIPTION	<p>English 2305 satisfies three hours of the core curriculum requirement. The catalog describes this course as a study of “selected works of fiction emphasizing composition.” More specifically, this introductory study of fiction encompasses the short story and the novella, a long short story or short novel. Emphasis includes understanding the tools of the trade, or elements that comprise fictional works; critical, analytical thinking as applied to the stories we read; and an examination of various styles, trends and critical approaches to literature. Classes will be conducted with moderate lecturing, discussions, writing exercises, critical papers and presentations. Exams will be left to the discrimination of the instructor. Please consult the current University of Houston Class Schedule for course requirements, which students are solely responsible for meeting.</p> <p>By the end of the course, students will achieve the following learning outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to demonstrate critical thinking skills in their writing. 2. Students will be able to demonstrate their contextualized understanding of specific texts. 3. Students will be able to implement appropriate methodologies for research and/or interpretation. <p>Prerequisites for enrollment in this course: ENGL 1304 or equivalent.</p>
CHANGES	<p>Any English course is an organic thing. No two are ever the same. As a result, if necessary, the instructor may change the assignments, due dates, or any other aspect of the course outlined in the syllabus. Please note that it is the student’s responsibility to attend class and be aware of any and all syllabus changes. A detailed description of the planned activities for each class session is available on the calendar on WebCT. This calendar is updated regularly and reflects most changes made to the course. Additionally, a copy of this syllabus, including any changes discussed in class, is available on WebCT.</p>
MATERIALS	<p>Textbook: Bausch, Richard and R.V. Cassill, eds. <i>The Norton Anthology of Short Fiction</i>. 7th edition. Norton: NY, 2006. (available at any UH bookstore)</p> <p>Recommended: Foster, Thomas C. <i>How to Read Literature Like a Professor</i>. NY: Harper Collins, 2003. Barnet, Sylvan and William E. Cain. <i>A Short Guide to Writing about Literature</i>. Pearson Longman, 2006.</p> <p>Other Requirements:</p> <ul style="list-style-type: none"> A good dictionary A current handbook of for grammar and spelling, such as Diane Hacker’s <i>A Writer’s Reference</i> or the Little Brown <i>Compact</i> or Holt A reference with current MLA Styles for documentation and document set up. MLA Style guidelines can be found online as well. <p>Plain two-pocket folder with name written clearly on cover. (Please, no ‘slick’ folders.)</p> <p>Computer access (see technology section below).</p>
ATTENDANCE	<p>Students are expected to attend class. Per English Department policy, any student who is absent more than six classroom hours may be dropped from the course for excessive absence. In a Monday/Wednesday/Friday class, this is the equivalent of six classes. If the drop date has passed, an F will be given for the course. To see how excessive absence and tardiness can impact your course grade, see the section in this syllabus on Professionalism and the portion below on Attendance Quizzes. If you must miss class (whether excused or unexcused), please notify me in advance via email.</p> <p><u>Excused Absences:</u> Only religious holidays and University-sponsored activities may count as excused absences; however, for the absence to be excused, you must inform me of your intention (when/why you will miss class and how you plan to make-up assignments) in writing in advance of the absence.</p> <p><u>Punctuality:</u> Students are expected to be on time. The door to the classroom ‘closes’ at 15 minutes after the beginning of class. If there is a legitimate reason for your tardiness, enter quietly, join the activity in progress, and wait until class ends talk to me about the situation.</p> <p><u>Attendance Quizzes:</u> At the beginning of each class (generally the first five minutes), students will take an Attendance Quiz based on the assigned homework. The quizzes will be graded as pass, fail, or zero. If a student arrives once those quizzes are collected, he/she cannot earn points for the quiz. Make-up quizzes will not be given for any reason. Because issues are bound to arise over the course of the semester, the two lowest Attendance Quiz grades will be dropped.</p>

Course Policies and Requirements

ACADEMIC HONESTY	<p>Students are expected to do their own work. The University of Houston Student Handbook (www.uh.edu/dos/hdbk) defines and prohibits academic dishonesty as follows:</p> <p>“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements. (Article 3.02)</p> <p>Of the various aspects of academic dishonesty, the primary concern of this course is plagiarism and is defined in section d of Article 3.02 in the Student Handbook. When a person (any person, not just a student) uses an outside source, it should be appropriately cited. Questions about whether or not to cite an outside source can be directed to a librarian or to me. When a student represents someone else’s work as his/her own, it violates ethics that govern a university. Plagiarism will be dealt with according to its type and severity, with possible repercussions ranging from failure of the assignment or the course to suspension or expulsion from the University. I will provide further detail specifically discussing plagiarism early in the semester.</p>
ASSIGNMENTS	<p>Students must turn in all assigned work to be eligible to pass the course. Students should turn in the assigned work on time.</p> <p><u>Homework:</u> Late homework will not be accepted for any reason. If an assignment is due at the beginning of class, it will not be accepted at the end of class.</p> <p><u>Blog Posts:</u> Rather than journaling in class, students will respond to prompts on their individual blogs. Blogs may be checked by the instructor at any time, so students are responsible for keeping their blogs updated before each class meeting.</p> <p><u>Major Papers:</u> On all drafts of the three major papers, one letter grade will be deducted for each calendar day the draft is late. Any paper that is not turned in within four calendar days of its original due date will be given a zero, but it still must be turned in for you to be eligible to pass the course.</p> <p>All assignments turned in (both homework and papers) must be typed. If you do not have a computer and/or printer available for use at home, please use those provided for you in the campus library and computer labs. Documents turned in to me or to your peers for review must abide by the following:</p> <p><u>Font:</u> 12-point Times New Roman or Arial</p> <p><u>Color:</u> Black ink</p> <p><u>Paragraph/Page:</u> Double spacing, One-inch margins all around, Numbered pages</p> <p>Formal papers must abide by MLA formatting guidelines provided in a handout and discussed in class.</p>
PROFESSIONALISM	<p>The fact that you have enrolled in college implies that you intend to operate as a professional adult in society. Our class will operate in many ways as a ‘real world’ work environment, and each member of the class is expected to participate professionally—being punctual, meeting deadlines, collaborating, pulling your ‘weight,’ and respecting both your fellow students and me. Professionalism also includes regular attendance, willing participation in all facets of classroom life, and sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing.</p> <p><u>Mobile Phones:</u> Out of respect, please turn mobile phones to silent mode during class unless someone’s life depends on it. If that is the case, please discuss this with me prior to class.</p> <p><u>Discussion:</u> Classroom discussion should be civilized and respectful to everyone and should be relevant to the topic we are discussing. Everyone is entitled to his/her opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences. Any discussion from class that continues outside of the classroom should adhere to these same expectations. Any continued disruption of class will result in a report to the Dean of Students Office for a conduct code infraction. After one warning, if the disruption continues, you will be asked to leave the classroom for the remainder of class.</p> <p><u>Emails:</u> Throughout the semester, some assignments will be submitted via email. While your emails will not be graded on grammar, spelling, and punctuation, you are expected to remain professional in communicating electronically. Please ensure that the subject line clearly represents the content of the email and refrain from excessive slang and internet abbreviations.</p> <p><u>Conferences:</u> During week thirteen of the course (April 17-20), class meetings will be cancelled and students will instead be required to attend a conference with the instructor for revisions on the current paper. Failure to attend a scheduled conference will count as two absences, and conferences cannot be rescheduled. Tardiness or completely missing a conference shows blatant disrespect.</p> <p><u>Impact to your Grade:</u> Professionalism counts for 10% of your overall course grade, so violations in this area (excessive absences, tardiness, disrespectfulness) could potentially mean the difference between one grade and the next—or in borderline cases, between passing and failing the course.</p>

Course Policies and Requirements

GRADING	<p>The course grade will be determined by the following calculation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">60%</td> <td>Major Papers:</td> </tr> <tr> <td></td> <td>15% Literary Element Analysis (final draft or revised draft)</td> </tr> <tr> <td></td> <td>15% Literary Theme Analysis (final draft or revised draft)</td> </tr> <tr> <td></td> <td>20% Major Critical Paper/Research Paper (two drafts)</td> </tr> <tr> <td></td> <td>10% Oral Presentation covering Major Critical Paper</td> </tr> <tr> <td style="text-align: center;">10%</td> <td>Final Exam</td> </tr> <tr> <td style="text-align: center;">10%</td> <td>Blog (set-up, maintained, and posts for each class)</td> </tr> <tr> <td style="text-align: center;">10%</td> <td>Daily Attendance Quizzes</td> </tr> <tr> <td style="text-align: center;">10%</td> <td>Professionalism</td> </tr> </table> <p>Please remember that, as stated in Course Requirements, students must complete all graded work, whether or not it counts for credit due to late-penalties, in order to be eligible to pass the class.</p> <p><u>Revisions:</u> Revisions are allowed for each of the three major papers. For the first two critical papers (literary element and literary theme), the revisions will be optional; students can complete one revision per assignment, and the higher grade will count toward the semester average. For the Major Critical Paper/Research paper, the first draft will be graded with the Oral Presentation, and revisions will be suggested. After revisions have been made, the final draft will be graded based on a revised rubric. This means that a paper that earned an A on the first draft is unlikely to earn an A on the final draft without significant revisions.</p>	60%	Major Papers:		15% Literary Element Analysis (final draft or revised draft)		15% Literary Theme Analysis (final draft or revised draft)		20% Major Critical Paper/Research Paper (two drafts)		10% Oral Presentation covering Major Critical Paper	10%	Final Exam	10%	Blog (set-up, maintained, and posts for each class)	10%	Daily Attendance Quizzes	10%	Professionalism
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TECHNOLOGY	<p>Many activities in this section of English 2305 will require access to a computer with an internet connection. Students have access to the university-provided computers in the library with unlimited printing. Inability to print, get online, etc is never an acceptable excuse for not completing assignments in a timely manner. As computers can be unreliable at times, students are advised to plan ahead and back-up files frequently to avoid problems.</p> <p><u>WebCT:</u> One main component of this course is WebCT, which is an online course shell that helps instructors put course material online. First-time student users of WebCT need to get their WebCT user name by using one of the following options:</p> <ol style="list-style-type: none"> 1. Online at http://www.uh.edu/webct - click "New Users" to get a WebCT user name. 2. In person in Room 116-PGH on the main campus, Monday-Friday, 8 am to 8 pm. 3. By phone at 713-743-1411 24 hours a day, 7 days a week (except University holidays). <p>Once students have their WebCT user names, they can log on to WebCT Vista courses by going to http://www.uh.edu/webct and clicking the green "WebCT Vista" button. A student's initial password is his/her birth date in the format mmddyyyy (example: April 1, 1984 would be entered as 04011984). WebCT user names and passwords are case sensitive. Students should change their passwords the first time they log on to WebCT.</p> <p>Support for students using WebCT is available in four ways:</p> <ol style="list-style-type: none"> 1. Online at http://www.uh.edu/webct and clicking on "Get Help". 2. In person in Room 116-PGH on the main campus, Monday-Friday, 8 am to 8 pm. 3. By phone at 713-743-1411 24 hours a day, 7 days a week, except university holidays. 4. By sending email to support@uh.edu with the student's full name, course name and number, section number, instructor's name and a description of the problem. <p><u>Blogs:</u> Each student must set up a blog at Blogger.com for the purposes of this course. It does not matter if a student already has a blog, s/he will need to set up a separate blog for the explicit purpose of English 2305. Students will be writing responses to the readings and discussing class matters on their blogs. This element of the course will be similar to a journal requirement in some English classes.</p> <p>Student blogs for this course will be hosted on Blogger. To set up your free blog, go to www.blogger.com and follow the instructions for creating an account and setting up a blog. Remember that this is a graded portion of the class and that a blog is a public forum, so please keep in mind how Professionalism impacts your grade and compose your blog entries with your readers (both your instructor and your classmates) in mind.</p>																		

Course Policies and Requirements

ACADEMIC SUPPORT	<p><u>UH Writing Center</u>: (Agnes Arnold Hall 211-217, 713.743.3016) From the UH Writing Center website: "Writing Consultants underpin most of the Writing Center's programs and instructional models. Writing Consultants do not edit papers, but assist students in organizing their thoughts and developing confidence in their ability to communicate. Currently, over 40 Writing Consultants—peer tutors—work with students to consider writing not as a problem but as a means of communication. The University of Houston Writing Center offers one-on-one walk-in consultations with peer tutors who assist undergraduate students with writing assignments of any type. Writing Center consultants help students develop and structure their ideas and help students think through what they are trying to say, so that students gain confidence in their ability to put their thoughts on paper. Our writing consultants come from all major fields of study and are an outstanding resource at our University. All students are welcome to come during our walk-in hours (Monday-Saturday 11:00am-2:00pm) for walk-in tutoring. Please note that writing consultants do not edit, proofread, or grade papers" (http://www.uh.edu/writecen/).</p> <p><u>The Center for Students with DisAbilities</u>: (CSD Building 568, Room 110, 713.743.5400) "The Center for Students with Disabilities (CSD) provides numerous academic support services to individuals with any type of learning disability, health impairment, physical limitation or psychiatric disorder. Our goal is to help ensure that qualified students with disabilities at the University of Houston are able to successfully compete with non-disabled students. CSD services are confidential. CSD student information is shared only with the student's written permission to do so. Students' CSD records are not a part of their permanent student record" (http://www.uh.edu/csd/).</p>
MISCELLANEOUS	<p>If a student enrolls late, s/he is responsible for making up any assignments that may have been assigned or completed before that student added. Students should contact another student or the instructor to find out what make up work is necessary.</p> <p>The UH Student Handbook (www.uh.edu/dos/hdbk) outlines Expectations for a Conducive Learning Environment. Each of those expectations applies to your participation in this class. As such, please be respectful, courteous/considerate, supportive/caring, informed, honest and fair, attentive, punctual, organized/prepared, participatory/curious, communicative, enthusiastic, and dedicated/committed.</p>

English 2305 Tentative Course Schedule (subject to change at any time)

	Monday	Wednesday	Friday
Week 1 1/15-19	Martin Luther King, Jr. Holiday	Bad Weather. No Class.	<ul style="list-style-type: none"> • Course introductions • Basic introduction to blogging
Week 2 1/22-26	Begin Unit on Literary Elements <u>Point of View</u> <ul style="list-style-type: none"> • “The Invalid’s Story” (Twain 304) 	<u>Point of View</u> <ul style="list-style-type: none"> • “The Lottery” (Jackson 693) • “An Adventure in Paris” (de Maupassant 1040) 	<u>Character</u> <ul style="list-style-type: none"> • “Passion” (Jhabvala 713)
Week 3 1/29-2/2	<u>Character</u> <ul style="list-style-type: none"> • “The Management of Grief” (Mukherjee 1112) 	<u>Setting</u> <ul style="list-style-type: none"> • “A Rose for Emily” (Faulkner 520) 	<u>Symbolism</u> <ul style="list-style-type: none"> • “The Yellow Wallpaper” (Gillman 597)
Week 4 2/5-9	<u>Symbolism</u> <ul style="list-style-type: none"> • “Chrysanthemums” (Steinbeck 1389) 	<u>Irony</u> <ul style="list-style-type: none"> • “The Story of an Hour” (Chopin 297) • Turn in questions for essay 	<u>Irony</u> <ul style="list-style-type: none"> • “Desiree’s Baby” (on WebCT)
Week 5 2/12-16	<ul style="list-style-type: none"> • Literary Element Analysis Due • In-class Reflective Essay 	Begin Unit on External Conflict <ul style="list-style-type: none"> • Use stories from Literary Elements unit to introduce External Conflict 	<u>Family/Generations</u> <ul style="list-style-type: none"> • “Gorilla, My Love” (Bambara 60) • “Everyday Use” (Walker 1544) • “Girl” (Kinkaid 828)
Week 6 2/19-23	<u>Family/Generations</u> <ul style="list-style-type: none"> • “My Father’s Chinese Wives” (Loh 900) • “Rules of the Game” (Tan 1423) 	<u>Family/Generations</u> <ul style="list-style-type: none"> • “Intervention” (McCorkle 1061) • “Royal Beatings” (Munro 1125) 	<u>Gender/Relationships</u> <ul style="list-style-type: none"> • “Public Appearances” (Dodd 452) • “The Girls in their Summer Dresses” (Shaw 1333)
Week 7 2/26-3/2	<u>Gender/Relationships</u> <ul style="list-style-type: none"> • “Anna on the Neck” (Chekov 276) • “The Lady with the Dog” (Chekov 284) 	<u>Gender/Relationships</u> <ul style="list-style-type: none"> • “Hills Like White Elephants” (Hemingway 1685) • “The Student’s Wife” (Carver 201) 	<u>Race/Ethnicity/Religion</u> <ul style="list-style-type: none"> • “The Man Who was Almost a Man” (Wright 1609) • “The Conscience of the Court” (Hurston 682)
Week 8 3/5-9	<u>Race/Ethnicity/Religion</u> <ul style="list-style-type: none"> • “The Moths” (Viramontes 1507) • Related readings on WebCT 	<u>Race/Ethnicity/Religion</u> <ul style="list-style-type: none"> • “The Conversion of the Jews” (Roth 1322) • “Angel Levine” (Malamud 910) 	No Class Meeting
3/12-16	Spring Break		
Week 9 3/19-23	<u>War/Political</u> <ul style="list-style-type: none"> • “The Things They Carried” (O’Brien 1188) 	<u>War/Political</u> <ul style="list-style-type: none"> • “Wounded Soldier” (Garrett 590) • “War” (Pirandello 1260) 	<u>War/Political</u> <ul style="list-style-type: none"> • “A Soldier’s Embrace” (Gordimer 609) • Related reading on WebCT
Week 10 3/26-30	<u>External Conflict</u> <ul style="list-style-type: none"> • “The Wedding of Snow and Ice” (Hoffman 673) • “A Good Man is Hard to Find” (O’Connor 1201) 	<ul style="list-style-type: none"> • Literary Theme Analysis Due • In-class Reflective Essay 	Begin Unit on Internal Conflict <ul style="list-style-type: none"> • Use stories from External Conflict unit to introduce Internal Conflict
Week 11 4/2-6	<u>Personal/Internal</u> <ul style="list-style-type: none"> • “A Worn Path” (Welty 1544) • “Miles City, Montana” (Munro 1141) 	<u>Personal/Internal</u> <ul style="list-style-type: none"> • “The Death of Ivan Ilych” (Tolstoy) • “In the Cemetery Where Al Jolson is Buried” (Hempel 666) 	No Class Meeting
Week 12 4/9-13	<u>Personal/Internal</u> <ul style="list-style-type: none"> • “Babylon Revisited” (Fitzgerald 548) • “Paul’s Case” (Cather 235) 	<u>Personal/Internal</u> <ul style="list-style-type: none"> • “Miriam” (Capote 192) • “To Room Nineteen” (Lessing 867) 	<u>Personal/Internal</u> <ul style="list-style-type: none"> • “Death in Venice” (Mann 918)
Week 13 4/16-20	<u>Personal/Internal</u> <ul style="list-style-type: none"> • “Death in Venice” (Mann 918) 	<ul style="list-style-type: none"> • Student Conferences 	<ul style="list-style-type: none"> • Student Conferences
Week 14 4/23-27	<ul style="list-style-type: none"> • Oral Presentations with First Draft of Paper 	<ul style="list-style-type: none"> • Oral Presentations with First Draft of Paper 	<ul style="list-style-type: none"> • Oral Presentations with First Draft of Paper
Week 15 4/30-5/4	<ul style="list-style-type: none"> • Final Paper Due 	Final Exams	

This calendar details daily class discussion, thus students should come to class prepared to discuss the stories listed. For many of the stories, supplemental readings will be assigned in class. It is your responsibility to attend class and be aware of these additional readings.