English 2307  
Fall 2017  
GENERAL SYLLABUS

Instructor: Terence A. Dalrymple

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Office Hours: 10-12 MWF; 11-12 & 1-2 TR; and by appointment

Course: English 2307--Introduction to Literature and Creative Writing

Course Description: A sophomore literature course also serving as an introduction to creative writing with structured practice in the reading, analyzing, and responding to literature, as well as the production of short fiction and poetry.

Prerequisites: Proficiency requirement in composition.

Purposes: This course introduces students to selected works of poetry and fiction by a variety of writers. It is designed to provide enhanced appreciation of the literary arts and practice in analyzing literary works in order to better understand how they reflect truths of human experience. It is also designed to provide instruction and practice in creating original literary works. It will introduce, as appropriate to course objectives, selected information about and insights into literary terminology as well as biographical, historical, formalistic, stylistic, cultural, political, analytical, and thematic matters related to the selected readings.

Major Objectives: Students will make progress in the following areas:
--Gaining factual knowledge (terminology, classifications, methods, trends) (IDEA #21)
--Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (IDEA #27)
--Learning to analyze and critically evaluate ideas, arguments, and points of view (IDEA #31)

Student Learning Outcomes: Students will be able to perform the following tasks effectively:
--Define literary terms discussed throughout the semester (see attached list of terms).
--Use literary terms to identify elements of individual literary works.
--Discuss the effectiveness of specific literary works.
--Discuss truths of human experience reflected in specific literary works.
--Compare and contrast themes of different literary works.
--Analyze the significance of specific quotations to the works from which they come.
--Analyze the effects of literary elements in specific works.
--Write original, effective fiction and poetry.

Assessment Procedures: Student learning outcomes will be assessed via reading quizzes, exams, short literary analyses, online responses, group and class discussions, and original creative work.
Student Activities: Students’ major activities during the semester will include reading, listening to and taking notes on lecture material, discussing course material in class and group discussions, writing both informal and formal responses to course material, completing objective and essay exams, completing short literary analyses, completing original fiction and poetry, and completing some online assignments.

Course Grade: The course grade will be determined as follows:

Daily Work.................................................................10%
Quiz Average...............................................................30%
Exam 1.................................................................30%
Final Exam.................................................................30%

Grading Scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 & below = F

Major Assignments and Deadlines:

--Reading assignments are continual throughout the semester; students are expected to complete each assignment by the deadline specified on the Daily Assignments sheet. Should any changes in the daily assignments be necessary, the professor will announce them in class as far in advance as possible.

--Daily work includes (but is not limited to) written and oral responses to questions, individual in-class work, in-class group work, informal writing, and creative writing. Although “informal,” this work should be thoughtful and grammatically correct. NO LATE OR MAKE-UP MISCELLANEOUS WORK WILL BE ACCEPTED.

--Quizzes typically consist of ten to twenty objective questions about the reading assignment for the day and terminology previously discussed. Quiz dates are unannounced; students should be prepared for a quiz every day a reading assignment is due. NO LATE OR MAKE-UP QUIZZES WILL BE GIVEN

--Exam 1 will include both objective and essay questions. It will be given as specified on the Daily Assignments sheet.

--The final exam will be comprehensive and will include both objective and essay questions. It will be given as specified by the University calendar.

Required Texts:
Backpack Literature, 5th ed., Kennedy & Gioia
Additional readings may be provided by the professor via online links or e-mailed documents.
Also required: a Dropbox account
NOTE: Students must bring copies of the readings to class when those works are under discussion. Students who do not bring reading materials to class may be counted absent and receive a zero daily grade.
Additional requirement: Dropbox account

Attendance Policy: Students are expected to attend every class meeting. They are expected to arrive on time and remain in class for the entire class period. Typically, the only valid reasons for missing class are illness, family emergency, and University business. Except in cases of emergency, doctor appointments should be scheduled for times other than class times. Students requesting make-up work or permission to submit late work must provide evidence of a valid reason for missing class. Students who know in advance that they will miss a class should consult with the professor in advance. Any student who accumulates six (6) absences will receive an F for the semester.

Students who are habitually late to class, habitually leave class early, or habitually leave and then return during class time will be counted absent for every two occurrences. If another professor regularly keeps the class late prior to this class, you should consult with that professor about leaving in time to attend this class. If you have difficulty finding a parking place, you should adjust your schedule accordingly so that you can arrive to class on time. If you must regularly leave class to visit the restroom, you should consult a doctor.

Please note that I do not distinguish between “excused” and “unexcused” absences. An absence is non-attendance of any regularly scheduled class time. While I sincerely hope (as I’m sure you do) that you will not experience any extreme case of illness or family emergency, they do occasionally happen. Any student who must miss three weeks or more of classes for any reason should seriously consider withdrawing from the course.

Observances of Religious Holidays: A student who intends to observe a religious holy day should make that intention known in writing to me prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

Honors Statement: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at http://www.angelo.edu/forms/pdf/honorcode5.pdf. Students caught cheating on a quiz or exam will receive a zero for that assignment; if caught a second time, they will fail the course. Students submitting plagiarized written assignments will receive an F for the course.

Common Courtesy: Students are expected to exhibit common courtesy toward their professor and their classmates at all times. A few guidelines for common courtesy follow:
--arrive on time and remain for the full class time
--if late arrival or early departure is unavoidable, sit near the door to avoid
distracting others
--remain seated unless class assignment requires otherwise
--do not hold individual conversations unless directed to do so by the professor
--stay awake
--work on this course material only
--do not eat
--do not pop gum
--do not begin packing prior to the official end of class
--do not wear any sort of head phones
--prior to entering the classroom, turn off all cell phones and other electronic
devices that might create a distraction and place them out of sight.

NOTE: Formal, professional studies have demonstrated that no matter how good
we think we are at multi-tasking, activities such as texting during class
lecture/discussion significantly diminish our attention to lecture/discussion material
and, therefore, our comprehension and understanding of that material. For your
own sake, then, you may not use electronic equipment (e.g., head phones, cell
phones, computers) in the classroom without the express permission of the teacher.
Any student using such devices during class for any reason will be asked to leave the
classroom and will be counted absent.

Students’ Special Requirements: Persons with disabilities that may warrant academic
accommodations must contact the Student Life Office, Room 112 University Center, in
order to request such accommodations prior to any being implemented. You are
encouraged to make this request early in the semester so that appropriate arrangements
can be made.

Student-Professor Communication: Other than class time, you may consult with me in
person during the office hours specified at the beginning of this syllabus or during
another specified time on which we have agreed in advance. You may also contact me
via e-mail or telephone. However, I neither check nor respond to telephone messages as
regularly as I do e-mail messages. In addition, I do not check or respond to e-mail or
phone messages after I have left my office for the day (usually between 4 and 5 p.m.).

Please Note: This syllabus lists class policies and deadlines for all major assignments. I
distributed electronic copies to all students enrolled in this class at the beginning of the
semester and a copy will be posted to our shared Dropbox folder. The syllabus is also
available on line via the ASU website. Please consult the syllabus before e-mailing or
calling with questions that are answered here.

Please Also Note: A college education includes learning to communicate appropriately
with individual audiences. To help you practice effective communication, I require that
e-mails to me be designed and written appropriately for your purpose and audience. All
e-mails must begin by addressing me (e.g., Dr. Dalrymple.); they must be written
following the conventions of standard written English (e.g., complete sentences,
capitalization where necessary, punctuation where necessary, correct spelling); they must
end with your first and last name and the course and section number (unless the course
and section # are included in the text of the message). **I will not respond to e-mails that do not follow these easy guidelines.**

**Student Success:** This course is designed so that all students with college-level skills in reading, writing, note-taking, and study skills can pass with a C or higher, so long as they complete all assignments on time, attend class regularly, and remain attentive during class time. More specifically, successful students will

--attend every class meeting on time and remain for the full time;
--regularly consult the syllabus for assignment deadlines and course policies;
--complete all reading assignments on time and bring reading materials to class;
--remain attentive during class and follow guidelines of common courtesy;
--take notes on class material, particularly on terminology discussed and on other major topics of discussion;
--review notes regularly;
--participate in class and group discussions;
--ask questions about material that remains unclear;
--study for quizzes and exams as suggested by the professor;
--write quiz and exam essay answers, analytical papers, and creative works as suggested by the professor (a separate handout of these suggestions will be provided).
T 8-29  Introduction to class

R 8-31  From Chapter 9, read pp. 363-67 BL; discuss poetry

T 9-5  From Chapter 11, read pp. 402-04 BL, including “This Is Just to Say” but not the other poems; read “The Value of a Dictionary” (405-06 BL); read “Allusion” (408 BL); read “Word Choice and Word Order” (409-410 BL); read "Naming of Parts" (611)

R 9-7  In-class exercise: Words, Words, and More Words.

T 9-12 From Chapter 10, read pp. 379-81 BL (just to the end of “Satiric Poetry”); read “The Speaker in the Poem” (385 BL); read “Persona” (386 BL); read “Irony” and “Dramatic Irony” including “Oh No” (392-93 BL); read “Dulce et Decorum Est” (398-99 BL); read from Chapter 12, pp. 421-22 (not including the poem on 422); read “Disillusionment of Ten O’Clock” (424)

R 9-14 Continue discussion

T 9-19 From Chapter 13, read pp. 432-33 (not including poem on 433) BL; read “Root Cellar” and “The Fish” (434-36 BL)

R 9-21 From Chapter 14, read pp. 447-48 BL including “The Eagle”; read “Metaphor and Simile” (449-51 BL); read the poem “Metaphors” (452 BL); read “A Martian Sends a Postcard Home” (458-59 BL); read “Other Figures of Speech” including “The Wind” (455-57 BL)

T 9-26 Write a letter poem following guidelines on the assignment provided; place copy in Dropbox before class

R 9-28 TBA

T 10-3 From Chapter 15, read pp. 464-66 BL; read “Alliteration and Assonance” (467-68 BL); read “Rime” (469-71 BL); read “Eight O’Clock” (provided by teacher); read “God’s Grandeur” (472-73 BL)

R 10-5 Read “My Last Duchess” (373-74 BL); read “The Ruined Maid” (569-71 BL)

T 10-10 In-class writing exercise: dialogue or dramatic monologue

R 10-12 Write a dialogue or a dramatic monologue poem according to instructions provided by teacher; place a copy in Dropbox before class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-17</td>
<td>Review for exam</td>
</tr>
<tr>
<td>10-19</td>
<td>Poetry exam</td>
</tr>
<tr>
<td>10-24</td>
<td>From Chapter 1, read pp. 15-23 BL (includes “A&amp;P”)</td>
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<tr>
<td>10-26</td>
<td>From Chapter 3, read pp. 61-63 BL and “Cathedral” (85-97 BL)</td>
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<tr>
<td>10-31</td>
<td>Complete Character exercise; place a copy in Dropbox AND bring a hard copy to class.</td>
</tr>
<tr>
<td>11-2</td>
<td>From Chapter 4, read pp. 101-04 BL; read “To Build a Fire” (109-122)</td>
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<td>11-7</td>
<td>Read “This Is What It Means to Say Phoenix, Arizona” (246-56 BL)</td>
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<tr>
<td>11-9</td>
<td>Continue discussion; conflict and setting exercise due (Place in Dropbox AND bring a hard copy)</td>
</tr>
<tr>
<td>11-14</td>
<td>From Chapter 2, read pp. 28-31 BL; discuss final fiction writing assignment</td>
</tr>
<tr>
<td>11-16</td>
<td>From Chapter 5, read pp. 147-49&amp; pp. 170-71 BL; read “The Story of an Hour” (179-81 BL); read “The Lottery” (235-43 BL)</td>
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<tr>
<td>11-21</td>
<td>From Chapter 7, read pp. 203-214 BL (includes “The Chrysanthemums”)</td>
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<tr>
<td>11-23</td>
<td>HOLIDAY</td>
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<tr>
<td>11-30</td>
<td>Continue discussion; final fiction writing assignment due</td>
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<tr>
<td>12-5</td>
<td>Review</td>
</tr>
<tr>
<td>12-7</td>
<td>Review</td>
</tr>
<tr>
<td>12-8</td>
<td>Final Exam, 8:00-10:00 a.m.</td>
</tr>
</tbody>
</table>
Poetry Terms to Know

POETRY
Lyric poetry
Narrative poetry
Dramatic poetry
Line
Stanzas

WORDS
Diction (concrete and abstract)
Denotation
Connotation
Syntax
Voice
Tone
Irony (verbal, situational, cosmic, dramatic, and ironic pov)
Cliché

IMAGERY
Imagery (visual, tactile, kinesthetic, auditory, olfactory, gustatory)

FIGURATIVE LANGUAGE
Allusion
Metaphor
Simile
Metonymy
Synecdoche
Personification
Hyperbole
Understatement
Paradox
Pun

RHYME
End rhyme
Internal rhyme
Perfect rhyme
Slant rhyme (near rhyme, off rhyme, partial rhyme)
Sight rhyme (eye rhyme)
Rhyme scheme

SOUND
Alliteration
Consonance
Assonance
Onomatopoeia

RHYTHM
End-stopped lines
Enjambment
Rhythm
Meter

**Fiction Terms to Know**

FICTION

CHARACTERIZATION
Flat character
Round character
Static character
Dynamic character
Epiphany

PLOT
Protagonist
Antagonist
Flashback
In medias res
Exposition
Conflict
Turning point
Complication
Climax
Denouement (resolution)

POINT OF VIEW
Narrator (reliable and unreliable)
Points of view
- First person central (main character)
- First person peripheral (minor character)
- Third person omniscient
- Third person limited omniscient
- Third person objective

SETTING

SYMBOL

DIALOGUE
**Brief Course Description:** A sophomore literature course also serving as an introduction to creative writing with structured practice in the reading, analyzing, and responding to literature, as well as the production of short fiction and poetry.

**Foundational Component Area: Language, Philosophy & Culture.** Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>University SLO</th>
<th>Course SLO</th>
<th>General Learning Activities</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.</td>
<td>Students will master a series of assigned literary works in terms of generic conventions and content.</td>
<td>Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.</td>
<td>See Critical Thinkingrubric.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>CS1: Develop, interpret, and express ideas through effective written communication.</td>
<td>Students will produce written analyses of individual literary works and take essay examinations that are graded in terms of both content development and clarity of expression following widely accepted generic conventions.</td>
<td>Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.</td>
<td>See Communicationrubric.</td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>SR3: Demonstrate the ability to engage effectively in the campus, regional, national or global communities.</td>
<td>By engaging with locally, regionally, nationally, and internationally known literary artists and the texts they create, students are introduced to the shared traditions of literary expression, the debates that help shape the literature, and the conflicts, cultural differences, and shared experiences involved in the forging of human culture in all its diversity.</td>
<td>Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.</td>
<td>See Social Responsibility rubric.</td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.</td>
<td>By reading the works of some of world’s greatest writers as they grapple with the choices inherent in human life, including in areas such as gender relations, race and ethnicity, class, and national origin, ENG2307 students can understand how their own</td>
<td>Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.</td>
<td>See Personal Responsibilityrubric.</td>
</tr>
</tbody>
</table>
lives are affected by similar ethical decisions and learn to connect their own choices and actions to the related consequences. At the same time, students learn to manage their time, develop useful study habits, and interact with their peers in ways that promote personal growth in these areas while upholding the values of the University’s Academic Honor Code regarding taking personal responsibility for making appropriate and ethical personal decisions in their coursework and exams.
### Critical Thinking Rubric

**Assessment:** In an exam, project, or writing assignment, students will demonstrate their abilities to gather, analyze, evaluate, and synthesize information relevant to a question or issue.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Excellent (4)</th>
<th>Proficient (3)</th>
<th>Weak (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.</td>
<td>Skillfully gathers, analyzes, and synthesizes information clearly relevant to a question or issue.</td>
<td>Gathers, analyzes, and synthesizes information relevant to a question or issue.</td>
<td>Inconsistently gathers, analyzes, and synthesizes information relevant to a question or issue.</td>
<td>Fails to adequately gather, analyze, or synthesize information relevant to a question or issue.</td>
</tr>
</tbody>
</table>
Communication Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to develop, interpret, and express ideas through effective written communication.

<table>
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<tr>
<th>Objective</th>
<th>Excellent (4)</th>
<th>Proficient (3)</th>
<th>Weak (2)</th>
<th>Unsatisfactory (1)</th>
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</thead>
<tbody>
<tr>
<td>CS1: Develop, interpret, and express ideas through effective written communication.</td>
<td>Consistently develops relevant and appropriate content for the audience, purpose, and writing task.</td>
<td>Generally develops relevant and appropriate content for the audience, purpose, and writing task.</td>
<td>Occasionally develops relevant and appropriate content for the audience, purpose, and writing task.</td>
<td>Seldom develops relevant and appropriate content for the audience, purpose, and writing task.</td>
</tr>
</tbody>
</table>
### Social Responsibility Rubric

**Assessment:** In an exam, project, or writing assignment, students will demonstrate their abilities to listen and record notes effectively and to respond formally to a university-sponsored literary event.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Excellent (4)</th>
<th>Proficient (3)</th>
<th>Weak (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn how to listen and record notes effectively and to respond formally to a university-sponsored literary event.</td>
<td>Consistently demonstrates ability to listen and record notes and to respond formally to a university-sponsored literary event.</td>
<td>Generally demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.</td>
<td>Occasionally demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.</td>
<td>Rarely or never demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.</td>
</tr>
</tbody>
</table>
**Personal Responsibility Rubric**

**Assessment:** In an exam, project, or writing assignment, students will demonstrate their abilities to identify values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.

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<thead>
<tr>
<th>Core Objective</th>
<th>Excellent (4)</th>
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<th>Weak (2)</th>
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<td>In a variety of literary texts, students will learn to identify values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.</td>
<td>Consistently identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.</td>
<td>Generally identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.</td>
<td>Occasionally identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.</td>
<td>Rarely or never identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.</td>
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