English 2307
Spring 2018
GENERAL SYLLABUS

Instructor: Terence A. Dalrymple

Office: A 021C  Phone: 325-486-6141  E-mail: Terry.Dalrymple@angelo.edu

Office Hours: 10-12 MWF; 8:30-9:30 & 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:
- The Ecco Anthology of Contemporary American Short Fiction, eds., Joyce Carol Oates and Christopher R. Beha
- Assigned poems will be provided by the professor.
- 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.

**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 nine (9) 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](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 head phones or cell phones 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).
NOTE: All poems will be provided by professor

All stories are in *The Ecco Anthology of Contemporary American Fiction*

terms lists are vplaced at the end of this syllabus; all definitions of terms can be found at the following web site: http://web.cn.edu/kwheeler/lit_terms.html

<table>
<thead>
<tr>
<th>Date (Day)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 1-17</td>
<td>Introduction to course</td>
</tr>
<tr>
<td>F 1-19</td>
<td>TBA</td>
</tr>
<tr>
<td>M 1-22</td>
<td>Read about terms on Words list and Henry Reed, &quot;Naming of Parts&quot;</td>
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<tr>
<td>W 1-24</td>
<td>Continue discussion</td>
</tr>
<tr>
<td>F 1-26</td>
<td>Read about terms on Imagery list and Theodore Roethke, &quot;Root Cellar&quot;</td>
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<tr>
<td>M 1-29</td>
<td>Read Wallace Stevens, &quot;Disillusionment of Ten O'clock&quot;</td>
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<tr>
<td>W 1-31</td>
<td>In-class work</td>
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<td>F 2-2</td>
<td>Imitation poem due</td>
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<tr>
<td>M 2-5</td>
<td>Read about terms on Figurative Language list and Sylvia Plath, &quot;Metaphors&quot;</td>
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<tr>
<td>W 2-7</td>
<td>Continue discussion</td>
</tr>
<tr>
<td>F 2-9</td>
<td>Read about terms on Form list, and David O'Meara, &quot;The Game,&quot; Mary Oliver, &quot;Crossing the Swamp&quot;</td>
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<tr>
<td>M 2-12</td>
<td>Continue discussion</td>
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<tr>
<td>W 2-14</td>
<td>Read about terms on Irony list</td>
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<tr>
<td>F 2-16</td>
<td>Read Wilfred Owen, &quot;Dulce Et Decorum Est&quot;</td>
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<tr>
<td>M 2-19</td>
<td>Read Brian Turner poems</td>
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<tr>
<td>W 2-21</td>
<td>Continue discussion; discuss next poetry writing assignment and writers conference assignment</td>
</tr>
<tr>
<td>F 2-23</td>
<td>Writers Conference assignment</td>
</tr>
</tbody>
</table>
M 2-26  Poem writing assignment due
W 2-28  Writers conference paper due; review
F 3-2   Exam 1 Objective
M 3-5   Exam 1 Essay
W 3-7   Introduction to fiction
F 3-9   Discuss E1
M 3-12  SPRING BREAK
W 3-14  SPRING BREAK
F 3-16  SPRING BREAK
M 3-19  Read about terms on Character list
F 3-23  Continue discussion; discuss character exercise
M 3-26  Read Maile Meloy, "Ranch Girl," pp. 551-558
W 3-28  Character exercise due
F 3-30  HOLIDAY
M 4-2   Read about terms on Point of View list
W 4-4   Read Pinckney Benedict, "Mercy," pp. 119-131
F 4-6   Read about terms on Plot list
M 4-9   Read George Saunders, "The Red Bow," pp. 669-680
W 4-11  Read about terms on Setting list
M 4-16  Continue discussion; discuss Character and Setting exercise
W 4-18  Read Tobias Wolff, "Bullet in the Brain," pp. 749-754
F 4-20  Continue discussion
M 4-23  Character and Setting exercise due
F 4-27  Continue discussion
M 4-30  Review
W 5-2   Review
F 5-4   Review
M 5-7   NO CLASS
W 5-9   Final Exam, 8:00-10:00
Literary Terms Lists

NOTE: Unless professor notes otherwise, all literary terms can be found at http://web.cn.edu/kwheeler/lit_terms.html. You will also be responsible for knowing any additional information about terms provided by the professor.

**Poetry Terms to Know**

**WORDS**
Diction (concrete and abstract)
Denotation
Connotation
Syntax
Voice
Tone
Alliteration
Assonance
Onomatopoeia
Cliché

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

**FIGURATIVE LANGUAGE**
Allusion
Metaphor
Simile
Personification
Hyperbole

**FORM**
End rhyme
Internal rhyme
Perfect rhyme
Slant rhyme (near rhyme, off rhyme, partial rhyme)
Rhyme scheme
Line
Line break
End-stopped lines
Enjambment
Stanzas
White space

**IRONY** (verbal, situational, cosmic, dramatic, and ironic pov)
Fiction Terms to Know

CHARACTER
Characterization
Flat character
Round character
Static character
Dynamic character
Epiphany
Motivation

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

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

SETTING