

Stephen F. Austin State University
English 132, Research and Argument

Professor: Andrew Brininstool
Office: LAN-256
Office Hours: MTW 2:30 – 4:00
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Section Number: 007
Classroom: F- 379
Meeting: MTWR 12:30-2:25
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“The writer's only responsibility is to his art. He will be completely ruthless if he is a good one. He has a dream. Everything goes by the board: honor, pride, decency, security, happiness, all, to get the book written. If a writer has to rob his mother, he will not hesitate; the “Ode on a Grecian Urn” is worth any number of old ladies.”
- William Faulkner

Course Description:

Readings in literary genres, such as poetry, drama, short story, novel.

Course Description Revisited:

English 200 is a survey intended to introduce students to three main genres of literature, and to introduce us to some ways in which we can gain a critical approach to reading and interpreting literary art. I have constructed this course so that we will move through the three genres simultaneously, focusing on different time periods and shifts in aesthetics; particularly, we will focus on how wars and large cultural / economic shifts upset or change literary aesthetics and vice versa (i.e., how literary shifts affect our culture).

Though technically this course is a lecture, my hope is to use this class as a discussion-based seminar: What we learn will stem from conversation—ideas, questions, comments—brought by students and professor alike. This format, I feel, is preferable to having your professor (me) stand in front of a Power Point presentation everyday and droning on at length.

Texts:

Kennedy, X.J., et al. eds. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, 11th Edition.

Supplemental handouts, audio and video, will be provided by professor.

Pre-Requisite:

Six hours of freshman English.

Assignments, Rules, Procedures:

Annotations (2):

You will be asked to write two annotations (1,000 or so words): one on a work of fiction and one on a work of poetry. These annotations are usually far less formal than academic

essays and are meant to allow students to begin the process of academic investigation. We will discuss the parameters of an annotation in-depth at a later date.

Final Essay:

Finally, I am asking you to write a formal academic piece of criticism (roughly 2,000 words): this essay will require you to use the work you've done in your annotations, your class notes, and research. The assignment will represent your most intellectually rigorous effort for English 200, and will count for 30 out of 100 possible points for this class.

Professionalism: This is a catchall for the following course matters.

- 1) **Attendance:** Mandatory. I can grant three (3) absences. A fourth absence will result in a full letter grade reduction. A sixth absence will result in a final grade of "F." I take roll within the first three to five minutes of class. Roll will not be revised for those who walk in late.

- 2) **Preparation:**

"You are required to do every last iota of the reading and writing assigned, exactly in the format requested, and it needs to be totally done by the time class starts. There is no such thing as "falling a little behind" in the course reading; either you've done your homework or you haven't. Chronic lack of preparation (which is easy to spot) will lower your final grade..." (from one of David Foster Wallace's syllabi).

- 3) **Texting, Sleeping, etc:** I am not the type to call out students for childish behavior. Rather, I will assume each and every student in this class is an adult and will act accordingly. When/If they do not, their Professionalism points will suffer accordingly.

Grading Breakdown:

Annotation One	25
Annotation Two	25
Final Essay	30
Professionalism:	20
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Total	100

Scale:

100-90, A; 89-80, B; 79-70, C; 69-60, D; 59-, F

Note: If, on a particular day, it becomes evident that I am the only one who has read, a quiz is highly likely. Quizzes fall under Professionalism; whether or not quizzes will become part of this class's makeup is entirely up to you. The only thing I can promise is that the quizzes will be worse than actually reading.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

General Education Core Curriculum Objectives/Outcomes:

Humanities/Visual/Performing Arts EEO 1: To demonstrate awareness of the scope and variety of works in the arts and humanities.

Humanities/Visual/Performing Arts EEO 2: To understand those works as expressions of individual and human values within an historical and social context.

Humanities/Visual/Performing Arts EEO 3: To respond critically to works in the arts and humanities.

Humanities/Visual/Performing Arts EEO 4: To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author of visual or performing artist.

Humanities/Visual/Performing Arts EEO 5: To articulate an informed personal reaction to works in the arts and humanities.

Humanities/Visual/Performing Arts EEO 6: To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.

Humanities/Visual/Performing Arts EEO 7: To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Acceptable Student Behavior

A recent policy from the Provost's Office states, "Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have

full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Schedule:

Week One:

Tues. 7/12

Introduction to the Course
Literature as Cartography
“Fat” by Raymond Carver

Homework:

Flannery O'Connor's “A Good Man Is Hard to Find”

Wed. 7/13

Discussion: O'Connor
Introduction to Existentialism
Ernest Hemingway's “Hills Like White Elephants”

Homework:

Hemingway's “The Killers”
Joyce's “Araby”

Thurs. 7/14

Discussion

Introduction to Poetic Terms

Existentialism Cont'd

Owen's "Dulce et Decorum Est" (667) and "Anthem for Doomed Youth" (1072)

Pound's "In the Station of the Metro" (710)

Homework:

Eliot's "The Lovesong of J. Alfred Prufrock" (995)

Week Two:

Mon. 7/18

Annotation #1 Assigned

Discussion of "Prufrock"

Homework:

Fitzgerald's "Babylon Revisited"

Faulkner's "A Rose for Emily"

Tue. 7/19

Discussion: Fitzgerald's "Babylon Revisited"

Discussion: Faulkner's "A Rose for Emily"

Wed. 7/20

Peer Editing

Thurs. 7/21

Annotation #1 Due

Homework:

Cheever's "The Swimmer"

Yates's "A Really Good Jazz Piano"

Week Three:

Mon. 7/25

Discuss Cheever and Yates

Salinger's "A Perfect Day for Bananafish"

Introduction to Drama and Tragedy

Homework:

Death of a Salesman Act One

Tues. 7/26

Death of a Salesman Discussion

Homework:

Death of a Salesman Act Two

Wed. 7/27

Death of a Salesman Discussion

Homework:

Finish *Death of a Salesman*

Thurs. 7/28

Annotation #2 Due

Week Four:

Mon. 8/1

Film Adaptation: *Death of a Salesman*

Homework:

Carver's "Cathedral"

Wolff's "Hunters in the Snow"

Tues. 8/2

Dirty Realism Introduction

Carver and Wolff Discussion

Homework:

Langston Hughes Casebook

Wed. 8/3

Raymond Carver Documentary

Langston Hughes Casebook

Homework:

Postmodernism Casebook

Thurs. 8/4

Postmodernism Casebook

Homework:

Postmodernism Continued

Week Five:

Mon. 8/8

Peer Editing

Tues. 8/9

Peer Editing

Wed. 8/10
TBA

Thurs. 8/11
TBA

Fri. 8/12

Final Essay Due