

ENGLISH 2341: Forms of Literature  
Fall 2013

**Instructor:** Daniel Thomas Jones

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**Course meets:** M & W 9:30-10:45, UC229

**Office:** UC234

**Office Hours:** M & W: 11:00-12:00, and by appointment

**I. Course Description:**

Forms of Literature offers students an introduction to the literary genres of poetry, drama, and fiction with an emphasis on the intrinsic pleasures that the study of literature offers. It requires students to read closely and critically and become sensitive to the nuances of language.

**II. Course Delivery Method:**

Face-to-face.

**III. Required Textbooks/Resources:**

*The Norton Introduction to Literature*. 10<sup>th</sup> Edition. Booth, Alison and Kelly J. Mays (Norton, 2010). ISBN: 978-0-393-93426-7.

**IV. Student Learning Outcomes:**

Students who successfully complete English 2341 will be able to

1. To demonstrate an awareness of the scope and variety of works in literature.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works of literature.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands of the author or visual or performing artist.
5. To articulate an informed personal reaction to works of literature.
6. To develop an appreciation for the aesthetic principles that guide or govern literature.
7. To demonstrate knowledge of the influence of literature on intercultural experiences.

## V.

**Complete Course Schedule:**

(Note: This schedule is subject to change based on the needs of the course and the students).

<b>Week #1:</b>	<b>Plot</b>
Sept. 26	Introduction
Sept. 28	Introduction to Plot and Applying Plot to Texts Norton: "Plot" 79-86 Norton: " <i>The Jewelry</i> " Guy De Maupassant 87-92 Norton: " <i>Sonny's Blues</i> " James Baldwin 92-114 Norton: "Happy Endings" Margaret Atwood 123-126 Henry James "The Art of Fiction" 1643-1645 (Handout) Web: Bruce Springsteen "Born In The USA" Lyrics and Video Web: Billie Holiday "Am I Blue" Lyrics and Video Web: TLC "Waterfalls" Lyrics and Video
<b>Week #2:</b>	<b>Narration and Point of View</b>
Sept. 2	No Class (Labor Day)
Sept. 4	Introducing and Applying Narration and Point of View  Norton: "Narration and point of view" 156-160 Norton: "A & P" John Updike 149-154 Norton: "The Cask of Amontillado" Edgar Allen Poe 161-165 <i>The Art of the Story</i> : "Everything in This Country Must" Colum McCann 387-392 (Handout) Web: Celtic Woman "Danny Boy" Lyrics and Video Web: The Beatles "No Where Man" Lyrics and Video
<b>Week #3:</b>	<b>Character</b>
Sept. 9	Introducing Character  <b>Group 1 Presentation</b> Norton: "Character" 179-185 Norton: "Barn Burning" William Faulkner 186-198 Norton: "Eveline" James Joyce 552-555

Franz Kafka "A Hunger Artist" 817-824 (Handout)  
 Web: Harry Chapin "Cat's in the Cradle" Lyrics and Video

Sept. 11 Applying Character to Texts

Norton: "The Dead" James Joyce 556-585  
 Norton: "Flight Patterns" Sherman Alexie 52-64  
*The Art of the Story*: "The Life and Adventures of Shed Number XII"  
 Victor Pelevin 494-501 (Handout)  
 Norton: "A Good Man Is Hard to Find" Flannery O'Connor 495-506  
 Web: Simon & Garfunkel "The Boxer" Lyrics and Video

**Week #4: Setting**

Sept. 16 Introducing Setting

**Group 2 Presentation**

Norton: "Setting" 225-230  
 Norton: "Flowering Judas" Katherine Anne Porter 242-250  
 Norton: "A Pair of Tickets" Amy Tan 251-264  
 Norton: "Araby" James Joyce  
 Web: America "A Horse with No Name" Lyrics and Video

Sept. 18 Applying Setting to Texts

Norton: "An Occurrence at Owl Creek Bridge" Ambrose Bierce 730-736  
 Norton: "Why I Live at the P.O." Eudora Welty 791-800  
 Norton: "Interpreter of Maladies" Jhumpa Lahiri 407-421  
 Norton: "The Shabbat" Marjane Satrapi 20-27  
 Web: Eagles "Hotel California" Lyrics and Video

**Week #5: Symbols and Figurative Language**

Sept. 23 Introducing Symbols and Figurative Language

**Group 3 Presentation**

Norton: "Symbol and Figurative Language" 308-313  
 Norton: "The Birth-Mark" Nathaniel Hawthorne 313-324  
 Norton: "A Wall of Fire Rising" Edwidge Danticat 339-349  
 Web: John Denver "Country Roads" Lyrics and Video

Sept. 25 Applying Symbols and Figurative Language to Texts

Norton: "The Yellow Wallpaper" Charlotte Perkins Gilman 608-619

*The Art of the Story*: "The Elephant Vanishes" Haruki Murakami 453-465  
(Handout)

Web: Beyonce "If I Were A Boy" Lyrics and Video

**Week #6: Theme(s)**

Sept. 30 Introducing Theme(s)

**Group 4 Presentation**

Norton: "Theme" 351-354

Norton: "A Very Old Man with Enormous Wings" Gabriel Garcia Marquez 371-375

Norton: "Love Medicine" Louise Erdrich 376-390

Tim O'Brien "The Things They Carried" 1188-1200 (Handout)

Web: U2 "Sunday Bloody Sunday" Lyrics and Video

Oct. 2 Applying Theme(s) to Texts

Norton: "The Open Boat" Stephen Crane 355-371

Norton: "The Grasshopper and the Bell Cricket" Yasunari Kawabata 390-393

Norton: "The Nightmare" William Sauris 421-427

Ernest Hemingway "Big Two-Hearted River" Parts 1 & 2 163-180  
(Handout)

Web: Frou Frou "Let Go" Lyrics and Video

**Week #7: Testing and Writing about Literature**

Oct. 7 **Exam #1**

Oct. 9 Writing about Literature

Norton: "Writing about Literature" 2271-2333

**Paper Assigned**

**Week #8: Theme and Tone**

Oct. 14 Introducing Theme and Tone

**Group 5 Presentation**

Norton: "Theme and Tone" 854-865

Oct. 16 Applying Theme and Tone to Texts

Web: Quynh Anh "Hello Vietnam" Lyrics and Video

Web: Dave Matthews Band "Ants Marching" Lyrics and Video

Web: Jim Croce "Bad, Bad Leroy Brown" Lyrics and Video

**Week #9: Speaker**

Oct. 21 Introducing Speaker

**Group 6 Presentation**

Norton: "Speaker: Whose Voice Do We Hear?" 878-893

Oct. 23 Applying Speaker to Texts

Web: David Gray "Silver Lining" Lyrics and Video

Web: Utada Hikaru "Simple and Clean" Lyrics and Video (Acoustic)

**Week #10: Situation**

Oct. 28 Introducing Situation

**Group 7 Presentation**

Norton: "Situation and Setting: What Happens? Where? When?" 912-939

Oct. 30 Applying Situation to Texts

Web: Damien Rice "Older Chests" Lyrics and Video

Web: Bon Jovi "Living on a Prayer" Lyrics and Video

**Week #11: Language**

Nov. 4 Introducing Language

Norton: "Language" 947-992

Nov. 6 Applying Language to Texts

Web: John Lennon "Imagine" Lyrics and Video

Web: James Taylor "Fire and Rain" Lyrics and Video

Web: Will Smith "Just The Two of Us" Lyrics and Video

**Week #12:**

**Sounds**

Nov. 11

Introducing Sounds

Norton: "The Sounds of Poetry" 994-1023

Nov. 13

Applying Sounds to Texts

Norton: Bob Dylan "Mr. Tambourine Man" 1021-1022

Web: Bob Dylan "Mr. Tambourine Man" Lyrics and Video

Web: Imogen Heap "Xizi She Knows" Lyrics and Video

Web: Travis "Sing" Lyrics and Video

**Week #13:**

**Picking up the Pieces**

Nov. 18

Your Songs

**Rough Draft of Paper Due**

Nov. 20

Your Songs

**Week #14:**

**Exam and Drama**

Nov. 25

**Exam #2**

Nov. 27

Introduction to Drama

Norton: "Drama: Reading, Responding, Writing" 1382-1385

Norton: "Elements of Drama" 1437-1447

Norton: "A Midsummer Night's Dream" William Shakespeare 1641-1700

Norton: Suzi-Lori Parks "From 365 Days/365 Plays" 1869-1885

**Week #15:**

**Examining 365 and your performances**

Dec. 2

Continuing with 365

Dec. 4

Your Stagings

**Week #16: (Finals Week)**

Dec. 9 Your Stagings

Dec. 11 **Paper Due**

**VI. Student Participation:** Participating in in-class discussions is a major component of this course. Attending each class is necessary in order to receive full participation points. Students are expected to complete all readings before each class. You will be responsible for keeping up with the material covered in each class as this material will be part of the exams. My responsibility is to create a safe environment where meaningful discussions can take place. Disrespect to other class members will not be tolerated. I ask that students respect the opinions and viewpoints of others so that we may learn from each other through rich class discussions. I will endeavor to make each class as interesting and as enjoyable as I possibly can.

**VII. Methods of Evaluation and Student Expectations:**

1. In-class exams: There will be two exams that must be completed during the semester. Each exam will consist of questions related to literary terms, author and title identification, short-answer questions based on interpretation and terms, and essay questions. Students will answer in as much detail as possible by supporting their answers with the material presented in the course. Each exam is worth 200 points for a total of 400 points.
2. Participation in class sessions: You will need a healthy stack of 3X5 notecards. At the end of each class, you will be evaluating the day that was and have this as a venue to ask questions that you were afraid to ask, critique what just happened, tell me how wonderful or dismal I am—they basically become your ballots on the course. More on this when it comes time to “vote.” This will be part of your participation score, so things like “no comment” and “I hate these notecards” will not garner you participation points. Each notecard is worth 5 points and there are 28 class sessions with cards for a total of 140 points. Group presentations will be another component of your participation score. Each group will present once during the course covering a section from the textbook (Character, Setting, etc.) and choose a reading to discuss how the literary component(s) feature in the reading. The group presentation is worth 100 points.

3. **Analytic Paper:** Students will prepare an analytic paper that takes a song of their choosing and compares it to a short story or poem from the syllabus. A specific rubric will be given at the time of the assignment; however, generally the text should provide a comparison of the two works utilizing literary terminology and will be at least 5 pages long. Also, the paper will be graded twice: first as rough draft and as final copy. The rough draft of the paper is worth 100 points. The final copy of the paper is worth 200 points.
4. **Staging of play:** Working in groups, students will prepare a staging and perform a short act from a play. A specific rubric will be provided at the time of the assignment. The staging is worth 100 points.

**VIII. Grading Scale:**

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

- XIII. **Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.
- XIV. **Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.
- XV. **A&M-Texarkana Email Address:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.
- XVI. **Drop Policy:** To drop this course after the census date, a student must complete the Drop/Withdrawal Request Form, located on the University website (<http://tamut.edu/Student-Support/Registrar/Dropping.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted

to the Registrar's office for processing in person, email [Registrar@tamut.edu](mailto:Registrar@tamut.edu), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

\*Effective with the Fall 2013 semester, the administrative drop policy as it relates to non-developmental courses will be discontinued. ***Students who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar's Office in order to be officially dropped/withdrawn from their course(s).*** Those students who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Students may find the drop/withdraw form on the "[Dropping/Withdraw a Class](#)" page of the [Registrar](#) website.

The policy for **developmental courses** will remain the same. Any student who is registered in a developmental course and fails to attend may be administratively dropped/withdrawn from all courses.

Drop/Withdraw deadlines for the Fall 2013 semester		
Session	Drop without a grade	Last day drop/withdraw
Full Term (16 week)	Wednesday, Sept. 11	Monday, Nov. 25
1 <sup>st</sup> 7 week	Friday, Aug. 30	Friday, Oct. 4
2 <sup>nd</sup> 7 week	Wednesday, Oct. 23	Wednesday, Nov. 27

#### XVII. Student Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)  
 Julia Allen (main contact) 903-223-3154 [julia.allen@tamut.edu](mailto:julia.allen@tamut.edu)  
 Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)  
 Jayson Ferguson (alternate) 903-223-3105 [jayson.ferguson@tamut.edu](mailto:jayson.ferguson@tamut.edu)