

ENG* K211 Short Story R 6:30-9:15pm Room D215

Instructor: Susan M. Topping

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Office: C254 Office Hours: R 5:00-6:00pm, and by appointment.

COURSE DESCRIPTION

This course explores the unique elements of the short story form, its historical and artistic development, and the stories of outstanding writers. Writing assignments will stress critical analysis including the incorporation of various critical approaches.

Prerequisite: ENG *102 or permission of the instructor.

COURSE TEXT

The Story and its Writer: An Introduction to Short Fiction Compact 8th edition. Ed. Ann Charters.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of the elements, structure and techniques of the short story.
- Demonstrate an understanding of the historical and artistic evolution of the short story form.
- Demonstrate the ways in which literary texts may be seen to respond to and influence society and culture.
- Strengthen the ability to use the basic elements of formalist criticism to deepen literary understanding;
- Use various and appropriate critical strategies to analyze and interpret texts.
- Strengthen the ability to distinguish how different critical theories affect interpretation and levels of meaning, and to recognize the validity of differing interpretations;
- Locate, evaluate, and incorporate research from secondary sources into both class discussion and written work;
- Articulate in both classroom discussion and written assignments their perspectives about both meaning and structure in a work of literature, and support those perspectives with specifics from the text.
- Write analytical, evaluative essays about literature which present interpretations, and support them with evidence from texts.
- Use MLA parenthetical style to document references to texts.

ASSIGNMENTS AND GRADING

Essays

1. Essays #1 and 3. You will be asked to write two formal essays on topics generated from your reading and class discussions. All essays must follow MLA form. I will assign essay topics, but students may also generate their own essay topics; however, all student-generated topics must gain my approval in writing. I

will not read any essay on a topic that I have not formally approved. Only those students who hand in the completed essay on time and receive a grade of C or below will have the option to revise the paper; however, all such re-writes must first be discussed with me during office hours. I will not read a graded paper that has been revised if the student has not met with me prior to the revision.

2. Essay #2 Although further instructions will be given, this essay will involve re-writing a passage of one of the short stories we will be reading from a different point of view, setting, order of events etc. and an analysis of the effect of the changes. The assessment criteria will focus on the ways in which you demonstrate your understanding of some of the key elements of narrative not on your creative abilities.

Please note that while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others etc. I expect you to accept responsibility for the authorship of your written work.

READING RESPONSES, IN-CLASS WORK, and PARTICIPATION

Reading Responses:

At times I will ask you to reflect upon a particular reading assignment by writing a response that will be at least two typed pages in length (minimum 500 words). Although these responses may be fairly informal, I expect you to seriously engage in the ideas and issues the texts or our class discussions present. Reading responses are neither essays nor summaries; they are a place for you to focus on an issue and start generating ideas. Use them as a way to frame an approach, articulate a question, or explore a particular idea. Do not think about them as finished or polished pieces of work as they are primarily a way to think about what you are thinking. Thus, I am more interested in your ideas than the ways you are presenting them; however, I must be able to follow your patterns of thought, so do proofread them. I generally do not read for technical problems, and so a check mark, or check minus, should not be seen to reflect your expository writing abilities—it merely serves to record credit received. Remember that it shouldn't take more than 30-60 minutes to produce a response that reflects evidence of engaged thinking and has been proofread.

In-class work:

In addition to small and large group work, I will also at times ask you to do a brief in-class writing assignment that may be used to generate in-class discussion. I will collect these assignments and grade them as reading responses.

In addition, you are responsible for keeping copies of ALL of your work in a folder which may be handed in for grade during the semester. Although I expect you to type up the in-class assignments for your folder, you will hand in both hand written and typed versions; however, no revisions, late work or other amendments are allowed. If I see evidence of manipulation (and this includes correcting technical errors!) from the in-class version to the typed version, the entire folder will receive a zero.

PLEASE NOTE: Neither reading responses nor in-class assignments can be handed in late.

ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL NOT BE ACCEPTED. HOWEVER, IF THERE ARE EXTENUATING CIRCUMSTANCES, AND I RECEIVE PRIOR NOTIFICATION AND THE STUDENT MY WRITTEN APPROVAL, I WILL THEN ACCEPT LATE ESSAYS UP TO ONE WEEK PAST THE DUE DATE. LATE ESSAYS WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED. ANY ESSAY THAT USES OUTSIDE SOURCES MUST BE SUBMITTED WITH COPIES OF SOURCES AND THE ESSAY MARKED ACCORDING TO DIRECTIONS. I WILL NOT READ ANY ESSAY THAT IS SUBMITTED WITHOUT COPIES OF ALL SOURCES USED.

Make-up Examinations

Should you miss an in-class exam, you will have one week to take the exam. You will be responsible for arranging the make-up with the Testing Center and advising me of those arrangements via email. You must include your full name, banner ID number, CRN, Course number and the day/time of your exam at least 24 hours before your appointment. There will be NO exceptions to this policy.

FINAL GRADES

Essay #1 (6-8 pages)	25%
Essay #3 (8-10 pages)	35%
Essay #2	20%
Mid-term	10%
Final in-class essay	5%
Reading responses, in-class work and class participation	5%

COURSE POLICY

Attendance

Attendance is a requirement. Absences will have a negative impact on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

Classroom Decorum

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive or inappropriate classroom behavior will have a negative impact on your grade.

Withdrawal Dates

Students may officially withdraw at the Registrar's Office up until May 11th. Any student who stops attending class, but does not officially withdraw, will receive a grade of F for the course. However, withdrawal grades may have a negative impact on financial aid and academic progress. Please see an advisor before you withdraw.

Plagiarism

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for

the paper; a failing grade for the course; a report to the administrative authorities for appropriate action (i.e. a notation on the student's permanent record, suspension, or expulsion). Please familiarize yourself with the Academic Integrity policy in our on-line catalogue.

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others etc. I expect you to accept responsibility for the authorship of your written work.

STUDENTS WITH DISABILITIES

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 215-9265	<ul style="list-style-type: none">• Physical Disabilities• Sensory Disabilities• Medical Disabilities• Mental Health Disabilities
Chris Scarborough (860) 215-9289	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum

MESSAGES AND CONFERENCES

If you need to reach me, please call my office phone or email me at stopping@trcc.commnet.edu. I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

EMAIL COMMUNICATIONS

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to.

Sign up for MyCommNet Alert!

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site: http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

“N” Grade Policy:

The N Grade is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn't attend or participate long enough to be graded. The N grade is used to distinguish between earned failures (F), official withdrawals (W), and students who stop attending or participating before there is a basis for a grade. In most cases there would be no basis for a grade for students who stop attending or participating before the 60% point. Like a withdrawal, the N grade does not get included in a student's GPA but does count as a non-completed course.

DIGICATION

All students are required to maintain an online learning portfolio in Digication that uses the college template.

EMAIL SUBMISSIONS

I do not accept email essay submissions.

TENTATIVE SCHEDULE

WEEK ONE

R 1/22 Introduction

Handout: Fables, Holst, Parable, Cinderella

WEEK TWO

R 1/29 Reading Due: Appendix One (1077-81); Appendix Two (1082-97); Proulx (1152); Atwood (32); Atwood (1397); Anderson (27); Anderson (1394); Jackson (624; 1443);

Writing Due: Reading Response: Using this week's reading, explore the relationship between plot and character. See syllabus for guidelines for Reading Responses, and remember that they shouldn't take more than an hour to generate and proofread. Use MLA form.

WEEK THREE

R 2/5 NO CLASSES

WEEK FOUR

R 2/12 Reading Due: Chekhov (262); Chekhov (1411); Tolstoy (1528); Maupassant (879; 1471); Chopin (284;1412); Paley (1097; 1503) Tan (1232;1524).

Writing Due: Reading Response: What are some of the distinguishing features in Maupassant and Chekhov that Paley's father might be referring to in "A Conversation with My Father"?

Discuss Essay topics

WEEK FIVE

R 2/19 NO CLASS

Writing Due: Essay proposal containing the topic, working thesis, and approach to Essay #1. Please email by 4:00pm 2/20/2015 to stopping@trcc.commnet.edu

WEEK SIX

R 2/26 Reading Due Carver (210); Carver (227); Casebook (1557) Hemingway (589); Banks (71); Wallace (320); Appendix Four (1664)

WEEK SEVEN

R 3/5 Reading Due: Chopin (199); Erdrich (505); Baldwin (40); Casebook (1544); Packer (1081); Bambara (64);

Writing Due: Essay #1 Due

WEEK EIGHT

R 3/12 **IN-CLASS EXAM**

WEEK NINE

R 3/19 NO CLASSES SPRING BREAK

WEEK TEN

R 3/26 Reading Due: Cather (238); Oates (977) Casebook (1617); Gilman (533) Gilman (942); Casebook (1578) Poe (1108); Casebook**** (1509).

Discuss Essay #2

WEEK ELEVEN

R 4/2 Reading Due: Cisneros (205); Kincaid (507); Kincaid (507); Diaz (290); Alexie (14); Alexie (898);

In-class: Discuss Essay #3

WEEK TWELVE

R 4/9 Reading Due: Sacco (747); Satrapi (754); Spiegelman (779) Casebook (1056-74).

Writing Due: Essay #3 Proposal by 4:00 pm email to stopping@trcc.commnet.edu

WEEK THIRTEEN

R 4/16 Reading Due: Kafka (465); Bender (100) Charters (913); Crumb and Mairowitz (926); Wallace (996)

Writing Due: Part One of Essay #2

WEEK FOURTEEN

R 4/23 **Writing Due: Essay #2**

WEEK FIFTEEN

R 4/30 Reading Due: Achebe (10); Conrad (893); Bradbury (116), Lawrence (525)

WEEK SIXTEEN

R 5/6 LAST DAY OF CLASS

Writing Due: Essay #3

IN-CLASS FINAL