2014

124-10/13/14 Studies in Fiction

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English 124 Studies in Fiction         Spring 2014
Three sections:  10 AM (#10) 101 Lindner;    1 PM (#13) 204 Cintas;     2:30 (#14) 9 Hailstones.

Professor Trudelle Thomas   Office: 242 Hinkle Hall (Academic Mall)
Office  3:45-4:30  Tues. & Thurs. afternoons & by appt.
Campus phone: 745-3492                Mailbox:  Atrium in Hinkle Hall
Email:  thomas@xavier.edu   I reply to email during regular work hours (9 AM -5 PM, M-F)

Materials needed:
40 Short Stories. Ed. Beverly Lawn. 4th ed
Schmidt – Lizzie Bright and the Buckminster Boy.
Cleave – Little Bee
Also some e-reserve materials. Password=enchant
Eight 5” x  8” notecards
Recommended:  pocket folder - for keeping track of all your returned work) and notebook

Course Descriptions & Goals
This is a CORE COURSE, one of the three English requirements.  It should help you:
1.  Write better in different genres (reading responses, essays, fiction, presentation points).
2.  Read better (mainly short stories and two novels).
3.  Speak with greater skill and confidence.
4.  Form your own interpretations of texts, based on close reading and analysis.
5.  Understand some of the central ideas of Ignatius of Loyola and Carl Jung* as they relate to
fiction and life in the modern world.
4.  Understand the contribution of literature and the other imaginative arts to a worthwhile and
happy life.

Successful students pay attention:
They attend consistently, having read the material and on time.
They project a good attitude from the start—notebooks and books open, pencils in hand.
They turn off all electronic devices.
They read actively—with a pencil in hand to help them think and retain the material.
They review the syllabus weekly and don’t email proof with trivial questions.
They keep track of their own grades and extra credit.

Successful students treat the professor as a respected professional:
They practice email and interpersonal etiquette with others in the class.
They challenge the prof about ideas but not (publicly) about grades or other disagreements.
They would never ask “Did I miss anything in class yesterday?”
They don’t ask for extra credit points after Week 10.

Successful students practice civility and hospitality:
They look for ways to add to the insights of the prof and other students.
They learn the names of the prof and classmates.
They trade contact information with at least two other classmates.
They collaborate fairly both in and out of class (pulling their weight and following through with classmates.
How will my work be evaluated? (Please note: I am happy to discuss graded work after it’s returned, but I expect you to read my comments and wait 24 hours.)

400 points  **Four tests.** Each will be a combination of short answer, multiple choice, and identification of passages. They may include very short essays. (Will take 30-40 min.) You may bring a “review sheet” (one side) to class. When needed, I add a review session outside class for each test.

- 100
- 100
- 100
- 100

350 points  **Four short papers** (2-3 pages, or 500-750 words, more or less). Most of these will be based on the readings and will require a thesis and appropriate support. You will be given a handout and rubric for each paper.

- 50
- 100
- 100
- 100

100 points  **Group presentation.** Groups of 4-5 students will make a presentation comparing a traditional fairy tale to a movie version of the same tale. This will require research and meeting with classmates outside class. 50 points for your own work, and 50 points for the group.

- 50
- 50

50 points  **Individual presentation.** All students will sign up to present either alone or with a partner on a subject related to the task. This might include presenting a passage of literature; providing background information on an author or literary work; leading a guided meditation. This will take about 5-10 minutes per person.

- 50

100 points  **Reading Plan.** You will complete a “Pleasure Reading Plan” about fiction you’d like to read in the future. This will be due during the final exam period, instead of a final.

200  **Class contribution.** Based on attendance, participation, unannounced quizzes, in-class writing and Story Cards. Students who show up every class will likely earn 75% of class participation points (150 points). For more points, plan to generously contribute to class discussions, and excel on the reading quizzes, story cards, and email communications with prof.

**Extra credit points.** Once Story Cards are no longer required, you’re welcome to continue to send responses to prof the stories via email at least six hours before class. This will earn you up to 3 points per response.

1200 points possible

**Grading Scale for Class Work**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<td>B+</td>
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<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

“IIncomplete” (I) will be given only when student makes arrangements in advance, due to extenuating circumstances. Those who stop attending class will receive VF (Vanishing Failure). I don’t plan to give pluses or minuses on FINAL GRADES. See me if this is a concern for you.
Summary of Policies and Expectations

In-class time.
Electronic devices. Turn them off during class. I expect your full attention. I will confiscate any devices used without permission during class.

Attendance. Regard this as a no-cut class. Class contribution makes up a big part of your grade. Each absence will reduce your final grade 1 percentage point (or 12 class points). If you are ill, have an emergency, or are on a sports trip, please bring documentation to avoid losing points. Please let me know by email IN ADVANCE whenever possible, and contact another student to see what you’ve missed.

Punctuality. I expect you to come to class on time and to remain attentive till the very end of class. If you have a situation that causes you to be late, inform me. If you arrive after I’ve taken attendance, you will be considered absent.

Food and drink. I don’t mind you bringing food or drinks to class as long as it doesn’t interfere with paying attention.

Accommodation for special learning needs. Any student with a documented disability should let me know, and also contact Cassandra Jones at the LAC in Room 514 CLC) to coordinate reasonable accommodations (such as extended time for tests). I am happy to help you succeed.

Written work.
Format. On all written work, include your name (last name first), your class number (I’ll tell you), the section time, and the date. Like this:

Adams, Andy, #1
1 PM class
Feb. 14, 2014

You don’t need a cover page. Use 10-12 pt. font. If possible, print on both sides the page. Number your pages.

Late work. Papers should be passed in during class on the day they are due. If you haven’t finished an assignment, come to class anyway and get your paper to my mailbox by 4 PM. Papers turned in after this will lose 3 points for each calendar day late. If you are in a bind and anticipate completing a paper on time, contact me a week in advance, and we can work out an extension of up to four days. Each student can do this only once.) Please note: This policy does NOT apply to Story Cards—they must be turned in during class to get credit.

Handwriting on tests must be legible. Cursive causes less muscle strain, as does a smooth pen.

Academic honesty. From the Xavier catalogue: “All work submitted for academic evaluation must be the student’s own . . . Penalties for violation of this policy may include one or more of the following: zero for the assignment, F in the course., and expulsion from the University. The Dean of the student’s college will be informed in writing of all such incidents.” When in doubt, cite. Academic honesty requires you to give credit for any help you receive, including help from other students, parents, etc.
Communication.

**Email etiquette.** I don’t use Blackboard or Canvas but I do use email to communicate with students. Get it in the habit of checking your Xavier email *daily*. If class is cancelled or postponed, I will email you by 8 AM (if possible). Email is the best way to reach me as well. A few suggestions on email manners:

- Use the subject heading to state your subject, your name, and your class time.
- Always start your email with a positive note.
- Use paragraph breaks if you write more than a few lines.
- Re-read your email for punctuation and tone before you hit “send.”
- More than in face-to-face interaction, the choice of words and tone has impact.
- Never vent or accuse your profs via email. Use language you would normally use when talking to a respected professional. Treat classmates with respect and civility as well.

**Email other students by** using Blackboard, Canvas, or the Courses menu.

**Office hours.** I am most happy to meet with you before or after class. When possible, I come early and stay late. I also keep consistent office hours. (Such contact is meant to help you learn—in itself, it will not gain you extra points or assure you a good grade.) Office hours are most worthwhile if you bring a work-in-progress or a specific question. Don’t be too proud or shy to ask for help.

**Some final advice:** Take charge of your own performance. Make up your mind in advance that you will get the maximum out of this class and take steps to make it happen. Try to enlarge your world and not simply get the credit or the grade. Look for ways that this course can make you a better global citizen and family member.

**Additional Resources**

**Writing Center.** 745-2093. Second floor of CLC. Call for an appt. or just walk in. The center has a nice library of writing resources, including many writing textbooks. While tutors there will not proofread your papers, they can offer help in coming up with ideas, developing a paper, citing sources, and more.

**Learning Assistance Center (LAC).** 745-3280. Also on the second floor CLC, 514 Conaton. The center offers help with study skills, staying organized, managing your time, etc. Students with documented disabilities can arrange to take tests in a non-distracting environment or with extended time.

**McGrath Counseling Center.** 745-3022. 1714 Cleneay. Help with stress, relationships, priorities, etc. It is a sign of strength to know when you need help.
Student Record    Fall   2013 ENGL 205

name        student ID number

phone number (10 digits)     local  address

home address (include zip)

home phone

grad or undergrad:?

your major          three words your friends would use to describe you?

Skip to back of page—this is for my record keeping, so don’t write below this line.----------------

400  Tests
     _______100     _________100    ________100    _________100

Short papers  350 points
     _______50     _________100    ________100    _________100

100 points    Group presentation.
     _______50     _________50

50 points     Individual presentation.
     _______50

100 points    “Pleasure Reading Plan”
     _______100

200  Class contribution.
     _______200

1200 points possible

Loss of points due to absences=

Final grade=
GET-ACQUAINTED PAGE
What do you hope to get from this course?

Optional. Answer the questions you want.

1. What other courses & profs are you taking this semester?

2. Magazines, newspapers, or online sources you read regularly.


4. A favorite get-away place. . . .

5. Any hobbies

6. List your prior schools (name, type, place). What was your favorite subject?

7. List prior work experience, paid and unpaid:

8. Are you working now? How many hours? Doing what? Are you in sports?

9. Family responsibilities/birth order? How many children in your family?

10. What are your parents’ occupations?_________________ ________________

11. Long term goals? What will it mean for you to live a successful life?

11. Anything else you’d like me to know about you?
Reading and Writing Schedule
(Professor reserves right to make minor adjustments.)

Week 1
Thur. Jan. 16   The Fiction Writer’s Toolbox. In-class writing and ice-breaker. Turn in Student Record Form. Read “Reading Fiction” and skim the Glossary in Lawn.

Week 2
Tues. Jan. 21   Read "“A White Heron” in Lawn. Beginning with this story, you will complete a 5x8” “Story Card” for each short story assigned till the end of Week 5.
Thur. Jan. 23   Lecture on History of Reading, Read Bettelheim’s “The Uses of Enchantment” (e-reserve) Sign up for group projects on Fairy Tales.

Week 3
Thur. Jan. 30   Read Munro’s “Child’s Play” in Lawn.

Week 4
Tues. Feb. 4    First Test.
Thur. Feb. 6    GROUP PRESENTATIONS

Week 5
Tues. Feb. 11   GROUP PRESENTATIONS
Thur. Feb. 13   Wrap up and de-brief GROUP PRESENTATIONS Paper # 2 due.

Week 6
Tues. Feb. 18   Lizzie Bright and the Buckminster Boy
Thur. Feb. 20   Lizzie Bright and the Buckminster Boy

Week 7
Tues. Feb. 25   Lizzie Bright and the Buckminster Boy
Thur. Feb. 27   Lizzie Bright and the Buckminster Boy

(Spring Break March 2-9)
Week 8


Add abortion story?  S Arthur Conan Doyle  E. A. Poe?

Week 9
Tues. Mar. 18  Little Bee.


Week 10

Thur. Mar. 27  Little Bee.

Week 11
Tues. Apr. 1  Little Bee.

Thur. Apr. 3  Little Bee.

Week 12
Tues. Apr. 8  Read Jackson’s “The Lottery” in Lawn.

Thur. Apr. 10  Third Test.

Week 13
Tues. Apr. 15  *STORY

(Easter Break Apr. 17-21)

Week 14
Tues. Apr. 22  *STORY

Thur. Apr. 24  *STORY

Paper # 4 due.

Week 15
Tues. Apr. 29  *STORY

Thur. May 1  Fourth Test.

Exam Week May 5-9

Final Project due (Pleasure Reading Plan) during exam period. Final exam meeting for this class:
**

My copy-editing marks: