2014

124-05/07 Studies in Fiction

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**English 124 Studies in Fiction**        Fall 2014
10 AM (Sec. 5, HAI 19)        11 AM (Sec. 7, HAI 19)

Professor Trudelle Thomas        Office: 242 Hinkle Hall (Academic Mall)
Office Hours 3-4 PM M & W & 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).
                                Email is the best way to reach me.

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**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 (on Canvas)
Approx. five 5” x 7” note cards
pocket folder
and notebook

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**Course Descriptions & Goals**
This is a Univ. Lit. CORE COURSE, one of the three English requirements. It should help you:
1. Write better in different genres (reading responses, essays, 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.

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**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 critically and retain the material.
They review the syllabus weekly and don’t email prof with trivial questions.
They keep track of their own grades and extra credit.

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**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.

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**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 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?

How will my work be evaluated? (Please note: I am happy to discuss graded but only after you’ve read my comments and waited 24 hours).

100 Story cards and pop quizzes. Will average together. You can’t make up quizzes, but you will be allowed to drop your lowest quiz.

100 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.

100 Class contribution. Based on attendance, participation. Students who show up every class will likely earn 75% of class participation points. For more points, plan to generously contribute to class discussions.

Essays will be based on the readings and will require a thesis and appropriate support. You will be given a handout and rubric for each one. 2-3 pages, or 500-750 words. You will be given a handout and rubric for each one.

100 Essay 1 (comparison)

100 Essay 2 (close reading)

100 Essay 3 (pleasure reading plan - fiction you’d like to read in the future).

400 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’ll add a review session outside class for each test.

100 100 100 100

1000 Total possible points.

Extra credit points. Once (hard copy) Story Cards are no longer required, you’re welcome to continue to send responses to prof the stories via email at least three hours before class. This will earn you up to 3 points per response. Only good, thoughtful essays will earn points.

Revision. You may revise one of your essays. Revisions must involve substantial improvement in content, not just a touch up. Turn in your revision, accompanied by the original with my grade and comments, within ten days after the essay is returned, for a new grade.

Grading Scale for Class Work

93-100=A  90-93=A-  87-89=B+  83-86=B  80-82=B-  77-79=C+  73-76=C  70-72=C-  67-69=D+  63-66=D  60-62=D-  Below 60 =F

Incomplete (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.
Reading & Writing Schedule
Adjustments may be made as needed.

Week 1
Aug. 27 The Writer’s Toolbox. Icebreaker. Turn in Student Record Form.
Aug. 29 Read “A White Heron” and skim the Glossary in Lawn. Introduce Story Cards.

Week 2 [no class on Mon.]
Sept. 3 Lecture: The Purposes for Reading Fiction.
Sept. 5 Read “The Rocking Horse Winner.” Turn in Story Card.
Sign up for GROUP PRESENTATION.

Week 3
Sept. 8 Read “The Uses of Enchantment” by Bettelheim on Canvas. (Print it out.)
Turn in Story Card. Introduction to Jungian Archetypes.
Sept. 10 Read “Be a Beast” by M. Warner on Canvas. (Print it out.) Turn in Story Card.

Week 4
Sept. 15-First Test (on stories, lectures, fairy tale articles).
Sept. 17- GROUP PRESENTATIONS.
Sept. 19 GROUP PRESENTATIONS.

Week 5
Sept. 22 Turn in First Paper. GROUP PRESENTATIONS.
Sept. 24: GROUP PRESENTATIONS.
(After today, story cards are optional for extra credit; must turn in via email. Only good ones, though.)

Week 6
Sept. 29 Read Lizzie Bright and the Buckminster Boy. Turn in Story Card.
(After today, story cards are optional for extra credit; must turn in via email. Only good ones, though.)
Sept. 31 Oct. 2 Continue with Lizzie Bright.

Week 7
Oct. 6– Oct. 8 Lizzie Bright and the Buckminster Boy
[no class Fri.-Fall Break]

Week 8
Oct. 15 Test.
Week 9
Oct. 20- Read “Hills Like White Elephants” in Lawn.
Oct. 26-Read A. Conan Doyle story (Sherlock Holmes) to be placed on Canvas.

Week 10
Oct. 27-29-31 Read Little Bee.

Week 11
Nov. 3-5-7 Read Little Bee. Turn in Second Essay.

Week 12
Nov. 10-12-14 Read Little Bee.

Week 13 a
Nov. 17  Third test.
Nov. 19  Read “The Lottery” in Lawn.
Nov. 21  Read “The Cask of Amontillado” in Lawn.

Week 13 b
Nov. 24 More stories to be assigned, based on interests of class. Course evaluations.
LAST DATE TO WITHDRAW [no class Weds. and Fri.—Thanksgiving Break]

Week 14
Dec. 1-3-5 Stories to be assigned, based on interests of class.

Week 15
Dec. 8-10-12 5 Stories to be assigned, based on interests of class.
Dec. 12  Third Essay due. Stories to be assigned, based on interests of class.

Exam Week runs Dec. 16 through 19.

Fourth Test. Exam will occur:

10 AM (Sec. 5, HAI 19) Weds. Dec. 17, 10 AM-11:50
11 AM (Sec. 7, HAI 19) Fri. Dec. 19, 10 AM- 11:50
Detailed Syllabus for the last three weeks of ENGL 124

**Week 13 b**

Nov. 24  Read “The Lottery”—go over assignment for second paper.

**Week 14**

Dec. 1  BRING LAPTOPS TO CLASS for course evaluations.
   
   We will review course learning objectives.
   
   I’ll read a children’s story during class. If time, guided mediation/Examen.

Dec. 3  Read  Poe – “The Tell-Tale Heart” avail. online

Dec. 5  Second essay due.  3 pp.
   
   Read A. C. Doyle – Sherlock Holmes story – TBA.
   
   Review final assignment – “Pleasure Reading Plan” – due no later than Final Exam period.

**Week 15**

Dec. 8  Read F. O’Connor story - TBA

Dec. 10  Read children’s story aloud in class – “Are You My Mother?”
   
   Also read Strayed excerpt called “Are You My Mother??:” (3 pp.) and
   “Transcend” (4 pp.) and “Tiny Beautiful Things” (5 pp.).
   
   Review for text.

Dec. 12  Test # 3 – last test of year (non-cumulative) on all the stories. Bring review sheet.

**Exam Week** runs Dec. 16 through 19. There will be NO FINAL EXAM. Instead your Pleasure Reading Plan is due no later than your exam date. Enclose a SASE with enough postage if you want it mailed back with comments.

10 AM (Sec. 5, HAI 19) Weds. Dec. 17, 10 AM-11:50

11 AM (Sec. 7, HAI 19) Fri. Dec. 19, 10 AM- 11:50
Policies and Expectations

_In-class time._
**Electronic devices.** Turn them off during class, including laptops. I expect your full attention and will claim 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 10 class points). If you are ill or have an emergency, 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. Accommodations will be made for student athletes on trips.

**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
Spt. 21, 2014

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

**Late work.** Essays 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 not completing a paper on time, contact me a week in advance, and we can work out an extension of up to a week. 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.** Get in the habit of checking your Xavier email *daily*. If class is cancelled or postponed, I will email you by 8 AM (if possible). A few suggestions on email manners:
- Use the subject heading to state your subject, your full 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 Canvas or the Courses menu.

**Office hours.** 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. Simply coming to office hours does not in itself earn extra points.

**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.

**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.

**TRIO/ Student Support Services.** 745-3758. CLC 515. Academic and personal help for first generation college students and others who need it. Tutoring, workshops, counseling, etc.
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.*

100 **Story cards and pop quizzes.**  

100 **Group presentation.**  

100 **Class contribution.**  

100 **Essay 1** (comparison)  

100 **Essay 2** (close reading)  

100 **Essay 3** (pleasure reading plan - fiction you’d like to read in the future).  

400 **Four tests.**  

100  

100  

100  

100  

100  

1000 **Total possible points.**

Loss of points due to absences=

Final grade=

What do you hope to get from this class?

What is one interesting thing I should know about you?
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?

12. Anything else you’d like me to know about you?
Detailed Syllabus for the last three weeks of ENGL 124  Dr. T

Week 13  Nov. 24  Read “The Lottery”—go over assignment for second paper.

Week 14  Dec.1  BRING LAPTOPS TO CLASS

Review course learning objectives. If time, guided mediation/Examen.

I’ll read a children’s story during class.

Dec. 3  Read Poe – “The Tell-Tale Heart” full text avail. online

Dec. 5  Second essay due. 3 pp.  Read A. C. Doyle – Sherlock Holmes story online - TBA.

Review final assignment – “Pleasure Reading Plan” – due no later than Final Exam period.

Week 15

Dec. 8  Read F. O’Connor story “Revelation” or “A Good Man Is Hard to Find” (in book)- TBA

Dec. 10  Read children’s story aloud in class – “Are You My Mother?” and three excerpts from Strayed:

“Are You My Mother?:” (3 pp.) “Transcend” (4 pp.) and “Tiny Beautiful Things” (5 pp.)

Review for text. Also I can meet outside of class either M or Weds to review if you need it.

Dec. 12  Test # 3 – last test of year (non-cumulative) on all the stories. Bring review sheet.

Exam Week runs Dec. 16 through 19. There will be NO FINAL EXAM. Instead your Pleasure Reading Plan is due no later than your exam date. Enclose a SASE with enough postage if you want it mailed back with comments.

10 AM. Dec. 17, 10 AM-11:50  11 AM Fri. Dec. 19, 10 AM- 11:50 This room.

Essay # 2 Options for third essay- Due by 4 PM Dec. 5

Three pages. The essay options should follow the usual format for an essay: thesis, support, intro-body-conclusion. Choices 1-3 require a thesis with evidence to support it.. . .  No need for Works Cited page. If you choose # 4 you’ll need dialog, description, and setting. Double space and use both sides (if you can). All should be carefully written and revised. Check for punctuation, grammar, etc.

1. Choose a passage from either Little Bee, or else one of the short stories we’ve read since midterm and write an explication. Focus on theme and a few other aspects of the passage. Choices 1-3 require a thesis with evidence to support it

2. Compare Sarah’s and Little Bee’s attitudes toward sexuality—or toward men—or some other important aspect of life. Think about how Sarah talks to Clarissa and uses her magazine to promote certain attitudes toward sex, in contrast to how Little Bee thinks or talks about love/sex/men. You might consider things like clothing, men in their lives, their ages, their appearances. Two different men are enthralled by Sarah’s sex appeal, whereas Little Bee has witnessed sexual violence, and is shocked by nudity and sexual openness. Perhaps you can also comment on what author Chris Cleave might be saying about sex.

3. A maxim after Ch. 11 reads: “If you face is swollen from the severe beatings of life, smile and pretend to be a fat man.” Analyze how this “smile and pretend” relates to the theme of story-telling and to other actions in the novel. Do you think that author Cleave sees value in this maxim—or not?

4. Creative options. Write a scene or short chapter that follows chapter 11. Write in the first person (Little Bee, Sarah, Charlie, or even someone else) about what happens next. Be sure to include dialogue and set the scene in time and place. Make it believable and let it show whether goodness can ultimately overcome evil in the end. OR Create a scene using a character from this novel and a character from earlier in the semester. Put two or more characters together and make them face some sort of conflict or tension. Have them interact and see what happens.

(saved with 124Syll f 14—p. 10)