

Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences

ENGL 222 01 INTRODUCTION TO SHORT FICTION (Section 1)

Professor: Brian Derico
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3 Semester Credit Hours

Semester: Fall 2018
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Meeting Times: MW 8:30-9:45

Course Description

An introduction to the literary short story genre. Students will read, analyze, discuss, and write about short stories.

Course Rationale

Short fiction is among the oldest literary forms and the modern short story is among the most prominent genres of contemporary fiction.

Arts & Sciences Outcomes

Courses belonging to the Arts & Sciences curriculum of Cincinnati Christian University promote the following outcomes:

- A&S 1: Students should be able to communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- A&S 2: Students should be able to adeptly utilize modern research and writing tools
- A&S 3: Students should be able to identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- A&S 4: Students should be able to employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- A&S 5: Students should be able to demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

Course Objectives

Students who satisfactorily complete this course should be able to:

1. Discuss the distinct characteristics and affordances of the short story genre (supports A&S 4)
2. Engage in metacognitive analysis of the assigned course texts (supports A&S 4)
3. Participate in a generous dialogue about important ideas (supports A&S 1)
4. Demonstrate their ability to conform to the generic expectations associated with writing about literature in the English discipline (supports A&S 1 and A&S 2)

Course Texts

Fiction 100—Thirteenth Edition, Pickering
Supplementary Readings (Canvas)

Recommended Texts

They Say, I Say by Graff and Birkenstein, Third Edition

Assignment Values

- Discussion Board Posts (10%)
- Essay 1 (25%)
- Essay 2 (25%)
- Article Analysis 1 (10%)
- Article Analysis 2 (10%)
- Article Analysis 3 (10%)
- Exam (10%)

Course Agenda

All dates are approximate and subject to change without notice. Reading assignments must be completed before class on the assigned date. Assignments must be submitted before class begins on the assigned due date.

August	27	Introduction to Short Fiction Introduce Article Analysis Assignment
	29	Britannica Online: "Short Story" (1-9; Canvas) Excerpt from "Academic Narratives: What's the Story?" (Canvas) "Reader and Text: Literary Theory and Teaching of Literature" (Canvas) <i>Oxford Handbook of Feminist Theory</i> : "Introduction" (1-15; EBSCO eBook)
September	03	Labor Day Holiday (No Class)
	05	"The Country Doctor," Turgenev (1160-1166)
	10	"The Use of Force," Williams (1214-1216)
	12	"A Good Man is Hard to Find," O'Connor (964-975)
	17	Due: Article Analysis 1
	19	"A White Heron," Jewett (682-689)
	24	"A New England Nun," Freeman (469-477)
	26	Introduce Essay 1
October	01	"The Story of an Hour," Chopin (243-245)
	03	"A&P," Updike (1167-1171)
	08	"Paul's Case," Cather (195-209)
	10	"If I Were a Man," Gilman (484-488)

	15	Due: Article Analysis 2
	17	“The Blue Hotel,” Crane (315-334)
	22	Due: Essay 1
	24	“A Jury of Her Peers,” Glaspell (501-515)
	29	“Hills Like White Elephants,” Hemingway (595-598)
	31	Introduce Essay 2
November	05	“The Chrysanthemums,” Steinbeck (1061-1068)
	07	“Guests of the Nation,” O’Connor (976-984)
	12	“Araby,” Joyce (698-702)
	14	Due: Article Analysis 3
	19	Thanksgiving Recess (No Class)
	21	Thanksgiving Recess (No Class)
	26	“Bartleby the Scrivener,” Melville (872-897)
	28	“The Darling,” Chekhov (218-226)
December	03	“The Lottery,” Jackson (638-644)
	05	Due: Essay 2
	10	“The Yellow Wall-Paper,” Gilman (489-500)
	12	“Odour of Chrysanthemums,” Lawrence (798-811)
		CCU Semester Examinations December 17-20

Course Policies

Disability Services

Students who require academic accommodations due to any documented physical, psychological, or learning disability should request assistance from the Student Services Department within the first two weeks of class. The Student Services Department is located on the upper level of the Presidents Hall. You may also contact the office by phone (513.244.8150).

Academic Integrity

The CCU Policy on Academic Integrity applies to this course.

Class Participation

- The attendance regulations listed in the CCU catalog apply to this course.
- Students must arrive on-time and remain for the entire meeting. Arriving late to class and leaving early from class may be counted as $\frac{1}{4}$ absence.
- Students must arrive to class prepared to participate in class activities. They should complete writing assignments on time, read assigned texts, and plan ways to contribute to our production of knowledge during course meetings.
- Students who arrive without a copy of the assigned reading may be marked absent.
- Students must actively participate in class activities. They should participate in class discussions. They should not use class meeting as opportunity to complete work unrelated to this course.
- Students may not use computers, phones, tablets, or other personal electronic devices during course meetings. Students may not have phones in view. Students may not wear headphones (external or in-ear). Any use of personal electronic devices during course meetings may be counted as an absence.

Reading

The reading assignments listed in the course syllabus are an important component of this course. No specific credit will be assigned for the completion of reading assignments, but a student's ability to participate in class discussions and perform well on written assignments and the final exam will require familiarity with assigned portions of course texts.

Essay Exam

The take-home exam will require familiarity with class discussion and the assigned readings. The exam will ask you to write reflective essays about your progress toward course objectives. The exam will be made available on the day of our last meeting. The exam may not be taken early. It will be due at the end of the period assigned to our exam by the Registrar's Office. It will not be a timed exam. You can write your essays whenever you want during the period the exam is available.

Extra Credit

I do not offer extra credit.

Revisions

Revision is a necessary part of everyone's writing process. Revision can be motivated by and reflect developments in your understanding of the rhetorical context of your text, comments made by readers, further research and inquiry, and further consideration of your rhetorical ambitions. I do not allow revisions after an assignment has been assigned a grade.

Late Work

- Work is due at the beginning of class on an assignment's due date. I will accept late work for reduced credit for 24 hours after the beginning of class on an assignment's due date. A 10% penalty will be assigned for late work. A grade of 0% will be assigned for work not submitted within 24 hours after an assignment's due date.
- Excuses will not be accepted for late work or work that is not submitted properly. Submit work early,

double-check your submissions, and when necessary use the Canvas help line (855-976-8718).

- Students who are not prepared to present on their scheduled date will receive a failing grade for the assignment and will not be given an opportunity to present at a later date. Students who do not submit an outline with annotated bibliography before their scheduled date will receive no credit.

Assignment Descriptions

The following assignment descriptions will be supplemented by class discussion and assigned reading. The student is responsible for completing each assignment in a fashion that reflects familiarity with class discussion and assigned readings.

Discussion Board Posts

- The decorum that I expect of in class discussion is also required in the discussion board forum. Failure to meet my expectations for decorum can lead to disciplinary action, including grade penalties and dismissal from the course. In particular, you must demonstrate respect for the university, for me, for course peers, and each other.
- You must post at least once to each discussion board thread associated with an assigned story or poem from *One World of Literature*. Your post should be your response to the initial prompt.
- In addition to offering the required response to the initial prompt, you may also post a thoughtful response to a course collaborator's post or a new contribution to our discussion.
- In order to receive credit, you must make your posts before class begins on the day the class meeting assigned to the relevant text.
- Posts must fulfill the following requirements:
 - Posts should be a minimum of 150 words.
 - Posts should introduce a clearly articulated idea that is framed as a response to the prompt.
 - Posts should support claims with close readings of the relevant text.
 - Posts should give attention to sentence-level editing.

Article Analyses

Purpose

Article Analyses give you a method for reading articles that emphasizes their rhetorical nature, a method for taking notes that facilitate your engagement in class discussions, and potential material for integration into other writing assignments. The Article Analysis assignment is also an opportunity to develop your ability to paraphrase, summarize, and conform to MLA style. Article Analyses should display thoughtful, meaningful, and complex interactions with the assigned readings.

For each Article Analysis you must choose a chapter from the Oxford Handbook of Feminist Theory (full text available through Ebsco eBooks).

This assignment supports Course Objectives 1, 2, 3, 4, and 5.

Procedure

In order to develop usable insights into the assigned readings, you will need to strip away all unnecessary information and develop a sharp focus on four areas:

- Exigence Description
- Abstract
- Joining the Conversation
- Term/Concept Description

Please be careful not to work too closely with peers on Article Analysis assignments. There are limited ways to complete this assignment, and parallel patterns of sentence structure and word choice will lead to an inquiry by the CCU committee on Academic Integrity.

Exigence Description

Exigence Descriptions should describe the problem or opportunity that motivated the author to write the article. The problem or opportunity an article addresses is most often a pattern of thinking that is typical of the article's audience. Do not describe your problems with the article or problems you think readers have when reading it. Do not quote directly, but do provide page numbers for paraphrases and summaries in parenthetical citations. Identify the title and the full name of the author of the article in the Exigence Description. Exigence Descriptions should comprise between 25 and 75 words.

Abstract

Abstracts should describe the work the article does in response to the exigence that appears to have motivated the author to write it. What is the goal of the article and how does the article attempt to achieve that goal? Your abstract should correspond in an obvious way to your Exigence Description. Your abstract should include summary and descriptions of key concepts. Again, do not quote directly, but do provide page numbers for paraphrases and summaries in parenthetical citations. Your abstract should comprise between 50 and 200 words.

Joining the Conversation

This section should enter into dialog with the article. That is, you should respond to a clearly articulated idea in the article with a clearly articulated idea of your own. The idea to which you respond should be specific enough that you can introduce a page number in a parenthetical citation that directs me to the idea in the article. You must provide a clear, compelling, and generous presentation of the idea to which you are responding. Your response to this idea will be either an agreement with reasons, agreement with further development, agreement with qualification, or disagreement with reasons. Your response must be developed beyond simple agreement or disagreement. This section may include quotations from the article that is the subject of your Article Analysis. This section may also include ideas and language from additional sources. **Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations.** This section should comprise between 50 and 100 words.

Term or Concept Description

Term or Concept Descriptions define the meaning and function of a term or concept that appears in the article. Define the meaning of the term or concept as it functions in this article. Do not offer a dictionary definition. The term or concept you choose does not have to be the most important term or concept—simply one that is worthy of consideration during a class discussion of the article. **This section must include an explanation of why we should discuss this term or concept in our class discussion.** Choose a different term or concept if you cannot offer a compelling justification for a discussion of this term or concept. **You must integrate a quotation into this section.** Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. Term/Concept Descriptions should comprise between 50 and 75 words.

Format

- Your Article Analysis must include a Work Cited entry. Provide corresponding entries in your list of Works Cited if you cite additional sources.
- Your Article Analysis must conform to MLA style.
 - Double-space all sections of your text.
 - Include a complete identification section on the first page.
 - Include your last name and the page number in a header that appears at the top right of each page.
 - Use headings preceded by Arabic numerals to divide the sections of your Article Analysis.
 - Mark the title of the article with quotation marks.
 - Use parenthetical citations to provide page numbers for quotations, paraphrases, and summaries.
 - Mark language integrated from the article that is the subject of your analysis with quotation marks.
- Identify the title and the full name of the author of the article in the Exigence Description.
- Your Article Analysis should not be a cohesive essay with an introduction and conclusion.
- Your completed article analysis should be between 125-450 words.
- Review the “Style and Format Expectations” document in Canvas.
- Review the “Example Article Analysis” document in Canvas.
- To receive full credit for this assignment you must submit the Article Analysis to the designated assignment section of Canvas before class on the assignment’s due date.

Essay 1

FOCUS: Contexts

- Choose a story that appears on our agenda and then choose one of the following options:
- Write an essay of at least 1050 words that makes an assertion about a way that one can read this story premised upon its relationship to one of the following contexts: genre, literary period, culture, history, author’s bibliography, etc.

For example:

In order to properly appreciate the rhetorical sophistication of Kate Chopin’s “The Story of an Hour” a reader must understand how progressive this story was when it was written in 1894.

- **This assignment requires the integration of ideas derived from contextually credible research—properly attributed and documented—into a context of the literature you have chosen.**
- Contextually credible in the context of this assignment means written by credentialed experts for an audience of experts or written by credentialed experts for an audience of informed and knowledgeable laypersons. The sources for ideas integrated into this assignment should derive primarily from sources found via the Ohio LINK Central Catalog and the EBSCO databases on the G.M. Elliott Library website.
- You must attribute ideas to contextually credible sources even if the ideas you integrate are common knowledge. Because you lack authority you must borrow authority by integrating testimony from contextually credible sources. You may include ideas from contextually credible reference sources, but you must include sources authored by credentialed experts for an audience of credentialed experts.
- Review the “Style and Format Expectations” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.
- This assignment supports Course Objectives 1, 2, and 4.

Essay 2

FOCUS: Feminist Criticism

- Choose a story that we have discussed before this assignment's due date.
- Write an essay of at least 1750 words in which a thesis is supported by an analysis of patterns of patriarchy in the selected story. Does the story take these patterns for granted or challenge them. Through what institutions does patriarchy operate in the story?
- You will integrate concepts attributed to the Oxford Handbook of Feminist Theory into your essay. You may also attribute concepts to additional contextually credible scholars and texts.
- Contextually credible in the context of this assignment means written by credentialed experts for an audience of experts or written by credentialed experts for an audience of informed and knowledgeable laypersons. The sources for ideas integrated into this assignment should derive primarily from sources found via the Ohio LINK Central Catalog and the EBSCO databases on the G.M. Elliott Library website.
- You must attribute ideas to contextually credible sources even if the ideas you integrate are common knowledge. Because you lack authority you must borrow authority by integrating testimony from contextually credible sources. You may include ideas from contextually credible reference sources, but you must include sources authored by credentialed experts for an audience of credentialed experts.
- Review the "Style and Format Expectations" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.
- This assignment supports course objectives 2 and 4.