



ENGL 2310: SHORT STORY (40315)

Fall 2006: Tuesday, August 22–Friday, December 15

Instructor	Dr. Carole Schuyler (SKY ler)
Class time, place	MWF 12:00-12:50 pm, MCDON 104
Office, office hours	MCDON 214; MW 1:00-3:00 and by appointment
Voice mail and email	652-7814, schuyler@dixie.edu

To help orient you to ENGL 2310, this syllabus gives you information about the course description, textbook and other required materials, academic resources, department objectives, assignments and grading, policies and procedures, and a general schedule. For each of the story units, you will receive a handout with a more detailed class-by-class schedule.

Course Description from the 2006-07 Online Catalog

For students in all disciplines with an interest in improving their enjoyment of short stories. This course fulfills a literature requirement in the general education section. Provides opportunities for developing greater skill in the critical reading and appreciation of short stories. Includes a text, small and large group discussion, writing responses to short stories, a midterm and a final test. Successful students will demonstrate skill in reading different types of stories; in understanding the devices creative writers use, such as plot, character, point of view and theme; and in sharing through writing and discussing what they understand. 3 lecture hours per week.

Textbook and Other Required Materials

- Charters, Ann. *The Story and Its Writer: An Introduction to Short Fiction*. Compact Seventh Edition. Boston: Bedford/St. Martin's, 2007.
- Access to email, the internet, Microsoft Word or a comparable word processor, an inkjet or laser printer, and office supplies such as a stapler.

Academic Resources

Successful students use all the *free* resources that are available to them:

- Drop-in tutoring, in Browning Learning Center, managed by Student Support Services and Dixie State College, for all registered, degree-seeking Dixie students:
<http://dsc.dixie.edu/tutoring/index.htm>.

The Testing Center's hours of operation are posted online at
<http://dsc.dixie.edu/testingcenter/officehours.htm>.

- The Writing Center in the Browning Learning Center, Room 105, for help with writing skills such as brainstorming, research, documentation, revision, and editing.
- The Online Writing Center lets you submit your paper, as an email attachment, to the Writing Center for comments: owl@dixie.edu
- The Online Writing Lab provides writing tips, the MLA style guide, and access to Other OWLs: <http://dsc.dixie.edu/owl/> or <http://dsc.dixie.edu/reber/>
- The Val A. Browning Library 24/7/365 **Live Chat**: <http://library.dixie.edu/>, **online databases** available at school or home, **Help** (includes APA and MLA Style Guides); also get **f2f help** from librarians during library hours.
- Special Accommodations "If you are a student with a physical or mental impairment and would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability."~Sherri Dial (sdial@dixie.edu)

Department Objectives

- Experience a variety of short stories and desire to continue reading other short stories when the course ends.
- Appreciate the internal order of a short story and also its relation to biography, history, and culture.
- Appreciate the short story genre and its development.
- Learn and use the critical terminology for discussing short stories.
 - Understand and use in literary analysis the elements of fiction including plot, character, setting, point of view, style, and theme.
 - Understand the use and importance of figurative language, including symbols, metaphors, and images.
- Learn how to find information about short stories, authors, and critics.
- Contribute to small group and class discussions.
- Develop clear, challenging thesis statements and understand the difference between these types of essays: explication, analysis, comparison and contrast, and context (biographical, historical, interdisciplinary, and ideological).
- Build your stock of vocabulary and sentence patterns.
- Write a polished essay with correct MLA documentation.
- See connections between situations, issues, and values in short stories and in life (life in general/the human condition, your personal life).

- Make comparisons of short stories in print and translated to film.
- Relate stories we read to current cultural events in Southern Utah.

Assignments & Grading

Below I give the weight of each major assignment, the grading scale, and my grading rubric. I aim to avoid grade inflation and award the final grade of "A" for superior work on each of the assignments.

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|---|-----|
| • 5 tests with essays @ 15% each (includes final) | 75% |
| • 1 source-supported, four- to five-page essay | 15% |
| • Class participation (quizzes, discussion) | 10% |

*Please note: No grade will be dropped.
There is no extra-credi*

Grading Scale

- | | | | |
|------|---|----|-----------------------------|
| • A | = | 11 | 93-100 (96 midpoint) |
| • A- | = | 10 | 90-92 (91 midpoint) |
| • B+ | = | 9 | 87-89 (88 midpoint) |
| • B | = | 8 | 83-86 (85 midpoint) |
| • B- | = | 7 | 80-82 (81 midpoint) |
| • C+ | = | 6 | 77-79 (78 midpoint) |
| • C | = | 5 | 73-76 (75 midpoint) |
| • C- | = | 4 | 70-72 (71 midpoint) |
| • D+ | = | 3 | 67-69 (68 midpoint) |
| • D | = | 2 | 63-66 (65 midpoint) |
| • D- | = | 1 | 60-62 (61 midpoint) |
| • F | = | 0 | 59 and below (exact number) |

Grading Rubric for Test Essays and the Term Essay

The "C" essay is competent in fulfilling the assignment

- The "C" paper advances a reasonable thesis and offers some relevant support, but expresses them in vague generalities or predictable and conventional ways.
- The pattern of organization is recognizable to the reader but may be formulaic or may not be the best for the purpose or audience of the paper.
- The tone is generally appropriate for an academic audience.
- The style is essentially readable: there are few awkward sentences, few serious errors in wording, and few, if any, glaring errors in grammar and mechanics. Typically, sentence structure is simple; transitions are often weak or formulaic; word choice may be imprecise or clichéd.
- Sources are adequate; MLA documentation and format are mostly correct.
- A grade of "C" means that the student is able to write at the basic level of competency expected of him/her by the college.

The "B" paper goes beyond a competent response in several ways

- The thesis and introduction reflect some originality or excites the curiosity of the audience.
- The development includes substantive support that is specific, interesting, relevant, and complete.

- The organization is clear, coherent, and well-suited to purpose and audience.
- Sentence structure shows variety; diction is appropriate for the audience and purpose; the paragraph transitions function effectively to give the paper unity.
- The essay is generally free of distracting errors in grammar and mechanics.
- Sources are well-chosen; MLA documentation and format are correct.
- A grade of “B” means that the student writes at a level of high competence.

The “A” paper is an excellent paper, an innovative, creative, and perceptive response to the assignment in all ways

- The purpose is specific, and some depth or breadth of insight marks the clearly focused thesis.
- The support is not only interesting and relevant but boldly thought-provoking as well.
- The careful organization is not only markedly clear and coherent, but also reflects a particularly apt response to the rhetorical situation.
- The style demonstrates the high competence of the “B” paper as well as exhibiting finesse through the writer’s skillful use of stylistic elements to achieve specific goals.
- Sources are well-chosen from library databases; MLA documentation and format are correct.
- A grade of “A” means that the paper exhibits an exceptionally sophisticated style and mature vocabulary beyond the high rhetorical competence of the “B” paper.

The “D” paper is one that begins to meet the requirements of the assignment, but it is flawed in one or more of the following ways

- The purpose may be confused or too general.
- The thesis may not be limited enough or clear enough.
- The support offered may not be specific, wholly accurate, or relevant; in any case, it is far from sufficient.
- The required number of sources is not used; the sources may be inadequate; MLA documentation and format may often be incorrect.
- The organization may be unclear or confusing.
- The voice and tone may be inconsistent or somewhat inappropriate, and/or the style makes it difficult for the reader to understand what is being said.
- Overall coherence may be problematic due to insufficient or missing paragraph transitions.
- The sentence structure is at times awkward.
- Word choice is vague or ambiguous.
- The number of grammatical or mechanical mistakes is sufficient to be distracting to the reader.

Other Factors Influencing Your Grade

- Word-process and inkjet/laser-print the assignments. To obtain full credit, present your assignments on the due date at the beginning of class (unless otherwise stated), i.e., by five minutes past the hour with all parts of the assignment appropriately stapled together. Do not use plastic covers with spines or paper clips.

If you turn in your essay a class day late, i.e., five minutes past the hour or later, without documentation for an excused absence, your paper is worth a full grade less (e.g., B to C). On the second such class day, you will receive an F.

- Proofread carefully.

- If you know you will be out of town for a special occasion or otherwise unable to turn in your assignment punctually, then preferably email me to make arrangements for a new deadline. Similarly, if you have an emergency situation, then email me as soon as possible to set up a new deadline and/or bring documentation about the emergency to the next class you attend. Stay in communication with your instructors—as you would do for managers on your jobs.
- If there is a grade dispute for this course at any time during your Dixie State College career, you must produce all work with my marks and evaluation.
- If you use email, please use the subject line to indicate an ENGL 2310 question. Otherwise, I may automatically press delete because DSC faculty and staff are deluged with junk mail. Also, please pay attention to your grammar, usage, and mechanics. Use the message box only; do not send attachments.

How to Calculate Your Grade Anytime During the Semester

This is a manual way to calculate your grade (not using Excel or a calculator) at any time during the semester. It is based on each assignment being worth 5% (or a multiple thereof) of your total grade and on using the 11-point scale (A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4, D+ = 3, D = 2, D- = 1, F = 0).

Suppose that you've turned in these assignments on time, and you have grades for the following:

B	Test #1
A	Test #2
C+	Test #3
A-	Term essay
A	Class participation

Add up your points as follows:

8 + 8 + 8	Test #1: 15% of grade
11 + 11 + 11	Test #2: 15% of grade
6 + 6 + 6	Test #3: 15% of grade
10 + 10 + 10	Term Essay: 15% of grade
11 + 11	Class participation: 10% of grade

Divide the sum by the number of the multiples: 126 divided by 14 = 9.1

If the last two digits are .75 or higher, I have the option of rounding up to the next higher grade. If students have distracted the class or me, e.g., by frequently arriving late or departing early, leaving class to take cell phone calls, instant messaging, failing to staple their work, or being rude, I do not round up.

At the end of the semester, I'll either use Excel with the number in parentheses (e.g., 85 for a B) or I'll use a calculator with the number based on the 11-point letter grade:

.15 x 8 = _____	M+
.15 x 11 = _____	M+
.15 x 6 = _____	M+
.15 x 10 = _____	M+
.10 x 11 = _____	M+

...

MRC = _____

I'll total your final grades during the remainder of the final exam period or in my office afterwards. There shouldn't be a discrepancy using the above methods, but if you discover that there is, the higher grade is yours.

Your Grade Record

Test #1	Test #2	Test #3	Test #4	Test #5	Term Essay	Class	Total
15%	15%	15%	15%	15%	15%	10%	100%
Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade

Policies and Procedures

Agreeing to the following policies and procedures should help to ensure harmony and success in our collaboration this semester.

Attendance

- This is a face-to-face course: not online, not brick-and-click. Plan to come to class—on time—every day we meet. Bring your textbook and related course materials (as assigned). I will call roll until I know your names, and I will notice who is prepared and who contributes to class. However, mere attendance does not earn you a grade.
- If you participate in college-sponsored athletics or travel in a group in another college-sanctioned activity, please notify me the week before to make arrangements for completing your work.
- Do not bring food to class. It can be distracting and you may leave a dirty desktop behind for the next student who sits at your desk. If you bring a sugared beverage, keep it on the floor. Also, set cell phones to vibrate and do not IM during class.
- Listen attentively and respectfully to those who are speaking in turn.
- If you're not used to speaking aloud in class, force yourself to ask for a clarification, make a comment, or express an opinion. Expect to be called on to answer objective or opinion questions.

Academic Discipline Policy

I expect students to adhere to this Academic Performance Responsibilities section of the DSC Student Rights and Responsibilities Code in the 2006-07 online catalog:

4. Maintain academic ethics and honesty; to this end, prohibited activities include, but are not limited to, the following:
 - Cheating, which includes, but is not limited to, copying from another student's test papers, or plagiarism.
 - Using materials during a test not authorized by the person giving the test.
 - Collaborating with any other person during a test without authority.

- Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test, without authorization of the appropriate official.
- Bribing any other person to obtain any test.
- Soliciting or receiving unauthorized information about any test.
- Substituting for another student or permitting any other person to substitute for oneself to take a test or complete an assignment.
- Plagiarism, which is the unacknowledged (uncited) use of any other person or group's ideas or work. This includes purchased or borrowed papers.
- Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit.
- Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process.
- Giving, selling, or receiving unauthorized course or test information.
- Using any unauthorized resource or aid in the preparation or completion of any course work, exercise or activity.
- Infringing on the copyright law of the United States which prohibits the making or reproduction of copyrighted material except under certain specified conditions.
- Not obtaining the instructor's permission before recording lectures.
- Not notifying instructors in advance of any planned absence for participation in college-approved or requested group activities.
- Unethical and inappropriate use of any computer system, library, or other campus resource, and interference with the productivity of other users.

A first offense will likely result in failure on that assignment; a second offense will likely result in failure of the course and further academic referral.

Semester Schedule

This semester schedule displays college deadlines and (tentative) story discussion and test dates. There will be brief additional readings from the textbook assigned in class about the elements of fiction, the history of the short story, literary theory and critical perspectives, literary terms, and commentaries by authors about other authors. Guidelines for the term essay, which is due on or before Friday, 12/1, will be ongoing.

UNIT 1: SEX, ROMANCE, MARRIAGE 1

Week 1

	T 8/22	— <i>Classwork begins</i>
1	W 8/23	—Introduction to the course and to each other —Literature Assessment Test —Begin Guy de Maupassant: "The Necklace" (522ff.); finish reading for homework
	R 8/24	— <i>Last day to add classes without instructor permit</i>
2	F 8/25	—Class discussion: "The Necklace" —Homework: Kate Chopin: "Desirée's Baby" (153ff.) and "The Story of an Hour" (158ff.) (optional: Alifa Rifaat: "Distant View of a Minaret" 717ff.)

Week 2

- 3 M 8/28 —Class discussion: "Desirée's Baby" and "The Story of an Hour"
- 4 W 8/30 —Film and class discussion: "The Story of an Hour"
—Homework: Tobias Wolff: "Say Yes" (807ff.)
- 5 F 9/1 —Class discussion: "Say Yes"
—Homework: Raymond Carver: "Cathedral" (87ff.)

Week 3

- M 9/4 —*Holiday: Labor Day*
- T 9/5 —*\$50 late registration/payment fee. DSC reserves the right to drop classes for non-payment of the balance due after this date.*
- 6 W 9/6 —Class discussion: "Cathedral"
—Homework: Raymond Carver: "What We Talk About When We Talk About Love" (107ff.)
- 7 F 9/8 —Class discussion: "What We Talk About . . ."
—Homework: "A Brief History of the Short Story" (1060ff.)

Week 4

- 8 M 9/11 —Distributed: Essay questions for Test #1 (you pick one)
—Class discussion: history of the short story
—Homework: review stories, work on essay
- 9 W 9/13 —Film about Raymond Carver
—Review for Test #1
- 10 F 9/15 —**Test #1: bring a Scantron sheet and #2 pencil for the test in class and your word-processed/laser-inkjet printed essay**

UNIT 2: SEX, ROMANCE, MARRIAGE 2

Week 5

- 11 M 9/18 —*Last day for refund of tuition and fees. No refund after 5:00pm on this date and dropped classes will be assigned a "W" grade on transcripts*
—Read in class: Ernest Hemingway: "Hills Like White Elephants" (350ff.)
—Homework: Hemingway introduction (349f.) and Anton Chekhov: "The Darling" (142ff.)
- 12 W 9/20 —*Last day to add classes*
—Class discussion: "Hills . . ." and "The Darling"
—Homework: Chekhov: "The Lady with the Pet Dog" (handout)
- 13 F 9/22 —Class discussion: "The Lady with the Pet Dog"
—Homework: Bobbie Ann Mason: "Shiloh" (510ff.)

Week 6

- 14 M 9/25 —Class discussion: "Shiloh"
—Homework: John Updike: "A&P" (782ff.) and Octavio Paz: "My Life with the Wave" (handout) (optional: Junot Díaz: "How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie" 246ff.)
- 15 W 9/27 —*Last day to drop or audit classes*
—Class discussion: "A&P," ". . . Wave"
—Homework: Leslie Marmon Silko: "Yellow Woman" (721ff.)
- 16 F 9/29 —Class discussion: "Yellow Woman"
—Assignment guidelines for the term essay

Week 7

- 17 M 10/2 —*Block courses begin*
—Distributed: Essay questions for Test #2 (you pick one)
—Catch-up on discussion; review for Test #2
- 18 W 10/4 —Catch-up on discussion; review for Test #2
- 19 F 10/6 —**Test #2: bring a Scantron sheet and #2 pencil for the test in class and your word-processed/laser-inkjet printed essay**

UNIT 3: EVIL

Week 8

- 20 M 10/9 —Read in class: Shirley Jackson: "The Lottery" (364ff.)
—Homework: Ursula K. LeGuin: "The Ones Who Walk Away from Omelas"
- 21 W 10/11 —Class discussion: ". . . Omelas"
—Homework: Nathaniel Hawthorne: "Young Goodman Brown" (338ff.)
- R 10/12 &
F 10/13 —*Fall Break*

Week 9

- 22 M 10/16 —Class discussion: "Young Goodman Brown"
—Homework: Flannery O'Connor: "A Good Man Is Hard to Find" (622, 648ff.)
- 23 W 10/18 —Class discussion: "A Good Man Is Hard to Find"
—Homework: Joyce Carol Oates: "Where Are You Going, Where Have You Been?" (594ff.)
- 24 F 10/20 —Class discussion: "Where Are You Going . . ."
—Homework: Edgar Allan Poe: "The Cask of Amontillado" (698ff.)

Week 10

- 25 M 10/23 —Distributed: Essay questions for Test #3 (you pick one)
—Class discussion: "The Cask of Amontillado"
- 26 W 10/25 —Review for Test #3
- 27 F 10/27 —**Test #3: bring a Scantron sheet and #2 pencil for the test in class and your word-processed/laser-inkjet printed essay**

UNIT 4: FAMILY

Week 11

- 28 M 10/30 —Film or begin to read in class: D. H. Lawrence: "The Rocking-Horse Winner" (492ff.)
—Homework: finish "The Rocking-Horse Winner"
- 29 W 11/1 —Class discussion: "The Rocking-Horse Winner"
—Homework: Louise Erdrich: "The Red Convertible" (276ff.)
- 30 F 11/3 —Class discussion: "The Red Convertible"
—Homework: Katherine Anne Porter: "He" (709ff.)

Week 12

- 31 M 11/6 —Class discussion: "He"
—Homework: Alice Walker: "Everyday Use" (788ff.) and Sandra Cisneros: "The House on Mango Street" (161ff.)
- 32 W 11/8 —Class discussion: "Everyday Use" and "The House on Mango Street"
—Homework: Franz Kafka: "The Metamorphosis" (434, 441-52)
- 33 F 11/10 —Class discussion: "The Metamorphosis" (Part I)
—Homework: "The Metamorphosis" (452-63)

Week 13

- 34 M 11/13 —Distributed: Essay Questions for Test #4 (you pick one)
—Class discussion: "The Metamorphosis" (Part II)
—Homework: "The Metamorphosis" (463-75)
- T 11/14 —*Career Day: no morning or early afternoon classes*
- 35 W 11/15 —Class discussion: "The Metamorphosis" (Part III)
—Read in class: "The Hunger Artist" (996ff.)
—Review for Test #4
- 36 F 11/17 —**Test #4: bring a Scantron sheet and #2 pencil for the test in class and your word-processed/laser-inkjet printed essay**

UNIT 5: WORK AND SOCIETY

Week 14

37 M 11/20 —Read in class: Mori Yoko: "Spring Storm" (handout)

W 11/22-
F 11/24 —*Thanksgiving Break*

Week 15

38 M 11/27 —Film: "Bartleby the Scrivener"
—Homework: Term essay due F 12/1

39 W 11/29 —Class discussion: "Bartleby the Scrivener"
—Homework: Term essay due F 12/1

40 F 12/1 —**Term essay due**
—Read in class: William Carlos Williams:
"The Use of Force" (handout)
—Homework: David Foster Wallace:
"Incarnations of Burned Children" (795ff.)

Week 16

41 M 12/4 —Class discussion: "Incarnations . . . "
—Read in class: Nadine Gordimer story (in
textbook or handout)
—Homework: finish Gordimer

42 W 12/6 —Class discussion: Gordimer
—Distributed: Essay questions for Test #5 (you pick one)
—Read in class: Saki: "The Open Window" (handout)

43 F 12/8 —*Classwork ends*
—Review for final

F 12/15, 12:30-2:20 —**Test #5/Final: bring a Scantron sheet and #2 pencil for the
test in class and your word-processed/laser-inkjet printed
essay**

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