

12178 ENG 104: Introduction to Fiction
Fall 2014
2:00 – 2:50 PM MWF
Villard 300



Instructor	Eleanor Wakefield Prince Lucien Campbell 244 Office hours: Tuesdays 10 AM – 1 PM and by appointment Campus Phone: 346-1542 ewakefie@uoregon.edu
Course Overview	Why read fiction? For fun, sure. But also, perhaps, to become a better member of society. One role of a liberal-arts education, which most universities require regardless of your major (and which is likely why you're in this class), is to broaden your experience in various disciplines and thereby enable you to think in new ways. Recent research suggests that reading literary fiction promotes empathy, making us more attuned to other people's feelings and motivations. In this class we'll think about what we already read and how we read it, and we'll practice new ways of being attentive to texts to enhance our empathy, critical thinking, and writing. My goal is to expose you to a variety of authors and styles so that when you leave this course you have a sense of what you'll want to seek out in the future. I also hope to help you improve your appreciation of texts you struggle to enjoy or understand.
Course Outcomes	The Department's assessment procedure for the Undergraduate English Major is built around six desired learning outcomes: 1) read literary and cultural texts with discernment and comprehension and with an understanding of their conventions; 2) draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts; 3) perform critical, formal analyses of literary, cinematic, and other cultural texts; 4) write focused, analytical essays in clear, grammatical prose; 5) employ logic, creativity, and interpretive skills to produce original, persuasive arguments; 6) employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis.
Textbooks & Materials	Required: <i>Norton Anthology of Short Fiction: Shorter 7th Edition</i> . Recommended: Any writing guidebook (<i>The Little Seagull</i> , <i>Rules for Writers</i> , etc.), a college-level dictionary. These can be found online and in the library. Worksheets and supplemental readings may be posted to Blackboard. You are required to check your uoregon email account and to make use of our class Blackboard site. In addition, when readings are posted to Blackboard, you are required to bring them to class in hard copy.
Access	The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact Disability Services in 164 Oregon Hall at 541-346-1155 or disabsrv@uoregon.edu .
Assignments	Reading Responses: 4x at 5% each (20% of course grade), due Fridays of weeks 2, 4, 6, and 8 Tests: 2x at 10% each (20% of course grade), weeks 5 and 10 Presentation: 10%, second half of term Analysis Paper: 15%, due Friday of week 3 Synthesis Paper: 20%, due Friday of week 7 Evaluation Assignment: 15%, due Wednesday of finals week to my office by 5 PM (see assignment options)

Course Policies

Attendance in this class is mandatory. **After three absences, your grade will drop by 1/3 of a letter grade per additional absence.** You are still responsible for work due on that day. Arriving late twice will be equivalent to missing one class. **Missing two full weeks of class** (6 absences, 12 tardies, or some combination) **may result in an automatic fail.** Please discuss illness, planned travel, and other factors that interfere with your attendance with me as soon as possible so we can make arrangements for you to miss the minimum of material.

Late papers and other take-home assignments (including in-class assignments you are making up) will **lose one letter grade per calendar day late**; thus, a paper submitted the day after the deadline can receive a maximum grade of a B. **Please talk to me if you will need an extension or exception**; I will try to make accommodations where possible. Papers turned in after class begins on the day due will also be considered one day late.

Computer difficulties are not an excuse for failure to produce your assigned work in this class. Please back up your files. There are computer labs all over campus; make use of them if you experience difficulties with your computer or internet access. If you have trouble posting something to Blackboard or printing, send me an email telling me about your problem well in advance of that day's class.

All assignments must be submitted in hard copy during class on the day they are due. Papers should be in MLA format; this is part of the grade. **Papers are considered one day late if submitted during or after class on the day they're due.** This results in a lowered grade for the assignment. You may sometimes be asked to bring in-process assignments to work on with your classmates; sometimes you may be allowed to do this by bringing your laptop/tablet/etc.

If you choose to use your computer or tablet to take notes during class, please be conscientious about staying focused and not being a distraction for your peers.

Keep cell phones on silent; texting during class is not allowed. If I see you texting, I will mark you absent for that day's class meeting. You will not necessarily be notified when this happens.

You may have food and drinks in this class. Be conscientious about not distracting or disturbing your peers, and please clean up your own messes.

Academic Honesty

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult Rules for Writers for a definition of plagiarism and information on documentation, and refer to the Student Conduct Code on the Office of Student Conduct and Community Standards website, <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>. In cases where academic dishonesty has been clearly established, the award of an F for the final course grade is the standard practice of the Composition Program. Please see me if you have any questions about your use of sources.

Caveats

This syllabus and schedule are subject to change. Your continued enrollment in this course suggests that you have read and agree to these policies.

Essay Minimum Requirements

In order for a formal, written assignment to receive a passing grade (above 70%), it **must**

- be no more than 1/3 of a page below the listed minimum length
- be in 12-point Times New Roman or equivalent font
- have a heading in the top left corner that includes your name, our class title or my name, the due date of the assignment, and the assignment title (for reading responses this includes what number it is, e.g., “Reading Response 3”)

Eleanor Wakefield
English 104 Wakefield
29 Sept. 2014
Syllabus Assignment

- have 1” margins on all sides
- be double spaced evenly, without additional spacing between paragraphs
- have a title (even if the title is “Reading Response 3”) that is in the same font, same size, not bolded or italicized or underlined, centered, without extra spaces above or below, prior to the first line of your prose (see sample attached)
- be submitted in hard copy during class as assigned, printed legibly on unlined printer paper (though just for fun if you decide to use colored printer paper I’ll accept that)
- follow the assignment directions

Office Hours

Office hours are Tuesdays 10-1 and by appointment, but are subject to change. I welcome you to come see me in my office to discuss assignments, readings you’d like me to add to the syllabus, your presentations, your writing, and your goals for this course. You’re also welcome to come discuss grades with me, but I ask you to reread your work and my comments prior to coming in. If you are busy on Tuesdays, please email me to arrange another time. I try to answer emails in a timely manner, but will not always reply to FYI-type emails about absences etc.

Writing Assignment Details

Reading Responses, due Fridays of weeks 2, 4, 6, and 8

During the next ten weeks, you will be responsible for **four** reading responses. You will write about any reading in the two-week period preceding the due date, including the reading assigned for that day. You will choose *one* short story to write about; only the synthesis section requires engaging with more than one text.

Your reading response will be *two* double-spaced pages and must demonstrate the following:

- **Understanding** of the reading. What is it about? What happens? Who are the important characters? What are their conflicts? Who seems to be the protagonist? What is the general shape of the story?
- **Analysis** of the reading, its context, and the authorial choices that make it effective: To whom is it aimed? What seems to be its purpose? What about the writing style adds to or complicates the story itself? Why did the author make the rhetorical decisions s/he did? It is important that your analysis paragraph have a topic sentence that makes a claim (e.g., “This story makes an argument about community versus individual responsibility...”) and the body of the paragraph should provide textual evidence supporting that claim.
- **Application** of the reading: Why is it relevant to us? What current topic or personal experience relates to it? How does that connection help us understand the reading better and/or the experience better? Do you know anything about the time period or author that helps shed light on the story? If you’ve read it before, what about your reaction to the text changed based on your life situation between the two encounters?
- **Synthesis** of the reading with others from the reader: How does it connect to other pieces we’ve read? What thematic similarities do you identify? It is important that you name another story you have read and

make a specific connection here. You should then explore how that connection makes you re-think, re-consider, or re-understand something from one or both readings.

- **Evaluation** of the reading: Did you like it? Is it useful? What would you do differently? Who might like it? To whom would you recommend it?

You do not need to answer each of the questions listed, but you **must** cover each of those five categories in a way comparable to the suggestions I've provided.

I will grade your reading responses out of 10 points based on your completeness and thoughtfulness. Each one is worth 5% of your total grade, for a total of 20% of your grade in this course. This is a formal, academic writing assignment.

Analysis Paper: due Friday of week 3 in class, about two pages

Choose one of the following elements and discuss its importance to the story overall by making a *claim*. Your claim will be your thesis, which you'll defend in 3-4 paragraphs. In the body of your analysis, provide at least three quotations from the text and closely analyze them to show that what you're discussing appears directly in the author's words, and that your claim makes sense based on the author's words. Contextualize your element within the broader framework of the story. Your introduction and conclusion can be brief; focus your energy on close analysis.

- a single character
- a literary device (metaphor, simile, hyperbole, apostrophe, etc.)
- a single scene
- a recurring image
- the importance of a key detail (color, sound, clothing, money, texture, etc.)

Synthesis Paper: due Friday of week 7

Choose an element to analyze and discuss how it functions differently and/or similarly between two texts, and explain why that comparison helps us to understand one or both texts better. *Only one of the stories you synthesize can be a story you've already analyzed.* Again, you'll make a claim about your chosen element in both stories and its import, and defend that claim throughout the paper. Example: "The narrator's unreliable perspective functions to destabilize reality in X story, but in Y it makes the story more real; taken together we better understand the purposes of both stories and the role of the narrator in general." In a paper defending this thesis, you would expect to see paragraphs analyzing the narration in both stories, including direct quotations, closely analyzed, from each text, and then at least one paragraph explaining the comparative claim—why it was beneficial to consider the relationship between the texts. This paper will be at least four full pages.

Group Discussion Leading, sometime weeks 6-10

You will be broken into groups of about three people to lead discussion. You and your group are responsible for establishing that the class understands the story, asking analysis questions that help the class delve into the elements of the writing. You'll lead us through a discussion using Bloom's Taxonomy, but some sections you can explain rather than make into questions for your peers. For application and synthesis, you may want to bring in another resource, such as a video clip, outside story, movie, TV show, etc. to summarize for us and connect. Your group will be graded on engaging will all five levels of Bloom's, evidently understanding the text, preparation, and eliciting group participation.

Final Assignment Options (three options, all due Wednesday of finals week by 5 PM in my office)

1. **Essay:** The back section of our textbook includes reviews of some of the texts. Choose a story and its corresponding review and either agree or disagree with the reviewer, using your opinion and close reading to explain why the reviewer is right or wrong in his/her assessment. You can also take a middle ground, perhaps arguing that the author of the review misunderstands the ideal audience for the story,

and then explaining why it's well suited to X reader. This essay will therefore be a review of your own that analyzes and synthesizes different genres of text.

2. **Syllabus:** Make a reading list for a class of students you're hypothetically teaching, age/level of your choice. Your syllabus has to include at least three things we read in our class and at least three other texts you've read separately, and you will explain why you chose each text by including a two-page explanation of the texts chosen, theme of your course, and why those texts go together in a useful way—or don't go together but you want them read that way anyway and why. You will thus submit a list of works plus a two-page explanation of your reasoning.
3. **Creative:** Write a story based on a story we've read in class. Imagine a character, setting, or event from one of our texts in a new way, and write a story about it. Include a one-page minimum description of what made you choose the character/setting/event you did and what you think is valuable about your new version, particularly as we think about reading for empathy. Minimum story length three full pages, maximum eight.

Tests

Two in-class tests, weeks 5 and 10. Format to be determined. You will be expected to know what we've read and what happens in it, as well as literary terms we've discussed in class. Coming to class and reading should prepare you for these tests.