

**ENG 104: Introduction to Fiction**  
CRN: 22145, Winter 2016  
ANS 191  
M/W/F 3:00-3:50 p.m.

Professor Erica Morton-Starner  
[emortons@uoregon.edu](mailto:emortons@uoregon.edu)  
Office: PLC 519. Phone: 6-1526  
Office Hours: R 3:00-5:00 p.m., F 4:00-6:00 p.m., and by appointment

---

**Course Overview:**

This course introduces students to the study of fiction. In addition to enjoying these texts for their own sake, we will read with an eye to literary structure, learning how techniques like point of view, characterization, imagery, and setting enhance the effects that stories produce on their readers. How does fiction work? What makes a good story? How do we decide? How do authors use the art of storytelling to grapple with the ambiguities and paradoxes of everyday life, war, politics and identity? What makes prose narrative different from other kinds of writing? Though our primary focus throughout the term will be on close reading and analysis, we will also look at theoretical approaches to the interpretation of literature. How does literary criticism work? It is relevant? Why or why not? In addition to your thoughtful consideration of these and other questions, I ask that you read carefully, share your interpretations in discussion, write often, and formulate your own independent arguments in response to the texts that we read together.

**English Department Course Learning Outcomes:**

- Read literary and cultural texts with discernment and comprehension and with an understanding of their conventions
- Draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts
- Perform critical, formal analyses of literary, cinematic, and other cultural texts
- Write focused, analytical essays in clear, grammatical prose
- Employ logic, creativity, and interpretive skills to produce original, persuasive arguments
- Employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis

**\*\*Note:** This course satisfies credits toward the Arts & Letters category general education requirement. However, these credits do not count toward the English major.

**Required Texts:**

• *The Norton Anthology of Short Fiction*, 8th edition, Richard Bausch & R.V. Cassill, eds., (ISBN: 9780393937756)

• Selected Short Fiction from Project Gutenberg: *The Awakening* by Kate Chopin, "A Jury of Her Peers" by Susan Glaspell and *Alice's Adventures in Wonderland* by Lewis Carroll. NOTE: I have included MS Word versions of these readings on **Canvas under "Files"**. You must always bring some form of the reading to class. I recommend printing each story so you can take notes in the margins and highlight important passages, but you may save the readings to your laptop or iPad and bring that to class. If you expect problems accessing the texts, meet with me as soon as possible to discuss other arrangements.

**Required Materials**

- Access to a good collegiate-level dictionary is essential. I highly recommend getting a printed copy of a dictionary such as the *American Heritage*. I also recommend use of the *Oxford English Dictionary* <[www.oed.com.libproxy.uoregon.edu](http://www.oed.com.libproxy.uoregon.edu)>.
- An Oregon e-mail account and Canvas access: All course communication will go through these two venues. You should check your UO email daily and be able to access Canvas materials.
- A notebook to keep track of your thoughts and ideas.
- Class Syllabus: Be familiar with course policies and due dates.

**COURSEWORK AND GRADING**

Close Reading Assignment	150 pts. (15%)
Reading Quizzes and Responses	225 pts. (25%)
Creative Project and Justification Essay	225 pts. (22.5%)
Final Essay	300 (30%)
Participation	50 (5%)
Reflective Essay	50 (5%)
<b>TOTAL</b>	<b>1000 pts. (100%)</b>

The percentage ranges below will earn the following final grades. I will occasionally issue an A+ based on exceptional class performance in addition to a grade of over 98%.

93-100 (A), 90-92.99 (A-), 87-89.99 (B+), 83-86.99 (B), 80-82.99 (B-), 77-79.99 (C+), 73-76.99 (C), 70-72.99 (C-), 67-69.99 (D+), 63-66.99 (D), 60-62.99 (D-) lower (F)

Note: When grading your work, it is my responsibility to judge that work as fairly and objectively as possible. I am responsible to your peers, your other teachers, your future graduate school administrators, and even your future employers to accurately record the grades that reflect your work. Thus, I do not “give” grades. You *earn* your grades through hard work and dedication, and you should be proud of every success and improvement you accomplish in this course. You should also be aware that I assign grades A-F on written work, grades based entirely on the strengths and attributes of the essays themselves. If earning certain grades is more important than working towards the improvement of your writing or comprehension, then this may not be the class for you. Please carefully read the grading rubric for each assignment and stop by during office hours if you have questions.

#### **Close Reading Assignment:**

This assignment requires you to annotate a short story, calling attention to its basic literary features, paradoxes, tensions, major themes, distinctive word choices, and eccentricities. Using that information, you will then generate a written “close reading” of a preselected passage from the text. This brief essay (1-2 pages) will assert an argumentative claim about the passage in question (what the text tells us and how). In your essay you will need to cite and analyze textual details to defend your thesis. Specific instructions, grading criteria, and tips for this and all other assignments are forthcoming and will be posted on Canvas.

#### **Reading Quizzes:**

In order to fully appreciate, enjoy, and understand the texts we will read in this course, you must read slowly, attentively, and more than once. To encourage this practice of close and careful reading, there will be one or more in-class quizzes or brief response papers—announced or unannounced—each week. I may also assign take-home responses; you will complete these at home and bring them to the next class meeting. Quizzes and responses may ask you to summarize actions, explain characters, remember textual details, and/or analyze meanings. Responses may also include information or ideas brought up in lectures, discussions, or introductory readings in the text. **Note: Missed quizzes cannot be made up.**

#### **Creative Project and Justification Essay:**

Your objective is to design an independent or group “Creative Project.” Creative Projects will be accompanied by a 3-page (750 word) Justification Essay, which will rely on textual evidence from the reading to justify and to explain the meaning and significance of your project; the essay is due on the same day that you present your project. Creative Projects may include performances, memorization and recitation of passages, original artwork, music, video, or any other format that you think would lead to a deeper understanding of some aspect of one of our readings. If you will be using technology, please let me know in advance and arrange to bring the proper devices (laptop/adaptors) to class on the day of your presentation (these can be checked out from the university if you do not have your own). Guidelines and grading criteria will be posted on Canvas and a sign-up sheet will be provided. I am always available during office hours to discuss your thoughts and ideas about this project.

#### **Final Essay:**

This class is designed to help you generate arguments about how a story’s literary features further its narrative goals. Your final essay will be 4-5 pages (1,000-1250 words) long. It will require you to generate an argument supported by close readings of a single text. In your essay you will need to cite and analyze textual details to defend your thesis. Guidelines and grading criteria will be posted on Canvas.

#### **Participation:**

Your **active participation** is crucial to the success of this course. Discussion of the assigned readings is a primary mode of intellectual discovery. An “A” student in this course will be in class every day with the appropriate text in hand, ready to contribute. It is essential that you maintain a verbal presence during every class discussion. You will be evaluated on the consistency and thoughtfulness of your engagement with class concepts and on your alert and respectful attention to fellow class members. In short, the participation portion of your grade reflects your perceptible contributions to daily discussion. **You must come to class having read all the material assigned for that day and be ready to discuss that material.** If you feel that participation is a problem for you, please arrange to speak to me immediately.

Approach class discussion as an opportunity to clarify your understanding of the readings, to test your own interpretations and theories, and to gather ideas for expanding and challenging your interpretations and assumptions. Do not be afraid to ask questions—if you are unsure about something, chances are that a significant portion of your classmates is unsure as well. Remember that class discussion is a conversation and a place for experimentation. Participation in discussion, like critical reading and writing, is a skill you must practice and develop.

### **Class Preparedness:**

This is a literature class, which means we look closely at language and dissect its form and structure. Therefore, **you must bring assigned readings to class every day**. Failure to bring assigned readings to class will negatively impact your participation grade. In this course you will be required to support your opinions and theories by referring to the assigned reading/readings and we will continually revisit readings in order to establish connections and expand ideas. On days when the assigned reading is from a book, bring the book; on days when the reading is posted on Canvas, print it out and bring the hardcopy to class or bring a laptop or tablet on which to read it. Please remember to **take notes during our discussions**; these notes will help stimulate your thinking when you begin to write your essays. Once a great idea is gone, it is very hard to get it back!

### **CLASSROOM POLICIES**

#### **Technology:**

In this class, we all serve as teachers to one another. If you aren't with us, our collective potential diminishes. Therefore, electronic distractions are not permitted in the classroom. Please keep yourself accountable. In a small, discussion-based class, cell phones and other handheld electronic devices are disruptive and must be turned off and put away before the start of class. Because so much of the course material is available electronically, you are welcome to bring a laptop or iPad to class. If you do, refrain from randomly surfing the Web or getting on Facebook; using technology for anything that is unrelated to our course material is distracting to people who want to get the most out of class time. Such distractions also signal your unwillingness to add to class discussion; thus, I will mark each instance as an absence, often without notification.

#### **Attendance and Punctuality:**

Attendance is required. You may miss the equivalent of one week of class meetings for any reason – I do not distinguish between excused and unexcused absences. Additional absences will each lower your course grade by 1/3. For example, the first additional absence after one week of absences will reduce a B- to a C+, the second additional absence will reduce a B- to a C, and so on. Please notify me ahead of time if you must miss class, will be late, or need to leave class early. You are responsible for anything you miss if you are not in class. Any absence after two full weeks of missed class *may* result in course failure. Any absence after three full weeks of missed class *will* result in course failure. **There will be a sign in sheet for each class meeting.**

Punctuality is also mandatory. If you are late for more than **THREE** class sessions, the fourth late arrival will be considered an absence, and every late arrival after that will be considered an absence. **I will not inform/remind you about absences**; you are responsible for keeping track of them. If you have questions about material you have missed please come to my office hours.

Note: I have noticed that many students skip class when they have not had time to finish the reading or complete an assignment; this is not a good strategy. Although the course requires that you do the reading for our class every day and come ready to turn in your assignments, you should not skip class when you are unprepared. Skipping because you are behind only sets you further behind.

#### **Late Work (\*Please read this policy carefully\*):**

All assignments are due at the beginning of class when indicated on the schedule of assignments. Failing to turn in an assignment by the start of class means that that assignment is late. An assignment will be marked down a full letter grade for each calendar day it is late (i.e. an A- paper turned in one day late will earn a B-; two days late brings the grade to a C-). If you anticipate difficulty making a deadline, contact me at least 48 hours in advance to see if we can make alternate arrangements to avoid late penalties. Note that I will not excuse late work because of printer problems. Technology can be treacherous, but you should be organized enough to anticipate those issues. If you have a printer malfunction, you can avoid a penalty by emailing me your assignment before class. However, I will not grade the electronic version: you must submit a hard copy to receive a grade. I will not remind you to bring the hard copy.

#### **Assignment Submission, Formatting and Documentation:**

You must submit all assignments in hard copy, though I reserve the right to ask everyone to submit coursework via Turnitin (on Canvas). I will not grade assignments submitted by email, except in special circumstances. Your assignments must be typed, double-spaced, in Times New Roman 12pt. font, with 1" margins on all sides. Indent new paragraphs ½ inch. Do not insert an extra space between individual paragraphs. **Please staple your papers.** You may print single or double-sided. Include a heading that consists of your name, assignment, name of professor, word count, and date in the top left corner, single-spaced (see example below). Your essay must also have an original title that appears centered two spaces below the heading, also in 12pt. font (see example below). Use MLA format for quoting and citing sources.

---

Name  
The name of the assignment  
Professor's name  
Date  
Word Count: 1500

Title of the Paper

---

This is the first sentence of the paper's first paragraph. And so on...

---

None of our assignments require outside research. In fact, I strongly discourage research because I want to hear your thoughts about our texts rather than scholarly theories about them. If you need to do research, you must document that research using MLA guidelines; moreover, you must get approval from me in advance of the assignment's deadline. Assignments using unauthorized research will receive failing grades (50%). Remember that the use of **ANY** outside/additional sources (including the Norton introductions, articles, or online summaries you may have read—even if you don't quote them) must be documented in a Works Consulted list at the end of your assignment. Papers plagiarized in part or whole are subject to the Academic Honesty policy. **Failure to format your written work in accordance with MLA guidelines and/or failure to cite sources correctly may significantly lower your assignment or essay grade.**

#### **Communication:**

If you have extensive questions about an assignment or about the material, or if you miss a class and want to find out what you missed, please attend office hours or schedule an appointment with me; I love to meet with students in person, and it is a great way for me to get to know you better. I also extend the courtesy of responding to your emails, even when I'm not in my office or at work! As in all your classes, you should put time into making sure that emails to me are clear, concise, and professional. Even if you are emailing from your phone, remember to proofread your email in order to be sure that I will be able to understand your question. On weekdays, I will try to respond to your clear and professional emails within a day. I do not guarantee email responses over weekends. If more than a full business day has passed and I have not responded to a question you had, you are welcome to send me a polite reminder email. Please note that I do not send confirmation emails to everything students send me to let them know I received their notes about absences, emailed assignments, etc.

I strongly encourage you to communicate with me so that I can be in a position to understand your goals, questions, frustrations, and successes. If you are feeling particularly unsure of your work, if you ever find my comments on your assignments confusing or inconsistent, if you are having difficulties that affect your work, please come speak with me. Also, I will be corresponding with the class frequently via email. Please be sure to check your UO email accounts regularly.

#### **A note on the Gradebook:**

Canvas is a great tool for keeping students and teachers connected and up to date; I will use it to post course readings, PowerPoints, handouts, and assignments. If you have trouble finding any of these things on our site, please feel free to let me know. However, updating the Gradebook on Canvas is not a primary teaching priority for me; I may update online grades throughout the term, but I will always lesson plan, grade work, and meet with students before doing so. I strongly encourage you to keep track of the grades you receive on your work so that you can tally up your total any time you are curious.

### **UNIVERSITY POLICIES**

#### **Academic Honesty:**

All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. Unacknowledged borrowing of others' words or ideas constitutes plagiarism, a serious academic crime that results in disciplinary action up to expulsion. If you use someone else's words or ideas, you must quote them and provide relevant citation information. If you have any questions about plagiarism or the University's policy on it, talk with me or refer to the *Student Conduct Code* on the Office of Student Conduct and Community Standards website. In cases where academic dishonesty has been clearly established, awarding an F for the final course grade is the standard practice of the English Department. Please see me if you have any questions about your use of sources.

#### **Observance of Religious Holidays:**

Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

**Students with Extracurricular Commitments:**

The attendance policy applies to all students, so student-athletes, student-musicians, etc., often need to take extra care to reserve absences for other commitments. I am not able to develop alternative assignments even for arranged absences; if you must be absent during a quiz and would like to make it up, you will need to give me the contact information for an official proctor who can administer the quiz while you are away. Speak to me early in the term if you have questions or concerns.

**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 the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

**COURSE SCHEDULE** (*This schedule is tentative and subject to change with advance notice from your professor*)

C: Canvas (located in "Files"); HO: Handout

All reading and assignments must be completed for discussion and/or submission on the day that they are listed.

DATE	Reading Due	Assignments Due	Notes
<b>Week 1</b>			
M 1/4			Syllabus, Introductions
W 1/6	Lynn (Canvas) O'Brien, "The Things They Carried," (1138-1150)		
F 1/8	O'Brien, "How to Tell a True War Story," (1150-1159)		
<b>Week 2</b>			
M 1/11	(O'Brien)		
W 1/13	Jackson, "The Lottery," (673-679)		
F 1/15	(Jackson)		
<b>Week 3</b>			
M 1/18	NO CLASS: MLK HOLIDAY	NO CLASS: MLK HOLIDAY	NO CLASS: MLK HOLIDAY
W 1/20	Kafka, "The Hunger Artist," (795-801)		
F 1/22	(Kafka)		Creative Projects

Week 4			
M 1/25	Chopin, "Story of an Hour," (281 -283)	<b>Close Reading Assignment Due</b>	
W 1/27	Chopin, <i>The Awakening</i> (1-31, Canvas)		
F 1/29	Chopin, <i>The Awakening</i> (31-61, Canvas)		Creative Projects
Week 5			
M 2/1	Chopin, <i>The Awakening</i> (61-91, Canvas)		
W 2/3	(Chopin)		Creative Projects
F 2/5	O'Connor, "Good Country People," (1171-1185)		
Week 6			
M 2/8	Author in Depth: Flannery O'Connor, (1837-1850)		Creative Projects
W 2/10	O'Connor, "A Good Man Is Hard to Find," (1160-1171)		
F 2/12	Faulkner, "A Rose for Emily," (500 --507)		
Week 7			
M 2/15	(Faulkner)		Creative Projects
W 2/17	Melville, "Bartleby the Scrivener," (1029-1055)		
F 2/19	Leo Marx, "Melville's Parable of the Walls," (1769-1771)		
Week 8			
M 2/22	(Melville)		Creative Projects
W 2/24	Carroll, <i>Alice's Adventures in Wonderland</i> , (Ch. 1-7, Canvas)		
F 2/26	Carroll, <i>Alice's Adventures in Wonderland</i> , (Ch. 8-12, Canvas)		Creative Projects

Week 9			
M 2/29	Carroll, <i>Through the Looking Glass</i> , (Ch. 1, 5 and 6, Canvas)  Whiting article (Canvas)		
W 3/1	(Carroll)		Creative Projects
F 3/3	Glaspell, "A Jury of Her Peers," (Canvas)		
Week 10			
M 3/7	(Glaspell)		Creative Projects
W 3/9			Creative Projects
F 3/11		<b>Final Essay Due</b>	Creative Projects

**NOTE: There is no final Exam in this course.**