Texas A&M University-Kingsville
Department of Language and Literature  Fall 2011

English 2362-002  Readings in Short Story and Drama  3 credit hours

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Office hours:  MW, 11-12 noon; 1:30-4:30 p.m.; TuTh 1:30-2:30 p.m.; F, 11-12 noon; and by appointment.

Catalog Description of this course:
2362. Readings in Short Story and Drama  3(3-0)
Study of short stories and plays by American, British, and world authors emphasizing the characteristics of
each genre and further refining writing skills.  Prerequisites: ENGL 1301 and ENGL 1302.

General Education Component Area: Language, Philosophy and Culture
Course Focus: Courses in this category focus on how ideas, values, beliefs, and other aspects of culture
express and affect human experience.
Course Content: Courses involve the exploration of ideas that foster aesthetic and intellectual creation in
order to understand the human condition across cultures.

Core Objectives

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<th>Critical Thinking Skills</th>
<th>How Core Objectives Are Met</th>
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<td>Reading and responding to literary works</td>
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<th>Communication Skills</th>
<th>Writing and speaking about literary works</th>
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<td>Reading and responding to literary works that are set in non-U.S. cultures, that depict themes of civic responsibility, and that include themes of engagement in regional, national, and global communities</td>
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<tr>
<th>Social Responsibility</th>
<th>Attending and participating in class; submitting work on time; reading and responding to literary characters’ decision making and consequences</th>
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<td>Personal Responsibility</td>
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Course Objectives: This course will help you 1) improve your analytical reading, writing, and speaking
skills; 2) understand and appreciate short stories and plays more fully; 3) enhance further your lifelong
learning abilities; and 4) improve your ability to work effectively in teams.  Achieving these 4 objectives
will help you become more successful at this university and in your profession and will, I hope, help you
lead a more fulfilling life.

Student Learner Outcomes (SLO): Students who successfully complete this course will be able to 1) know,
understand, and apply terms related to short stories and plays;
2) demonstrate knowledge of cultures other than their own; 3) demonstrate an ability to respond critically
with informed personal reactions to works in the humanities (in this course, short stories and plays).

Methods of Assessing SLO: SLO #1 will be assessed through reading quizzes and exams.  SLO #2 will be
assesses through journals and exams.  SLO #3 will be assessed through reading quizzes, exams, out-of-
class essay, and journals.

The main method of assessment will be evaluation of your understanding of short stories and plays through
your ability to analyze, organize, and present ideas effectively in writing.  I will use this method of
evaluation on the journals, the mid-term and final exams, and out-of-class essay.  The next method will be
evaluation of your ability to recall information that you read or that we cover in class.  I will use this
method of evaluation on unannounced reading quizzes and small parts of the mid-term and final exams.
The final method will be an evaluation of your in-class participation with me and your classmates in
discussions of the readings and related ideas.

Text:  Michael Meyer, ed.  The Compact Bedford Introduction to Literature, eighth edition (2009);
ISBN: 978-0-312-46959-7; cost: approx. $56-75
Reading and other assignments should be completed before class on the dates indicated. All page numbers refer to *The Compact Bedford Introduction to Literature*. Bring your book to class every day.

**August**


31 Plot, 69-70; 75 (bottom)-76. “A Rose for Emily,” 90-102. Sample student essay, 1608-1612. Psychological strategies, 1542-1544; gender strategies, 1548-1549. Journal # 1 due. Terms: plot, in medias res, flashback, exposition, conflict, foreshadowing, protagonist or hero, antagonist, suspense, climax, resolution or dénouement, feminist criticism. (Our book’s glossary is a good resource.)

**September**


5 Labor Day Holiday


9 Point of View, 188-193. Chekhov, “The Lady with the Pet Dog,” 204-216. Terms: point of view, narrator, omniscient point of view, limited omniscient point of view, objective or dramatic point of view, first-person point of view.


Catch up.


October
5 A Doll House, 1269-1281.
7 A Doll House, 1282-1294.

A Doll House, 1295-1307.

A Doll House. Journal # 5 due.


Mid-term exam, objective part.

Mid-term exam, essay part. Both parts equal 25% of final grade.

Death of a Salesman, 1371-1387.

Death of a Salesman, 1388-1403. Journal # 6 due.

Death of a Salesman, 1404-1420.

Death of a Salesman, 1421-1437.

Death of a Salesman. Journal # 7 due. (Nov. 1 is the last day to drop a course with an automatic grade of Q.)

November
2 Catch up.
4 Bring to class a complete, typed draft of your out-of-class essay for peer responding.

Tragedy, 1099-1101. Introduction to Shakespeare and Othello, 1152-1164.

Othello, Act 1.

Othello, Act 2 and Act 3.
Out-of-class essay due (20% of final grade).


Othello, Act 5.

Othello

Hollinger, Naked Lunch, 1064-1067.

Thanksgiving Holiday

“The Pitch” from Seinfeld, 1069-1078.

Lizer, “Dolls and Dolls” from Will and Grace, 1081-1087. Journal # 9 due.

December

Anderson, The Reprimand, 1343-1345. Also read Ives, Moby-Dude, 1346-1348.


Orloff, Playwriting 101: The Rooftop Lesson, 1351-1358. Catch up; review for final exam. Dec. 8 is the last day to drop a course or withdraw from the university.

(Tuesday) 1:20-3:50 p.m. Final Exam (25% of final grade).

Other Points:

1. **Unannounced reading quizzes** and other in-class activities are worth 20% of your final grade. This work cannot be made up. Missed quiz or daily work counts as a zero for that day. I will drop your one lowest daily grade. I do care about your class attendance. Both for your sake and that of your teammates, you should plan to attend every class. Missing more than three classes may affect your final grade.

2. According to the College of Arts and Sciences **Attendance Policy**, students may be dropped from a course if they are absent from more than 6 meetings of MWF classes, or 4 meetings of MW or TTh classes.

3. If you are thinking about dropping this course, please discuss the situation with me. If you decide to drop this course, you must follow the drop process. If you simply stop attending, you will receive an F for the course.

4. **State Legislation on Dropping a Course**: This applies to students who began college in the fall 2007 or later. You are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits you to a maximum of six (6) non-punitive drops during your undergraduate career. A non-punitive drop does not
affect your GPA. Course drops that exceed the maximum allowed by SB 1231 will be treated as an F and will affect your GPA. For more information, see the current university catalog.

5. We will practice **cooperative learning**; see attached page.

6. **Grading scale**: A = 90 -100, B = 80 - 89, C = 70 - 79, D = 60 - 69, F = below 60, work not done or not handed in=0.

7. You are responsible for knowing about class discussions, announcements, and changes in the syllabus.

8. **Journals** will be worth 10% of your final grade. To get full credit for a journal, you must hand it in at the beginning of class on the day it is due, it must be related to our subjects of study, it must be typed (double spaced), and it must be at least 200 words long. Journal ideas:
   a. Responding to “Considerations for Critical Thinking and Writing” following most short stories and plays.
   c. Today's assignment brought to mind the following ideas.
   d. Something that was said in class that I would like to add to, modify, question, contest.
   e. Some questions/issues I want to raise about today's reading assignment.
   f. Connections between today's reading assignment and other reading I am doing or have done.
   g. Some connections between today's reading and our present-day society or situation or existence.
   h. Some things I don't understand about today's reading and what I am doing to understand them.
   i. My reaction to this short story or part of a play.

9. **Out-of-class essay**: 20% of final grade. More on this later.

10. You are responsible for knowing the meanings of all the terms printed on the syllabus and for additional terms as assigned. There will be an extra-credit opportunity. Many of these terms are defined in the “Glossary of Literary Terms” in your text, starting on p. 1619.

11. **Classroom Conduct**: I will be courteous to you and your classmates, just as I expect you to be courteous to me and your classmates. When I or one of your classmates is talking, listen attentively. Arrive to class before starting time, and remain for the entire class. If you must leave during class, do so quietly and return quickly. To reduce
distractions, please turn off and put away cell phones and all other electronic devices while in class. If you know that you must leave class early, let me know before class.

12. **Academic Honesty**: You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

The principle of academic honesty lies at the very center of the university community. This principle relates to respect for the ideas and achievements of others. Faculty and students are expected to uphold this principle because intellectual inquiry and achievement are valuable only to the extent that they accurately reflect the individual’s own mastery of a subject.

Forms of academic dishonesty:

1. **Cheating**: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. **Academic Misconduct**: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. **Fabrication**: use of invented information or falsified research.
4. **Plagiarism**: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify any source of information constitutes plagiarism. Downloading information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

13. **Students with Disabilities**: Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Office of Services for Students with Disabilities (SSD) early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the SSD coordinator. For more information, call 593-3024, or visit the Life Services and Wellness Department on campus at 1210 Retama Drive.

14. Here are some **connections** between taking college courses and working in the “real world.” Each college course you begin is in some ways similar to starting a new job. Your professor and your employer are looking for personal and professional **qualities** in you: resourcefulness, punctuality, dependability, consistency, professional deportment; and the ability to communicate effectively, to work productively with others, to follow directions, to complete tasks on time, to manage time efficiently, to learn new
skills rapidly, to apply previous knowledge to new situations, and to carry on a sustained inquiry of a particular subject area that is relatively new to you. Over the course of a four or five year college career, you take approximately 40 courses. You therefore have 40 opportunities to practice improving these qualities in yourself.

**Non-Academic Misconduct**
The university respects the rights of instructors to teach and students to learn. Maintaining these rights requires campus conditions that promote their implementation. Campus behavior that interferes with 1) the instructor’s ability to conduct class; 2) the ability of students to profit from the instructional program; or 3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

**Sexual Misconduct**
Sexual harassment of students and employers at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Texas A&M University-Kingsville
Grading Criteria for Essays in English 1301/1302

The A paper meets all of the requirements of the assignment and has these characteristics:

- Shows creativity and originality in thought and implementation
- Addresses audience concerns with subtlety
- Develops ideas amply with a variety of evidence and explanation
- Follows an effective organizational plan
- Exhibits a fluency of style
- Contains no serious grammatical or mechanical errors and few, if any, minor errors
- Displays a polish resulting from careful editing
- If required, sources are used, cited, and integrated skillfully

The B paper meets all the requirements of the assignment and has these characteristics:

- Handles the topic in a thoughtful manner, but may lack the insight or conviction that an A paper would possess
- Is written in an appropriate voice for the audience
- Presents a clear thesis and well-supported body paragraphs
- Has an effective organizational plan
- May lack an A paper’s fluency of style and control of sentence structure
- Has some grammatical and mechanical errors but few or no serious ones

- Displays ample evidence of proofreading
- If required, sources are usually used, cited, and integrated
The C paper follows directions, completes the assignment, and has these characteristics:

• Shows minimal originality or creativity in thought
• Shows some awareness of audience, but often in a self-conscious way
• States, discusses, and at least minimally supports and develops its ideas
• Demonstrates a sense of organization and purpose
• Contains minimal sentence variety
• Has some grammatical and mechanical errors including some serious ones
• Displays some evidence of proofreading
• If required, sources are usually used and cited, but sometimes not integrated skillfully

The D paper inadequately follows or completes the assignment and/or has one or more of the following faults:

• Treats its subject superficially
• Displays little sense of audience
• Inadequately or inconsistently states, discusses, supports, and/or develops its ideas
• Follows an ineffective and/or confusing organization
• Has some garbled or stylistically immature or inappropriate prose, including empty or superfluous words
• Contains many errors in mechanics, grammar, and phrasing
• Shows inadequate evidence of proofreading
• If required, sources are sporadically used and cited, and not well integrated

The F paper fails to follow or complete the assignment and/or has one or more of the following faults:

• Demonstrates an inadequate grasp of the subject matter and/or treats its subject superficially
• Has no sense of audience
• Fails to state, discuss, support, and/or develop its ideas effectively
• Tends toward redundancy and repetition
• Lacks organization or has an organization that makes no sense
• Has garbled or stylistically immature or inappropriate prose
• Contains frequent errors in mechanics, grammar, and phrasing and/or many major errors
• Shows little evidence of proofreading
• Gives the impression of having been conceived and written in haste
• If required, sources are rarely used and cited, and not integrated, or are not used; or are used but not cited (plagiarism)