

**Great Works in a Literary Genre: Short Story
LIT 208 - 2 units
Quad 1, Sept 4 -Oct 21 -- 1:30-2:35 MWF, RLC 106
Fall 2013--Point Loma Nazarene University**

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Welcome to this Course:

Whether you have had limited or significant experience with short fiction, welcome to LIT 208! This quad course will give you tools to analyze fiction as well as twenty opportunities to enjoy and analyze twenty short stories of considerable merit. Take advantage of this opportunity to participate in a community of readers by coming to class daily prepared to discuss the new reading of the day.

Notice Regarding Communication:

E-mail is the preferred method of communication by this professor. Students should identify all correspondence in the subject line beginning with **LIT 208**.

Note that we will use the Eclass (Blackboard) site as the **electronic Home Site** for this course. It is available via PLNU Student Access, or **my.pointloma**, as is **pointloma.edu** e-mail and will be used intensively in the event of an emergency such as wildfire or epidemic. For best results, **use the current version of Firefox** as your browser when you enter Eclass.

Conferences with the professor:

I prefer that you email me a day or two ahead, offering 2-3 options (days and times) for desired conferences. Sometimes you can be accommodated right away. I prefer to keep posted office hours free for walk-ins.

Nature of the Course:

This course is about **text**, so please remember to bring your textbook to class every session—except the two exam days. If the story text is not in your textbook, print out the text and bring the printout to class—or save a digital copy of the text and bring your electronic device. This is important to your learning and to your term grade. (Note: If you are using a digital copy of our book—an ebook—please show it to me after class the first week and so indicate on the personal info card you complete in class.) **Be sure to save each essay-type assignment as a Microsoft Word file (.doc or .docx) before posting it in Eclass or sending it as an email attachment.** Back-ups of your work may save you time and points, not to mention emotional stress.

Also note that because this two-unit course is offered within a quad format, it will **feel like** a four-unit course. Courses offered in half the number of weeks are 100 percent more concentrated--dense in terms of hours required for preparation--than usual.

Program Description

How this course fits into the PLNU General Academic Program: This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of **Seeking Cultural Perspectives**. By including this course in a common educational experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic and philosophical perspective, including developing critical appreciation of human expression—artistic and literary.

Course Description

LIT 208 - Great Works in a Literary Genre: Short Story (GE) (2 units)

An analysis and study of major representative examples of the short story; may include longer works of

fiction. Offered on a Quad basis. Prerequisite(s): Successful completion of the College Composition requirement (5 units).

Course Learning Outcomes

PLNU literature professors have agreed to the following learning outcomes they think are important for you to accomplish in this course and recommend that you adopt them as your own:

Students in LIT 208 will be able to

1. Closely read and critically analyze texts in their original languages and/or in translation
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts:
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Student Learning Outcomes		Means of Assessment: LIT 208
General Education	Course: LIT 208	
Demonstrate effective written and oral communication skills, both as individuals and in groups Use ... skills of logic to address questions and solve problems Demonstrate the effective and responsible use of information from a variety of sources	Closely read and critically analyze texts . . .	Class Discussion Lead Team Exams Journals, Essays
	Recall, identify, and use fundamental concepts of literary study to read and discuss texts	Class Discussion Lead Team Quizzes Exams Journals, Essays
Demonstrate a respect for the relationships within and across diverse communities Examine the complexity of systems in the light of the reconciling work of God in Christ	Connect the works with (students') own lives and with the social, cultural, and historical contexts of the works and their authors	Class Discussion Lead Team Exams Essays Reflective Writings Discussion Board

Course Guidelines

Students who want to excel in their understanding of the subject matter and in the professor's evaluation of their progress should attend to the following hints:

1. It is assumed that each student will function as an **active learner**. Such a label requires that the student be fully immersed in the leadership, the reading, the discussion, and the writing in response to the stories. Nothing short of full student responsibility to be prepared for class—having **read** the stories and having **thought** and **written** about them and their significance—is adequate. And on a more mundane level, nothing less than this will result in your money's worth for the course experience. I am in charge of directing classroom interaction and e-class participation; therefore, from this point of view I am interested that you be informed, thoughtful participants. But I do not intend to lecture the entire period day after day—rather, I expect students to contribute thoughtfully to the discussion. Students should also develop a **social sensitivity** as to how far to push a point in class or how long (or how

many times) to speak, given the size and diversity of class membership as well as the planned schedule. The ideal in a large class is to speak to the point occasionally, briefly, and with depth of analysis

2. **Being in Charge of Your Progress and of Course Materials; Using Errors as Opportunities to Improve:** Keep your own record of assignments and scores. You can calculate your grade at any point in the semester using the values offered below. Do not throw away any course materials until you have received the final course grade and are satisfied with its accuracy. During this semester, keep all hard-copy course materials organized in a loose-leaf binder. Keep a back-up (cyber?) copy of everything you submit for credit. (For the professor, flash drives serve this purpose.) Learn from your mistakes early on. Your responses to assignments need not be perfect, but it is important that you study those mistakes, go to the trouble to correct and understand them, and avoid making them repeatedly. This is where perhaps the most important learning takes place. (In the past, students who monitored their learning between the two essays tended to show the most improvement.)
3. Although the **time commitment** outside class will vary sharply from student to student, depending on the speed of reading, prior experience with fiction, and ease of comprehension, most people have to read for at least 1.5 hours and study and write for another half hour to prepare thoroughly for each class session. In addition to reading time for up to forty pages of text per session, you will need to spend a bit of time thinking and writing about that reading and about upcoming writing assignments. Some students will also need to spend time memorizing **key terms and concepts** for talking about stories, as well (see the textbook glossary). I hope that everybody entering this course has developed skills at **marking up a text** for analysis—a practice absolutely necessary for successful analysis of any text. (If you sell your books to others, you may prefer to take notes [with page references] instead.) Remember that the key to success is not only how much time you spend on a course, but also how careful, thorough, and deep your **thinking** during that period of study and beyond. Furthermore, if you have done your reading and deep thinking for each story/author/period—and have taken notes on the key elements **all along the way**, conducting serious weekly reviews as you go—you should not have a great deal of studying to do for the examinations. Please remember to read and study the **biographical introduction** to each author, plus any **ancillary** materials found in the textbook or posted for you in Eclass (see syllabus schedule of assignments).
4. In the event of an **epidemic or other natural disaster** (such as the San Diego wildfires that caused the cancelation of classes four years ago) we will initiate additional on-line opportunities such as discussion board prompts and will implement group instant messaging (chat rooms) as an alternative to class discussion (subject to the directives of the PLNU administration). Be prepared to rely heavily on this electronic platform in such a situation.
5. It is the student's responsibility to check her/his **pointloma.edu e-mail account** daily. New postings in **e-class** will be announced via e-mail. It is also the student's responsibility to give the professor a telephone number where he/she can be reached—and where a voicemail message can be left for quick retrieval. **Mobile phones** are preferred.
6. **Peers Helping Each Other:** Cultivate a genuine concern for your fellow students, *learning—and using—the names of members of the class during the first two weeks.* (See Eclass for the class roster and email options. This attitude of concern will encourage others and, in the long run, it will help you, too. Many real-world job tasks require cooperation among individuals. Several heads studying collaboratively are often better than one, and each person brings different strengths to cooperative work. When you have to be absent, bother to find out **before the next class** what you missed in order to return to class fully prepared. To do this, I recommend sharing e-mail addresses and phone numbers with at least two peers and setting up a system of support for fellow students when they need to be away. A reciprocal agreement between peers may include automatically providing a photo or cyber copy of one's class notes to the absent peer. The professor will also make an effort to post class materials (traditionally distributed in class) on the Eclass site. If a handout has not been posted, please send an email message asking for the posting.
7. **Discussion Board and Quizzes:** Two isolated paragraphs that fit into the class's threaded discussion board found in E-class will usually be due beginning at 11:00 PM on the day before the discussion on the focal stories (see course schedule and see Eclass announcements). Discussion board prompts (and quizzes) will normally be available 36 hours or more before they are due. Students (1) should comment insightfully (perhaps with specific evidence—quoted or summarized) in one paragraph on one of the original prompts, offering new insight, and (2) should reply in one paragraph to a peer's earlier response by giving a new reason for agreement or by challenging the peer's comment, accompanied by a brief explanation. **Quizzes** will sometimes be a mixture of questions on what is currently due and what was covered earlier in the course—with emphasis on the new material. Most quizzes are on line, with a time limit. Most quiz questions will be of three types: True-false; multiple choice; and multiple answer (be careful). Occasionally a short-answer or short essay question will appear. Most on-line quiz items will be evaluated automatically. The professor occasionally administers a 5-minute pop in class. These are

usually of the short answer or brief discussion varieties. Sometimes Lead Teams ask students to answer a question in writing before they begin their discussion of a story. Credit for these **reflections** will be awarded by the Lead Team.

8. **Thesis-based Essays:** A short essay should be prepared for each scheduled due date and should address the question proposed by way of the preceding Journal entry.
- Where: post via Course Assignments (look for the appropriate prompt)
 - Format: double-spaced paragraphs (12-point Times New Roman font), with one-inch margins all around
 - Length: from 400 to 500 words (composed in Microsoft Word)
 - Rubric scoring: scores on logs may be challenged via e-mail to the professor no earlier than 24 hours after the log is returned and not more than one week afterward. Challenges need to include a pasted-in cyber-copy of the essay file, along with a cogent argument to support your rationale for more points
 - You are encouraged to keep a back-up copy of each text you submit.

One purpose behind the log assignments is to prepare you for the big explication or analysis essay assignment. The more deeply you think about your reading, the more effective your use of the literary concepts and vocabulary, and the better your use of the Frames of Analysis, the better prepared you are to discuss your fiction reading over your lifespan. (We literature faculty hope you are or will become lifelong readers of good fiction.)

9. **Submission, Evaluation and Return:** It is our goal to post assignment results one week after their submission date. Exams and essays may take a bit longer. Discussion Board entries and Reflective writings may be evaluated by my teaching assistant.

The lowest essay score, the lowest quiz and the lowest reflective writing and the lowest discussion-board scores will be dropped at semester's end. **No** quiz, journal, discussion board or essay **make-ups** will be allowed except in cases of extreme emergency or persistent official university business. Do not ask for concessions unless you have a good attendance record up to that point and your emergency, involving more than one class session, is sufficiently documented. The demands of reading and responding to student writing and the clerical work that make-ups and late submissions require are prohibitive. Please do not ask to turn in any **late** assignments except in rare cases of documented illness, university business or death in the family. "Dropping lowest scores" in several assignment categories is a practice meant to avoid dealing with make-ups. If you have a single zero in a category for any reason, please consider that your lowest score; this way, you will not need to pursue a make-up with the professor.

Although you are encouraged to collaborate with classmates on your homework, make certain that the **wording** on all of your individual writing is **unique**; that is, you must prove in this way that you bothered to reinvent an idea in your own way. Such practice ensures against suspicions that you have plagiarized somebody else's ideas and/or words.

10. **Special Leadership** (c. 30-40 minutes of in-class time; negotiable, depending on the day's agenda): Although all students are expected to be prepared to speak with informed authority in every class session, students named for certain class periods will be expected to bring prepared, competent leadership to class discussion on their specified days. Student leaders should share their insights and should respond to the professor's questions on those days, having studied supplemental information on the short story and, to some degree, on the writer and chronological period or tradition in which the writer worked. Leadership teams are encouraged to use audio-visual aids and to consult outside sources—but not to lose sight of the fact that guided class discussion on the text is the heart and soul of class interaction on any story. It is important for students to meet with their lead groups and work together in the classroom on their presentation day. It will be difficult for a student who is absent from Lead Team prep meetings or the presentation day to negotiate make-up options. Lead Teams should always discuss their story in terms of their weekly (chapter) theme—and those of previous weeks (and using more literary tools, if they are able).

Seven days before presentation day, group members should read the story, envision options for presentation and discussion, and meet together to discuss their story. Leaders should have read the story before the first planning session. One member should ask in person or via email for a time with the professor one week before the meeting needs to occur. (Mondays after class tend to work better than Wednesdays and Fridays.) Each Lead Team should make an appointment (usually requiring ten minutes) to present their plan.

Four or five days before the Lead Team's day in class, they should meet with the professor to present a plan of action and discussion options. At this point all group members should agree on a good option or two of how they want to approach the story in class.

All of the Lead Team's supplementary documents and links should be posted as a response to the professor's Lead Team PREP prompt in the Eclass Wiki site--twenty-four hours or more before their presentation day in class. The subject line of a posting should read PREP Lead on [Title of Short Story]. To receive feedback from the professor, any PowerPoint files that he has not seen should be emailed to him as attached files. A team member should post via Discussion Board at least twenty-four hours ahead, c. 10 questions for class members to consider as they prepare for class.

Within twenty-four hours following the team-led session, one of the Lead Team members must also provide in the Team Wiki a well-formatted, reader-friendly **electronic copy of their discussion notes** from the leadership session in class, covering matters not included on previous postings. (Drafts of these notes may be created during full-class discussion. These postings by Lead Teams will help students to follow up studies as they prepare for exams or for drafts of logs or essays. Links to the PowerPoint or Prezi used in class should be included. (Preparation, execution in class, and follow-up postings: 40 points)

Within three days following the focal class session, group members are required to detail in a response to a Journal Prompt (please see Eclass) for the professor's eyes only (with subject line Self/Team Evaluation on [Title of Short Story here]. Individuals' preparation, their roles in the class session, and those of their peers should be included. This open-ended assignment should be 75-150 words long. (10 points)

11. **Exams** and quizzes may be cumulative and will be based on material and skills covered in class, on the assigned textbook, handouts, and e-class readings, and on lead-team materials. You should expect up to twenty-five percent of exam questions to be on elements of the reading never mentioned in class. Whole stories are sometimes not discussed in class; nevertheless, you are responsible for them on quizzes and exams unless you are told otherwise. Exam make-ups and early exams are difficult to negotiate, especially in light of their long-term published dates. Last-minute emergencies should be called in to the professor's office or sent via e-mail before test time. You may be required to document sickness, death in the family, or university business. One goal of exams and quizzes will be to integrate the more technical schemata (elements of fiction, and more) about short stories such as character, setting and symbol, with general student comprehension, including explicit representations of these elements in the quiz/exam responses. Another goal will be to identify the importance behind a particular passage, a character's action or words spoken or the relationship between the author's stylistic choice (for example) and the overall impact or message of the story. Still another will be to discuss stories in terms of the Frames of Analysis. Up to half of each exam is composed of quotation identification: author, title, character, theme, interpretation of meaning, etc. Exams taken in class are usually a combination of paragraph-long discussion, and Scantron-formatted true/false and multiple choice. **Quizzes** are posted on line with day and hour limits. Question types in quizzes are multiple choice, true-false, multiple answer, short answer (fill-in-the-blank) and essay.

Final Exams are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the Class Schedules site. You are expected to arrange your personal affairs to fit the examination schedule. In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described just above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams. Department chairs/school deans and college deans need not be involved in the process of making this accommodation.

The PLNU dean of administration has suggested that a Quad 1 final exam schedule is in the works, but until one is published on the academic portion of the PLNU website, Quad 1 exams will be held on the last regular day of classes in Quad 1.

The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.

12. **Academic Accommodations:** While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting

academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Academic Support Center of the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantee all qualified students equal access to and benefits of PLNU programs and activities.

13. **FERPA (RE. PRIVACY):** In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member choose one strategy to use: **distributing all grades and papers individually**; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.) Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See Policy Statements in the undergrad student catalog.
14. **Mini-Lectures** of 10-20 minutes may address new material read for the day, may follow up on material addressed in the previous session, or may introduce collateral material that enriches the class's discussion. Lecture material not included in the textbook or handouts should be recorded in careful student **note-taking** for future reference. Any reports to the entire class from **student leaders** should be recorded in the appropriate Wiki in note form and studied as well. (Students all too often fail to take notes during these professor- or student-led contributions.) On occasion individuals and groups are asked to report back to the class on their findings regarding a question that surfaces in class discussion. Such reports are also worth recording in student notes.
15. In preparing for each class session, be sure to **read** all the **incidental sections, posted readings in e-class**, as well as the short stories themselves. The introductory, historical, biographical and critical segments appearing with the stories **and** in e-class round out our associated knowledge of the genre, the work, and its author, helping the student to see a human face behind each story. *While it is true that the stories themselves are the most important items, the presentation of academic literary terminology, biographical-historical information on the authors and their works, and the explanation of ways to analyze stories are essential to learning how to participate in the culture of literary studies.*
16. **Participation in class discussion** is important to the success of this course. I am asking every individual to prepare for class in such a way that she/he can contribute significantly to each session. Merely speaking is not enough: The depth of observation and analysis behind each contribution is also important. I will be keeping track. If you are prepared for discussion, you will be part of the success of our collective experience. I will post my evaluation four times during the semester via e-class, and I will also ask you to detail a brief **reflective report about the quantity and quality** of your participation (outside your Lead Team work).
17. **Academic Honesty.** The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Any violation of the university's commitment is a serious affront to the very nature of Point Loma's mission and purpose. Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference.
Cheating is the use of unauthorized assistance that results in an unfair advantage over other students. It includes but is not limited to: Bringing and/or using unauthorized notes, technology or other study aids during an examination; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; allowing another person to do one's work and submitting it as one's own; submitting work done in one class for credit in another without the instructor's permission.
Plagiarism is the use of an idea, phrase or other materials from a source without proper acknowledgment of that source. It includes but is not limited to: The use of an idea, phrase, or other materials from a source without proper acknowledgment of that specific source in a work for which the student claims authorship; the misrepresentation and/or use of sources used in a work for which the student claims authorship; the use of papers purchased online as all or part of an assignment for which the student claims authorship; submitting written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.
Falsification is the alteration of information or forging of signatures on academic forms or documents. It includes but is not limited to: using improper methods of collecting or generating data

and presenting them as legitimate; altering graded work and submitting it for re-grading; falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, recommendations, letters of permission, transcripts or any other university document; misrepresenting oneself or one's status in the university.

Aiding academic dishonesty is assisting another person in violating the standards of academic honesty. It includes but is not limited to: Allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of academic honesty policies; providing false information in connection with any academic honesty inquiry.

Malicious intent is misuse of academic resources or interference with the legitimate academic work of other students. It includes but is not limited to: removing books, journals or pages of these from the library without formal checkout; hiding library materials; refusing to return reserve readings to the library; damaging or destroying the projects, lab or studio work or other academic product of fellow students.

A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a valid excuse or defense. Students may not withdraw from a course as a response to a consequence.

Response Procedure

The following response procedure is recommended to faculty who discover a violation of academic honesty:

1. **Fact-finding:** The faculty member should attempt to speak or otherwise communicate informally with the student as a first step.
2. **Communication of Consequence:** Once the violation is discovered, the instructor should send a written communication to the student regarding the incident and the consequences. Instructors can give students an "F" on a specific assignment or an "F" in the course as a consequence of violations of academic honesty.
3. **Internal Communication:** The instructor should send a report of the incident to the department chair or school dean, the college dean, the Vice President for Student Development and the Vice Provost for Academic Administration. The report should include a description of the violation, the action taken, and evidence of the violation. The official record of the incident is maintained by the Office of the Vice President for Student Development.
4. **Further action:** Prior instances of misconduct under this or other student conduct policies should be considered in determining disciplinary action for a present violation. As the Vice President for Student Development and the appropriate college dean consult, if additional action seems necessary it would be taken after consultation with the reporting instructor and communicated in writing to the student. Depending upon the seriousness of the incident or pattern of incidents, further actions can include probation, suspension or expulsion.

Appeal Procedure

The following appeal procedure should be used by a student who wishes to appeal consequences associated with a finding of academic dishonesty:

1. **Instructor:** The student should present a written appeal of the penalty to the instructor involved. The instructor should respond in writing, with a copy of the response also sent to the department chair.
2. **Department Chair or School Dean:** In the event that satisfactory resolution to the appeal is not achieved between the student and the instructor, the student may submit the appeal in writing to the department chair or school dean, who will review the appeal and send a written ruling to the student and instructor.
3. **College Dean:** Student appeals not resolved at the departmental or school level should be taken to the appropriate college dean for review. The college dean will review the appeal and send a written ruling to the student, instructor and department chair or school dean.
4. **Administrative Committee:** Student appeals not resolved at the college dean level can be submitted to an administrative committee including an academic administrator of the student's choice, the Provost or a designee, the Vice Provost for Academic Administration, and the Vice-President for Student Development or a designee. The appeal decision reached by this committee is final.

[Revision based on review academic honesty policies at Purdue University, University of Notre Dame, Wheaton College, Azusa Pacific University and The University of Rochester. Definitions based on those at The University of Rochester and used by permission.]

http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic_Honesty

18. **LJML Academic Honesty Policy.** The LJML Department deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

19. **Attendance:** Please read the *Class Attendance* section of your *PLNU Catalog*, carefully (see link above). If students miss more than 10% of class meetings (approx. 2 for a Quad MWF course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 4 for a Quad MWF course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss of financial aid.

Three times of arriving late or exiting class early will equal one absence. You should not depend on doctors' or deans' excuses to bail you out. The built-in allowances are there to cover such needs, so plan carefully and do not use up your allowed absences early in the quad. Please talk to me and e-mail me about extended illness, emergencies and absence for official university business. Students in traveling groups that **represent the university** should meet with the professor during the first week of classes to review the group's travel schedule and its impact in students in LIT 208.

20. **Public Discourse:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as generally public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

21. **Maintaining Your Own Class Schedule through Online Registration:** You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the November 8 deadline for 15-week classes and September 27 for Quad 1 classes. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

22. **Posting of scores and grades:** The course grade postings will be kept in the Grade Center of Eclass. The mid-term grade is posted via Student Access (mypointloma.edu) much like at the end of the semester. Questions about the final course grade should be directed to the professor via email either during the fall term or within two weeks of the beginning of spring semester 2013.

Borderline grades are determined by a combination of class participation, attendance, and one's progress through the eight weeks of study. If you have a better-than-average attitude, steady participation in the day-to-day discussion as well as exemplary work in special leadership, no more than two absences, and you have not regressed in your grades through the weeks, you may expect to be bumped up a fraction of a point at semester's end. Please understand that your earlier grades in literature and your hard work in the course do not automatically earn an A grade. Likewise, the facts that the course is a sophomore 200-level course of only two units and that the course title has the word "short" in it do not make it a crib course. "A" grades typically go to those who do exceedingly well in every aspect of the course—to those whose participation in the course is above and beyond what is expected.

23. **Inclusive Language Policy:** Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

- Information from the *MLA Handbook*: "Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual

orientation, political or religious beliefs, race, or sex.” (MLA Handbook, Sections 1.10 and A.3 in the 7th ed.)

- Information from the *Chicago Manual of Style*: “Biased Language—language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work—distracts and may even offend readers, and in their eyes makes the works less credible.” (Chicago Manual of Style, Section 5.203, p. 233 of the 15th ed.)
- *APA Manual*: <http://www.apastyle.org/>
- *Inclusive Language Handbook: A Practical Guide to Using Inclusive Language* by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy: http://www.whwomensclergy.org/booklets/inclusive_language.php

24. Class Sessions, Preparation, Assignments, & Technology:

- If you wish to use your laptop or similar device during class for taking notes and exploring links related to our in-class discussion, you need to declare this fact on the INFO CARD filled out during the first week of classes. If you are using an electronic reader (Kindle, Nook, etc.), please let me know and have no other “file” or site open on your device other than the class text/reading or related files and sites.
- All other electronics must be muted or turned off for the entire class period. You should not send or receive text messages during this class.
- Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment’s requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work or routine extra credit will be assigned for missed work.
- Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- It is your responsibility to see to it that I receive your work.
- Always keep multiple copies of data files (back-ups) on flash drives or other devices or hard copies of your work on hand. It is your responsibility to keep back-ups of your work. Technical emergencies do occur!
- Handwritten assignments are not acceptable (unless so specified or created in class).
- You may be requested to meet with the professor in his office if a need arises.

25. Classroom Decorum: Please manage your electronic devices appropriately and with consideration for others—see a & b just above. Please dress in appropriate academic attire out of consideration for others in our class. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment. Avoid all conversation during exams, avoid propping your forehead with your hand or wearing a baseball cap, unless the bill is turned backwards. Cover your answers during exams and do not appear to look at another student’s work.

26. Email & Eclass: You are responsible for checking your PLNU email account and Eclass announcements regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Eclass; and I will send messages only using these sites. Please let me know if you encounter any technical problems with these sites.

27. Extenuating Situations & Grades: No “Incomplete” grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) develop. If you find yourself in such a situation, please contact me immediately. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor’s letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

Grading		
Assignments	Value	Your Points Earned
Class Discussion Credits	2 points each session (reported 4 times)	
4 Discussion Boards	5 points each (the lowest dropped at end of Quad)	
3 In-Class Reflections	5 points each (the lowest dropped)	
2 Essays	50 points each (the lowest dropped)	
2 Journal entries	5 points each	

8 Online Quizzes	20 points each (the lowest dropped)	
Lead Team	50 points per student (40 pt, prof's eval; 10 pt, self & peers)	
Preliminary Exam	150 points	
Comprehensive Final Exam	200 points	
Total Estimate	625 points	

Grade range equivalencies:

A	93-100 Percent
A-	90-92
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	Below 60

Tentative LIT 208 Schedule, Fall (Quad 1) 2013
Dr. Phil Bowles – PLNU

Date	Reading Preparation for this date/Nature of Session	Essay	Lead Team	Disc Brd	Analytical/Reflective Writing	On-line Quiz or In-class Exam
W 9/4 WK 1	Introductions Short Fiction Art of the Short Story Elements of Fiction History of the SS Precursors to the SS "The Prodigal Son," from The Gospel of Luke (Eclass in Course Documents)					
F 9/6 WK 1	Introductions all around Looking at a Short-Short Story: "Yours," by Mary Robison (Eclass) (2002, USA) Orientation to Course Procedures & Assignments The Role of Writing Grading The Textbook Discussion Board, Writing Assignments Quizzes and Exams Lead Team Assignments & Rhythm				In-Class Reflective Writing 1	

M 9/9 WK 2	<p>Ch 1 (Story & Structure): Reading the Story Preface, S&S Foreword to Students, S&S Introduction: Reading the Story, 3-9</p> <p>Understanding and Evaluating Fiction, 42-44</p> <p>Ch 2: Plot & Structure Introduction, 45-53 “Hunters in the Snow,” Tobias Wolff (1981, USA), 28-41</p> <p>Tues, Sept 10: Last day to add Quad 1 classes</p>					Cum Eclass Q1 Due 11:00 AM, M, 9/9 (available Sat 11:59 PM)
Date	Reading Preparation for this date/Nature of Session	Essay	Lead Team	Disc Brd	Analytical/Reflective Writing	On-line Quiz or In-class Exam
W 9/11 WK 2	<p>Ch 2, continued More on the Modern Short Story and on Poe’s Philosophy of Short Fiction</p> <p>History of the Short Story, Part I [13, Eclass Mats]</p> <p>“The Cask of the Amontillado,” Edgar Allan Poe, (1846, USA), 639-645</p>		LT 1			Cum Eclass Q2 Due 11:00 AM, W, 9/11
F 9/13 WK 2	<p>Ch 2, continued “Interpreter of Maladies,” Jhumpa Lahiri (1999, England, East Indian), 83-102</p> <p>Ch 8: Evaluating Fiction Introduction, 311-315 Also preview Part 3, Writing About Fiction</p> <p>Due in Journal 1 of Eclass: The critical question you intend to answer in your first Mini-Essay, accompanied by rationale, preliminary notes</p>		LT 2	<p>DB 1A: Due 11:00 PM Thur 9/12 via E-class</p> <p>DB 1B: Read 5 peer responses to DB1A & post comment on 1 by F, 9/13 11:00AM</p>	Journal 1: Due 11:00 PM, F, 9/13	
M 9/16 WK 3	<p>Ch 3: Characterization Introduction, 103-108 “Everyday Use,” Alice Walker (1973, USA, African-American), 108-116</p>		LT 3		In-class Reflective Writing 2	

W 9/18 WK 3	Ch 3, continued "Hands," Sherwood Anderson, [E-class Mats] (1919, USA)		LT 4			Cum Eclass Q3 Due 11:00 AM, W, 9/18
F 9/20 WK 3	Ch 4: Theme Introduction, 133-140 "The Story of an Hour," Kate Chopin (1894, USA), 546-548 Announced: Design & Scope of Prelim Exam		LT 5		Essay 1 via E-class Due at 11:00PM, Fri, 2/14	
Date	Reading Preparation for this date/Nature of Session	Essay	Lead Team	Disc Brd	Analytical/Reflective Writing	On-line Quiz or In- class Exam
M 9/23 WK 4	Ch 4, continued "The Man Who Was Almost a Man," Richard Wright (1938, USA, African-American), 121- 132		LT6	DB 2A: Due 11:00 PM Sun 9/22 via E- class DB 2B: Read 5 peer responses to DB2A & post comment on 1 by M, 9/23, 11:00AM		
W 9/25 WK 4	Ch 5, Point of View Introduction, 179-185 "Paul's Case," Willa Cather (1904, USA), 186- 203 In-class Anonymous Reflective Writing on Experience in 208 thus far		LT 7			Cum Eclass Q4 Due 11:00 AM W, 9/25
F 9/27 WK 4	Mid-Quad Examination -- a 50- minute exam (Plan ahead to attend on exam days. Do not ask to reschedule your exam. Arrive early, pencil and pen in hand.) Fri, Sept 27: Last Day to Drop Quad 1 Classes					Mid-Quad Exam
M 9/30 WK 5	Ch 5, continued "The Lottery," Shirley Jackson (1948, USA), 203- 211		LT 8			Cum Eclass Q5 Due 11:00 AM, M, 9/30

W 10/2 WK 5	Ch 5, continued "Hills Like White Elephants," Ernest Hemingway (1927, USA), 220-226		LT 9	DB 3A: Due 11:00 PM Tues 10/1 via E-class DB 3B: Read 5 peer responses to DB3A & post comment on 1 by W, 10/2, 11:00AM		
F 10/4 WK 5	Featured Writer: Joyce Carol Oates (USA) Introduction, 343-346 "Where Are You Going, Where Have You Been?" (1966), 438-453 Film: <i>Smooth Talk</i> From "Stories that Define Me: The Making of a Writer," Oates, (1982) 474-475 "Where Are You Going, Where Have You Been?" and <i>Smooth Talk</i> : Short Story into Film," Oates, (1988) 475-478		LT 10			Cum Eclass Q6 Due 11:00 AM F, 10/4
Date	Reading Preparation for this date/Nature of Session	Essay	Lead Team	Disc Brd	Analytical/Reflective Writing	Quiz or Exam
M 10/7 WK 6	Featured Writer: Joyce Carol Oates, continued "Life After High School," Oates (1995), 453-467		LT 11		In-Class Reflective Writing 3	
W 10/9 WK 6	Ch 6, Symbol, Allegory, and Fantasy Introduction, 226-237 "The Rocking-Horse Winner," D. H. Lawrence (1933, United Kingdom), 237-251		LT 12	DB 4A: Due 11:00 PM Tues 10/8 via E-class DB 4B: Read 5 peer responses to DB4A & post comment on 1 by W, 10/9, 11:00AM		

F 10/11 WK 6	Ch 6, continued "Young Goodman Brown," Nathaniel Hawthorne (1835, USA) 251-263 Due in Journal 2 of Eclass: The critical question you intend to answer in your first Mini-Essay, accompanied by rationale, preliminary notes		LT 13			Journal 2: Due 11:00 PM, F, 10/11	Cum Eclass Q7 Due 11:00 AM, F, 10/11
Date	Reading Preparation for this date/Nature of Session	Essay	Lead Team	Disc Brd	Analytical/Reflective Writing	On-line Quiz or In-class Exam	
M 10/14 WK 7	Ch 6, continued "The Ones Who Walk Away from Omelas," Ursula Le Guin (1973, USA), 263-269		LT 14		In-Class Reflective Writing 4		
W 10/16 WK 7	Ch 6, continued "A Very Old Man with Enormous Wings," Gabriel Garcia Marquez" (1955, Columbia, South America), 269-276		LT 15				Cum Eclass Q8 Due 11:00 AM, W, 10/16
F 10/18 WK 7	Ch 7, Humor and Irony Introduction, 276-281 "Rape Fantasies," Margaret Atwood (1977, USA), 290-298 "Legacy," Cory T. Saul (2011, USA), (Eclass)		LT 16			Essay 2 via E-class Due at 11:00PM, Fri, 10/18	
M Oct 21 WK 8	Final Examination (Do not ask to reschedule this exam.)						Final Exam

Textbook

Arp, Thomas R. and Johnson, Greg, Eds. *Perrine's Story and Structure: An Introduction to Fiction*, 12th ed. Boston: Wadsworth Cengage, 2009. ISBN: 978-1-4130-3309-0