

English 266W.07: An Introduction to Literature  
The Sources of Self: Identity in Crisis

**Instructor:** Mary Cook  
**Office:** Kirkley 231  
**Phone:** 294-3134  
**Email:** MGC001@shsu.edu  
**Credits:** 3  
**Semester:** Spring 2008  
**Time & Place** MWF - 11:00 – 11:50 / Evans 105  
**Office Hours:** MTW - 1:30 - 2:30

**Course Description:**

ENG 266, Introduction to Literature, exposes the students to the genres of novel, short story, play and poetry. It continues the study of skills and methods used in writing university-level essays, with an emphasis on analysis. This particular class will concentrate more heavily on the short story and its elements with a focus on identity as a literary theme. This course will include short papers on analysis and one longer paper, which will include some research in order to develop support from various sources.

**Prerequisite:**

Completion of ENG 164 and 165 with a grade of D or higher.

**Course Objectives:**

Through a sequence of writing, reading, and workshop assignments, you'll:

- strengthen your composing process,
- strengthen your argumentation skills,
- strengthen your analytical reading and critical thinking skills,
- learn and use analysis
- learn the elements of each genre
- and understand the power of language.

**Required Texts:**

X. J. Kennedy and Dana Gioia, *Literature, an Introduction to Fiction, Poetry, Drama, and Writing*, 10<sup>th</sup> Edition. *The Things They Carried* by Tim O'Brien.

**Requirements:**

- Daily attendance is required, recorded and rewarded.
  - After 3 absences, each additional absence will ADVERSELY affect your grade in this class; after 5 absences, there is a ten point drop in your grade. Consistent tardiness can affect your grade as well.
- **All work must be handed in on time.** It is your responsibility to turn your work in on time if you are absent.
- **ALL assignments must be completed to receive an A in this course.**
- Read and respond in writing to assigned readings.
- Write analysis essays.
- Participate constructively in class activities, quizzes, etc..
- Take a final exam.

**Course Assessment:**

In this course, 70 percent of your grade will derive from writing.

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**Here's a breakdown on grades:**

Assigned Essays = 70%

Final Exam: 20%

Participation (attendance/daily work/quizzes): 10%

Grade sheets will be accessible throughout the semester.

**Student Syllabus Guideline :** You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

**Academic Dishonesty:** Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. See **Student Syllabus Guideline.**

**Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

**Student Absences on Religious Holy Days:** students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work and must inform instructor in advance. See **Student Syllabus Guideline.**

**Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. See **Student Syllabus Guideline.**

**Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Incomplete (X) Grade:**

At times, due to extenuating circumstances beyond your control, you may not be able to finish the course, and you may request a grade of X (incomplete). Students who request an X grade for ENG 165 must provide adequate documentation of the reason for their not being able to complete the course, and they must have satisfactorily completed at least 50 percent of the course's assignments in order to be eligible for a grade of X. If your instructor feels an X to be warranted, the instructor will recommend this grade to the Department Chair who then will decide whether the X should be entered as the semester's grade. If an X is approved, the student has one semester to complete the remaining work; if the student does not complete the work in that time period, the X grade automatically converts to an F.

**The Writing Center:**

The Writing Center is located on the first floor in Farrington; its phone number is 4-3680. It is open Monday through Thursday from 8:00 a.m. - 7:00 p.m., on Friday from 8:00 a.m. - 3:00 p.m., and on Sunday from 2:00 p.m. - 7:00 p.m. The Writing Center is a place you can go for help with your writing in all your classes, including developing ideas and then structuring them in a paper. You may also visit the Writing Center online: [www.shsu.edu/~wctr](http://www.shsu.edu/~wctr). There is no additional charge for using the Writing Center, and we encourage you to do so.

**Plagiarism and Academic Misconduct:**

**Any instance of plagiarism will result in an automatic zero on that assignment and/or other disciplinary action.**

It is academically dishonest, and often illegal, to present someone else's ideas of writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources unless you properly document those sources.

Documentation includes marking quotations as well providing notes, citations, and a reference list. If you receive assistance from a source other than your instructor, your colleagues in the class, or The Writing Center, then you must acknowledge that assistance. Identify the source and the nature of the assistance in an acknowledgments note at the end of the assignment.

Failure to acknowledge constitutes academic misconduct. In addition, it is academically dishonest to submit your own previously written work for a current assignment or to submit an assignment in more than one class without the prior permission of the instructors.

You will be held responsible for furnishing upon request all the sources and preliminary work (notes, rough drafts, etc.) that you use to prepare written assignments. If you cannot produce the materials upon request, the assignment will be considered incomplete and so will not fulfill the requirements, and you will be given the opportunity to redo the assignment on a different topic, one you negotiate with your instructor.

You are responsible for protecting your own work. It is your responsibility to ensure that other students do not copy your work or submit it as their own. Allowing your work to be used in this manner constitutes academic misconduct. Plagiarism and academic misconduct of any kind may constitute grounds for failing this course and may result in further disciplinary action according to university policy. Consult the SHSU Student Handbook regarding your responsibilities and rights concerning plagiarism and academic dishonesty. In addition, writing textbooks often contain useful discussion of plagiarism.) The Syllabus Defined: A syllabus is a living entity that grows from the first of the semester till the last and comprises every assignment and handout that you receive.

**Your papers must adhere to these guidelines:**

- 11-12 point font, Times Roman
- Stapled in upper left corner
- MLA manuscript mechanics followed
- First page heading is left aligned, **double spaced**, and follows this format:  
Student Name  
ENG. 266.##  
Instructor's Name  
Date (example: 16 January 2005)  
Analysis #

Create a header for the subsequent pages with your last name and the page number, right margin aligned, for example:  
Last Name 2

**Behavior:**

**Misbehavior should not present a problem in a college classroom. If a student does disrupt the class, he or she will be asked to leave. A notice of this action will be sent to the English Department Chair. If there is any more disruption from this student, he or she may be dropped from the course. Disruptive behavior includes:**

- ❖ Extraneous conversation
- ❖ Sleeping
- ❖ Reading books not used in this class
- ❖ Lack of participation
- ❖ Disrespectful or negative comments
- ❖ Phones/music
- ❖ Consistent tardiness
- ❖ Etc.

**Blackboard:**

All class documents, handouts, homework, etc., plus important messages from me will be on Blackboard. **Check it every day.**

**ENG. 266 MWF**

**Mary Cook**

**Identity in Crisis**

**Week 1**

**1/16** General overview, Introductions, Genres, My Pet Peeves, and Syllabus/schedule

**Homework:**

Read "The Things They Carried" by Tim O'Brien, Chapter I

**1/18** Continue overview. Write what you carry that identifies you.

**Homework:**

Continue to read "The Things They Carried" by Tim O'Brien, Chapter I

**Week 2**

**1/21** **Holiday! Martin Luther King.**

**1/23** Continue. Introduction to the novel and theme /literary elements.

**Homework:**

Read novel/Select sentences, phrases, words, action, plot, etc that support the theme of identity

**1/25** Begin to Discuss Chapter I

### **Week 3**

1/28 Discuss Chapter I /**quiz**

**Homework:**

Continue reading or reread Chapter I /Select sentences, phrases, words, action, plot, etc that support the theme of identity

1/30 Continue to Discuss chapter I

**Homework:**

Continue reading or reread Chapter I /Select sentences, phrases, words, action, plot, etc that support the theme of identity/read thru to 100

2/1 Discuss the rest of the novel

**Homework:**

Read through page 154

### **Week 4**

2/4 Discuss the rest of the novel

**Homework:**

Finish book

2/6 Finish discussion of novel. Discuss analysis

2/8 In-class analysis/help from me

### **Week 5**

2/11 Continue work on analysis.

**Homework:**

Write an analysis in support of identity as a theme.

2/13 **Analysis due.** Introduce the short story. Discuss analysis of a short story. Begin discussion on "A Good Man is Hard to Find."

**Homework:**

Read Flannery O'Connor's "A Good Man is Hard to Find."

2/15 Discuss "A Good Man is Hard to Find."

**Homework:**

Re-read "A Good Man is Hard to Find."

### **Week 6**

2/18 Discuss "A Good Man is Hard to Find."

2/20 Continue discussion.

**Homework:**

Find your theme and literary support. Bring written to class.

- 2/22 Discuss theme and literary element support for "A Good Man is Hard to Find."  
**Homework:**  
Write an analysis in support of identity as a theme.

**Week 7**

- 2/25 \*Paper due

**Homework:**

Read Faulkner's "A Rose for Emily."

- 2/27 Discuss Faulkner's "A Rose for Emily."

**Homework:**

Re-read

- 2/29 Continue discussion.

**Homework:**

Find your theme and literary support. Bring written to class.

**Week 8**

- 3/3 Discuss theme and support

**Homework:**

Write an analysis in support of identity as a theme.

- 3/5 **Paper is due.**

**Homework:**

Read Alice Walker's "Everyday Use".

- 3/7 Continue

**Week 9**

3/10-3/14 **Spring Break!**

**Week 10**

- 3/17 Discuss "Everyday Use."

**Homework:**

Read "Paul's Case."

- 3/19 Discuss "Paul's Case."

**Homework:**

Find your theme and literary support. Bring written to class.

- 3/21 **Holiday! Good Friday.**

**Week 11**

- 3/24 Discuss theme and literary support for either "Paul's Case" or "Everyday Use."

**Homework:**

Write an analysis on either "Paul's Case" or "Everyday Use."

**3/26 Paper Due.**

**Homework:**

Read "Yellow Wallpaper" by Charlotte Perkins Gilmore

**3/28** Discuss "Yellow Wallpaper"

**Homework:**

Read and re-read

### **Week 12**

**3/31** Bring thesis "Yellow Wallpaper"

**Homework:**

Write an analysis on "Yellow Wallpaper."

**4/2 Paper Due.** Introduction to poetry / Discuss assigned poems

**Homework:**

Read Sylvia Plath's "Mirror" (online) and "My Last Duchess" by Robert Browning

**4/4** Discuss Mirror

**Homework:**

### **Week 13**

**4/7** Discuss Duchess (online)

**Homework:**

Read Emily Bronte's "I Felt a Funeral in my Brain"

**4/9** Discuss Emily Bronte's "I Felt a Funeral in my Brain"

**Homework:**

Poetry paper due Monday

**4/11** Discuss Explication/analysis/Poetry Paper

### **Week 14**

**4/14 Poetry paper due.** Intro to drama

**Homework:**

Begin reading play

**4/16** Discuss/read

**Homework:**

Read play

**4/18** Discuss /read

**Homework:**

continue

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**Week 15**

4/21 Discuss / read

**Homework:**

Read

4/23 See movie

4/25 Movie

**Week 16**

4/28 Movie

4/30 Discuss themes and support for analysis.

5/2 Final exam review (Begin with play quotes)

**Week 17**

5/5 **Drama paper due.** Final Exam Review.

5/7 **(Reveal Top Six)**

Final exam review. Last class day.

**Finals begin on 5/10.**