**English 2370: INTRODUCTION TO FICTION--CRN 23559**

**Spring, 2016, TR 9:25-10:40**

**Irby 310**

**Instructor: Conrad Shumaker**

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**Office hours: MWF 8-9, 1:30-2:30; TR 8-9, 12:30-1:30; and by appointment**

**Text:** Kennedy and Gioia, eds. *An Introduction to Fiction*, 11th ed. (Longman)

**Bulletin Description:** Satisfies the humanities requirement in the general education program. The purpose of Introduction to Fiction is to introduce students to the art and significance of short fiction: usually, short stories, novellas, and, sometimes, short novels. Students will learn to read stories carefully and analytically and be encouraged to see the way stories both reflect and enhance our understanding of life.

**Course Description and Objectives:** As a General Education (now lower-division UCA Core) elective, this course will serve the mission of the program: *“The UCA Core is designed to help students develop the knowledge and skills necessary for critical inquiry, effective communication, and responsible living in a diverse and changing world.”* What that means in this case is that we will consider the meaning of stories in various cultures, read works of fiction that reflect different perspectives on the world, discuss those works orally and in written form, and thereby enhance your ability to read carefully and critically, express your views effectively, and understand the issues and questions that the works raise and the ways in which they encourage us to reflect on our own lives. The class will depend on thoughtful discussion, so it’s crucial that you come to class having read and thought about the assigned works.

As a **First Year Seminar**, the course will include the following:

1. A focus on written discourse;

2. Assignments that include collaboration with other members of the class;

3. An orientation to the UCA Core mission, purpose, and general learning outcomes;

4. A focus on the basic principles of the discipline (in this case fiction) and on diversity, which will allow the course to fulfill the lower-division Core requirement in Diversity in Creative Works.

In other words, as a first year seminar the course will introduce you to college-level study in a discipline and will help you develop the skills and knowledge you need to succeed as a student at UCA, as well as giving you information about resources that can help you toward that success.

**Assignments**: You will take two exams (primarily essay) that will test your ability to synthesize information–i.e., to bring together and see connections between the works we have read. The second (final) exam will ask you to show your understanding of works from the earlier sections as well. You will demon­strate your ability to read closely by writing two short (3-5-page) papers in which you discuss one or two works in detail in order to answer a question. You will participate in peer editing and rewrite at least one of the papers after it has been graded. You will also take daily reading quizzes to show that you have read and thought about the material. **Quizzes may not be made up**. There will be some extra credit opportunities to compensate for a missed quiz or two, but it’s important to be in class to take them.

**Grading**:

Midterm exam 15%

Final exam 25%.

Papers 15% each

Quizzes 20%,

Participation 10% (Participation includes being in class on time with your textbook, having read the material, and contributing to group work and/or discussions in appropriate ways.)

**Classroom Behavior:** You are expected to be in the classroom when the period starts. If you are tardy (i.e., arrive after your name comes up on the roll) three times, it will count as one unexcused absence. You are also expected to remain in class during the entire period, unless you have arranged with me ahead of time to leave early. If you have a cell phone or other electronic communication device, please make sure that it’s turned off and put away the entire time you’re in the classroom. If you use your cell phone during class time (to answer or make a call, send or read a text, etc.) you will be asked to leave and counted absent for that day.

 It is a requirement of the course that you obtain copies of the required texts and bring them to class on the days when we discuss them. The study of literature involves looking closely at particular examples of language, so if you don’t have the text with you, you can’t participate fully in the discussion. If you come to class without your text, you will be warned the first time and then charged with half an absence after that.

 Please do NOT plan to use a computer in class unless you have a disability that makes it necessary: you will need to be looking closely at the pages of your book, and having a computer on your desk interferes with that activity, as well as with your ability to contribute to discussion.

**Attendance:** Miss class at your own risk. Discussions are an important part of the course, and you can’t participate in them if you aren’t present. You won’t have a chance to make up missed quizzes, though you may do a limited number of extra-credit exercises to compensate for a couple of them. If you miss three times without a legitimate excuse, **your final grade will be lowered one grade point**, since you have not satisfactorily participated in the class. If you have a legitimate excuse, **you must contact me as soon as possible and let me know. *If you miss five times, whether you have legitimate excuse or not, I will drop you from the course*—**missing 20% of the class will keep you from satisfying the course requirements, so a W will be better than an F. If your absence is excused, you can do an extra assignment to make up for what you’ve missed by not being in on the discussion. If you need to miss class, you can find out about assignments or discuss a test by calling my extension, listed at the top of this syllabus, or by emailing me. If you’re desperate, my home phone number is 470-1768. Please do **not** call the departmental office, since the secretary has enough to do and can’t really answer your questions about the course.

**Academic Integrity***:* The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

**Student Evaluations:** Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom, and they aid the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking by logging in to myUCA between April 14 and May 4 and clicking on the Evals button on the top right.

**Other Important Information:**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**Title IX Disclosure**: If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

Please familiarize yourselves with the policies included in the **Student Handbook**, especially the sections on sexual harassment and academic policies.

 Finally, UCA adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this act due to a disability, contact the Office of Disability Support Services at 450-3135.

**Readings**

**To be read by the beginning of class on the date listed (unless otherwise noted)**

1/7 Introduction to stories—Aesop, “The North Wind and the Sun,” 8; “The Parable of the Prodigal Son,” 214 (to be read in class)

1/12 “The Cock and the Mouse” (handout); Chuang Tzu, “Independence,” 10; Kate Chopin, “The Story of an Hour,” 516

1/14 John Steinbeck, “The Chrysanthemums,” 226

1/19 Charlotte Perkins Gilman, “The Yellow Wallpaper,” 436

1/21 John Updike, “A&P,” 16

1/26 William Faulkner, “A Rose for Emily,” 29;

1/28 Joyce Carol Oates, “Where Are You Going, Where Have You Been,” 584

2/2Willa Cather, “Neighbour Rosicky” (handout) **Draft of Paper I due**

2/4 “Neighbour Rosicky,” continued

2/9 Amy Tan, “A Pair of Tickets,” 132

2/11 D.H. Lawrence, “The Rocking Horse Winner,” 559

2/16 William Faulkner, “Barn Burning,” 155

2/18 Ralph Ellison, “Battle Royal,” 519

**2/23 Midterm Exam**

2/25 Shirley Jackson, “The Lottery,” 247

3/1 Ursula LeGuin, “The Ones Who Walk Away From Omelas,” 242

3/3 Gabriel García Marquez, “A Very Old Man with Enormous Wings,” 352

3/8 Leo Tolstoy, “The Death of Ivan Ilych,” 265-79

3/10 “The Death of Ivan Ilych,” 279-90

3/15 “The Death of Ivan Ilych,” 290-300

3/17 Isaac Bashevis Singer, “Gimpel the Fool” (handout)

3/22-24 **Spring Break**

3/29 Flannery O’Connor, “Revelation” 380; **Draft of** **Paper 2 due**

3/31 “Revelation,” continued

4/5 American Indian traditions—“The Bear Man,” “The Circle and the Square” (handouts)

4/7 Simon Ortiz, “To Change Life in a Good Way,” “Pennstuwehniyaahtse: Quuti’s Story” (handouts)

4/12 Sherman Alexie, *Smoke Signals* (film)

4/14 *Smoke Signals*, “Do Not Go Gentle” (handout)

4/17-19 Work on rewrites, UCA Core

4/26 **Final Exam: 8-10**