**UNIVERSITY OF CENTRAL ARKANSAS**

 **Introduction to Fiction**

 **Spring 2017**

**CRN 27461/MWF 11:00-11:50/Irby 313**

“Expressing yourself is not nearly enough. You must express the story…”

(Margaret Atwood, “Reading Blind”)

**INSTRUCTOR INFORMATION**

**Name:** **Jennifer McCune**

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**Office:** Irby 423

**Office Hours:** M,W, F 8:30-8:50, 10:00-10:50

 Or by appointment-email me for an appointment

**CATALOG DESCRIPTION**

As described by the most recent undergraduate bulletin:

**2370 INTRODUCTION TO FICTION** Satisfies the humanities requirement in the general education program. Students will learn to read stories and short novels carefully and analytically and be encouraged to see the way stories both reflect and enhance our understanding of life. Lecture, discussion, writing. Prerequisite: None. Fall, spring.

**REQUIRED TEXT**

Pickering, James H. Fiction 100: An Anthology of Short Fiction. 13th Ed.

 Upper Saddle River: Pearson Education. 2012.

 ISBN 978-0-205-17541-3

**COURSE OBJECTIVES**

In this course, students will read numerous fictional texts, mainly short stories, collected in the anthology listed above. Students will also learn how to analyze works of fiction according to structural elements as well as literary elements. Students will analyze texts for (among other things) method of development, style, purpose, tools used to achieve effects, and reflect on successes, failures, similarities, and differences as well as historical context and significance. Class discussion will encourage analysis of the texts while homework assignments further understanding of textual elements. In other words, we will examine what makes a narrative worthwhile. Why is it “good”? Why isn’t it? What is the purpose of fiction in the realm of human experience? Why does it matter?

To accomplish these objectives, students are expected to attend class, read all assignments prior to class, and be prepared to participate in class discussion. Students’ obligations for which they will be evaluated are more thoroughly set forth in the “Assignments” section below.

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**COURSE REQUIREMENTS**

**Graded Assignments – 650 points possible (TENTATIVE)**

Exam #1 100 points Tentative Date:

Exam #2 100 points Tentative Date:

Final Exam 150 points Monday May 1, 2017 2:00-4:00

Out of Class Essays (2) 200 points Due on Exam Day

Peer Review Days (2) 50 points Class meeting before due dates

Questions for Study (4) 100 points Due According to Course Schedule

**Grading Scale**

Excellent A (90-100)

Good B (80-89)

Average C (70-79)

Below Average D (60-69)

Failing F (59 & below)

**\*\*IT IS YOUR RESPONSIBILITY TO KEEP UP WITH YOUR POINTS EARNED/AVERAGE FOR THE COURSE. TO DO THIS, SIMPLY TAKE THE POINTS YOU HAVE EARNED AND DIVIDE THAT NUMBER BY THE TOTAL POINTS POSSIBLE AT THAT POINT IN THE SEMESTER, AND THAT WILL GIVE YOU AN AVERAGE\*\***

**\*\*I DO NOT GIVE “BONUS POINTS” OR “EXTRA CREDIT”, SO PLEASE DO NOT BOTHER ASKING\*\***

**GRADED ASSIGNMENTS**

EXAMS

During the semester you will take three exams. Exams 1 and 2 are worth 100 points each for a total of 200 points possible. The 3rd and COMPREHENSIVE final exam for this course is worth 150 points. These exams will consist of multiple choice, short answer, identification, and true/false questions. Each exam covers the previous unit of study in the class. Your grade will be based on your grasp of the subject matter, your analytical skills, and the quality of your writing—grammar and sentence structure **WILL** count. **If you miss an exam, it is YOUR responsibility to contact me before the next class meeting to reschedule.** The only acceptable excuses for missing an exam are school sponsored events (athletics, choir, music, etc.-I WILL need to see documentation for these), hospitalization, or death of next-of-kin. If you fail to contact me regarding rescheduling the exam, you will receive a grade of zero for the missed exam. You MUST bring your own paper or a blue book in which to record your answers for the exam as you MAY NOT WRITE ON THE EXAMS.

**ESSAYS**

On the exam dates, you are required to turn in an out of class essay in which you examine specific elements of fiction. I usually hand out the essay prompts 1-2 weeks before the due date. You will choose 1 (ONE) question and answer it as thoroughly as possible utilizing primary textual evidence to support your points. These essays are to be **typed in MLA format**. **If you are unfamiliar with MLA format, then you need to visit the Writing Center’s website, go to the Writing Center in Thompson Hall and pick up the handouts regarding MLA format, or schedule an appointment with a writing tutor in the Writing Center to get assistance with MLA format. Points will be deducted for failure to adhere to MLA format.**

An essay WILL NOT be accepted if it is not typed.

The desired length is 900-1000 words (3-5 pages double spaced). Anything less than 900 words will lose points. These essays are worth 100 points each. These essays are due at the **BEGINNING** of class on exam day. **NO LATE ESSAYS WILL BE ACCEPTED**. Again -**The take home essays are due AT THE BEGINNING OF CLASS on exam days (anything after that is late and are not accepted)**, so take home essay #1 is due on the day we take the first exam in the class.

You may utilize secondary sources, **but they MUST BE SCHOLARLY SOURCES**. By that, I mean peer reviewed sources found in our library or our library databases such as JSTOR, lexus/nexus, etc. The following sources ARE NOT ACCEPTABLE FOR ESSAYS FOR THIS CLASS: Sparknotes, Wikipedia, 123.Helpme.com, freeessays.com, Cliff’s notes, etc. If you have a source that is questionable, bring it to me and I will see if it meets approval. If you use any of those unacceptable sources for your essays, points will be automatically deducted!

**ANY APPROVED SOURCE MATERIAL UTILIZED FOR YOUR ESSAYS MUST BE PROPERLY DOCUMENTED OR IT IS CONSIDERED PLAGIARISM**.

**AS PREVIOUSLY STATED, ESSAYS ARE DUE AT THE BEGINNING OF CLASS ON EXAM DAYS. NO LATE ESSAYS ACCEPTED. IF YOU ARRIVE WITHOUT YOUR ESSAY, THEN IT IS AN AUTOMATIC ZERO**.

EXCUSES SUCH AS:

“My printer is messed up”

“I tried to print it off, but it wouldn’t print”

“My computer crashed”

“I left it at my house/dorm room/ apartment, igloo, car, friend’s house, Waffle House”

“I forgot it”

“I forgot to get the questions from you because I missed class that day”

“I wasn’t able to get it done”

ARE NOT ACCEPTABLE, SO JUST COME IN AND TAKE THE EXAM AND TAKE THE ZERO ON THE ASSIGNMENT. The only acceptable excuses are due to absences stemming from school sponsored activities (an athletic event, choir, band, etc,-and I WILL need to see documentation of this), your being hospitalized, or the death of next-of-kin (by this, I mean mother, father, sister, brother, spouse, child).

**PEER WORKSHOP DAYS**

This course carries the First Year Seminar distinction. Included in this is the aspect of collaborative work. For this class, there will be 2 Peer Workshop Days to meet this distinction. On these days, you are to bring A MINIMUM OF 1 FULL, TYPED PAGE OF YOUR TAKE HOME ESSAY ASSIGNMENT. We will break into groups and you will read and edit each other’s rough drafts. During this time you are to discern if your peer answered the question/prompt, provided a clear thesis, and set the essay’s structure as a solid on that the reader may easily follow. These two sessions are worth 25 points each for a total of 50 points towards the total points possible for the course. Not only do these sessions assist you by offering someone who will seriously read through and offer CONSTRUCTIVE criticism, but it is my experience that students tend to score higher on their essays due to these days as the collaborative effort allows you to learn from each other. I will be available to answer your questions on these days, however I will not serve as a peer editor for you. If you fail to bring in the amount of rough draft for this assignment, you may not participate, and you will lose 25 points. If I find that you did not ACTIVELY participate in this exercise, you may not receive credit.

**“QUESTIONS FOR STUDY”**

You are required to do the “Questions for Study” after various stories in the anthology. These questions are due on the specific date listed in the course outline. You are to **type these questions and answers in order to receive credit for the assignment.**  I WILL NOT ACCEPT UNTYPED RESPONSES. Untyped responses earn an automatic grade of zero. They are due at the beginning of class on the date specified for the assignment. They are worth 25 points apiece. The purpose of these questions is to further your understanding of the stories, prepare you for class discussion, and gain points for your semester total. Keep in mind that these questions can help your grade immensely as they add up to an exam score. Be careful not to miss these due dates as NO LATE QUESTIONS AND ANSWERS ARE ACCEPTED, and missing too many of these can drop your grade substantially. Also, be sure to follow which questions are due on their respective dates. If you turn in the Questions for Study on the incorrect story, you will not earn credit. These due dates are easily located within our Course Outline.

**ANY OTHER POINTS POSSIBLE**

**Although you do not receive a specific grade for participation, keep in mind that your contributions to class discussions could influence a borderline grade.**

**There may also be days in class where a group assignment is made. Those points, if missed, may not be made up.**

**I reserve the right to quiz if I suspect that the class has not read the assignment. Quiz grades may not be made up. Most quizzes occur within the first 5 minutes of class. If you are late and miss the quiz, you MAY NOT make it up.**

**Quizzes and/or group assignments count towards your grade. They ARE NOT bonus points.**

**ATTENDANCE & CONDUCT**

1. Regular attendance is crucial. Six (6) or more absences (do not have to be consecutive) may get you dropped from the course with a “WF”. If you miss class, IT IS YOUR RESPONSIBILITY TO GET THE NOTES FROM A CLASSMATE UPON YOUR RETURN. IT IS ALSO YOUR RESPONSIBILITY TO GET ANY HANDOUTS YOU MAY HAVE MISSED FROM ME.
2. Students are expected to read the assigned readings carefully and on time.
3. As we are all adults here, and this is a university campus, it should be understood that respect for the instructor, fellow students, and the material itself is required. THIS MEANS,
	1. **DO NOT COME TO CLASS LATE-IF YOU ARE NOT HERE WHEN ROLL IS CALLED, YOU ARE COUNTED ABSENT-PERIOD. IT IS YOUR RESPONSIBILITY TO GET HERE ON TIME. IF YOU ARE LATE, PLEASE DO NOT COME IN, THIS IS DISRUPTIVE AND DISRESPECTFUL TO ME AND OTHERS. YOU ARE COUNTED ABSENT ANYWAY, SO PLEASE DO ENTER.**
	2. **DO NOT LEAVE CLASS EARLY-UNLESS YOU ARE ILL OR YOU HAVE AN EMERGENCY OR YOU HAVE CLEARED IT WITH ME BEFORE CLASS BEGINS.**
	3. **TURN ALL DEVICES THAT MAKE NOISE “OFF” AT THE DOOR. NO LISTENING TO YOUR MUSIC OR ANYTHING ELSE DURING CLASS. THAT MEANS-TAKE THE EARPIECE OUT OF YOUR EAR!!! IF I CATCH YOU TEXTING, I WILL MAKE YOU LEAVE AND YOU WILL BE COUNTED ABSENT. NO POKEMON HUNTING, YIK-YAKKING, SNAPCHATTING, INSTAGRAMMING, OR TAKING SELFIES DURING CLASS!!!**
	4. **DO NOT WORK ON OTHER ASSIGNMENTS FOR OTHER CLASSES DURING MY TIME.**
	5. **DO NOT CONVERSE WITH OTHERS RANDOMLY DURING THE LECTURE. I WILL STOP CLASS AND ASK YOU TO LEAVE AND YOU WILL BE COUNTED ABSENT.**
	6. **DO NOT SLEEP-THIS IS NOT NAP-TIME.**
	7. **DO NOT BRING MEALS TO CLASS.**
	8. **DO NOT BRING CHILDREN OR “VISITORS” TO CLASS.**
	9. **DO NOT CHEAT ON EXAMS-THIS WILL RESULT IN AN AUTOMATIC ZERO.**
	10. **DO NOT PLAGIARIZE YOUR WRITTEN WORK (THIS COUNTS ON HOMEWORK, ie. The Questions for Study, AS WELL AS TAKE HOME ESSAYS) AS THIS WILL RESULT IN AN AUTOMATIC GRADE OF ZERO ON THE ASSIGNMENT AS WELL AS BEING TURNED IN TO THE DEPARTMENT CHAIR AND REPORTED TO THE REGISTRAR. IN OTHER WORDS, IT WILL GO ON YOUR PERMANENT RECORD.**
	11. **IF YOU USE A LAPTOP FOR NOTETAKING, THIS IS ACCEPTABLE, BUT IF YOU ARE CAUGHT DOING ANYTHING OTHER THAN CLASSWORK FOR THIS CLASS DURING CLASS TIME, YOU WILL BE ASKED TO LEAVE THE CLASS AND WILL BE COUNTED ABSENT.**
	12. **NO ELECTRONIC DEVICES ARE ALLOWED FOR USE DURING EXAMS. IF CAUGHT WITH ONE DURING THE EXAM, YOU WILL BE DROPPED FROM THE COURSE WITH A GRADE OF “WF” FOR ACADEMIC DISHONESTY.**

**\*\*I RESERVE THE RIGHT TO PERMANENTLY DISMISS A STUDENT FROM THIS COURSE WITH NO PRIOR WARNING IF DISRESPECTFUL BEHAVIOR IS DISRUPTIVE ENOUGH TO WARRANT IT. WE ARE HERE TO LEARN AND IF YOU ATTEMPT TO INHIBIT THIS WITH IMPROPER BEHAVIOR TO MYSELF OR TO OTHER STUDENTS IN THE COURSE, YOU MUST GO\*\***

**ACADEMIC DISHONESTY POLICY/DEFINITION AS PER UNIVERSITY RULES:**

 **Everything You Need to Know About Plagiarism**

**What is plagiarism and why you need to take it seriously**

Plagiarism is taking credit for someone else’s words or thoughts as your own. It is essentially intellectual theft. Plagiarism is a violation academic integrity. UCA is dedicated to academic integrity as indicated by Board Policy 709 which reads:

The mission of the University of Central Arkansas commits all members of the university community to acquiring, sharing, evaluating, and communicating knowledge. Such a commitment includes an expectation of academic integrity, an organizational and individual commitment to honesty and responsibility in teaching and learning. By their affiliation with the University of Central Arkansas, all members of the university community are committed to shared responsibility for maintaining the highest standards of academic integrity. Although this policy focuses on the academic integrity in course-related work, its basis and context is the commitment made by the entire university community.

The university’s academic integrity policy applies to all students enrolled in courses at the University of Central Arkansas. All forms of academic misconduct at the University of Central Arkansas will be regarded as serious. Just as there are consequences to stealing a television, on a campus there are consequences for any form of academic misconduct. Consequences might include a failing grade for the course, suspension from the university for a semester or expulsion. You can find more about the different forms of academic misconduct, their consequences, and the disciplinary process on pages 39-43 in your Student Handbook at http://uca.edu/student/files/2011/06/student\_handbook.pdf.

**Why do instructors care about plagiarism?**

When instructors give you an assignment they typically want you to show that you have:

an understanding of material you have been asked to read

that you can refer to your sources to support your ideas

that you can distinguish *your* analysis and ideas of the reading from what the *author* actually said

When you cite your sources you are using an expert’s ideas as evidence to support your conclusions. Failing to cite means you are saying you came up with those ideas on your own; that the ideas are your work. If you do not cite your source, you have committed plagiarism.

**How to avoid plagiarism**

1. Keep good notes that start with bibliographic information. Be sure to use quotation marks when you transfer information onto a note card so you’ll know what the original language said.

2. Whenever you *use three or more words in a row* verbatim from the source material, you must put the words in quotation marks and cite them. Doing one but not both of these is still plagiarism.

3. If the words are yours, but the ideas belong to your source you do not need quotation marks. However, you MUST give credit to your source as a citation and as a lead-in to tell the reader whose idea it is.

4. Do not give one citation at the end of a long paragraph. The reader has no way of knowing if the whole paragraph or the last sentence is the source’s idea.

5. When in doubt, CITE YOUR SOURCE!

**Beware of unacceptable paraphrasing!**

Many students think that if they rearrange the words or replace them with synonyms that they have not committed plagiarism. This is NOT TRUE! Below are examples of unacceptable and acceptable paraphrasing:

Here is the ORIGINAL text from Richard Godbeer’s *Escaping Salem: The Other Witch Hunt of 1692* pages 129-130:

Most accused witches made a brief and dramatic appearance in the records at the time of their trial and then returned to obscurity once the ordeal was over. The transcripts from witch trials often seem like narrow-beamed spot-lights that play upon an otherwise darkened landscape. What happened after the trial ended is in most cases a mystery, unless the defendant was condemned to death (and even then we do not always know for certain that the sentence was carried out) or unless the accused was acquitted and then put on trial again at some later date.

Here is an UNACCEPTABLE paraphrase that is plagiarism:

Lots of accused witches made a short appearance in trial records and then disappeared into obscurity when the trial was over. Transcripts from witch trials often are like flash light beams in a dark room, we only see what happens when the trial is happening. What happens after the trial is often unknown unless the accused was actually killed or unless they were acquitted and re-tried later.

This is plagiarism because the writer only changed words and phrases or the order of a sentence **and** there is no citation for where the ideas came from. Notice also that in changing some of the sentences the original nuances are lost which can either make a sentence grammatically incorrect, or factually wrong.

Here is an ACCEPTABLE paraphrase:

Although modern readers would like to know more about the people accused of witchcraft, unfortunately often all that survives is their appearance in the trial transcripts. Their life before and after is lost to us. This might even include whether the condemned was actually killed unless she was later accused again and retried. (Godbeer, 129-130)

This is acceptable because the writer accurately remade the information into her own words and lets the reader know the source of her information.

Here is an example of quotation and paraphrase together:

Although modern readers would like to know more about the people accused of witchcraft, unfortunately often all that survives is their appearance in the trial transcripts.(Godbeer, 129) Historian Richard Godbeer describes it as a “brief and dramatic appearance in the records” before they are “returned to obscurity.” Their life before and after is lost to us. This might even include whether the condemned was actually killed unless they were “acquitted and then put on trial again at some later date.” (Godbeer, 129-130)

Note that this is acceptable because it uses the writers own words, gives credit to the source, and indicates what part of the material was taken directly from the source with quotation marks and citation.

**Common knowledge**

Common knowledge is information that is generally known by most people. For example, it is common knowledge that George Washington was the first president of the United States. This does not need a citation. That George Washington was the only president to be unanimously elected by the Electoral College is not common knowledge and needs a citation.

If you are in doubt if something is common knowledge try asking yourself: Did I know this information before I took this class? Would my neighbor know this information? If the answer is no, then the information is not common knowledge and needs a citation. Did this information come from something I read or heard in lecture? If the answer is yes, then the information needs a citation.

Several online tutorials exist to test your new knowledge about plagiarism: www.lib.usm.edu/legacy/plag/plagiarismtutorial.php; http://panther.indstate.edu/tutorials/plagiarism/index.html; https://www.indiana.edu/~tedfrick/plagiarism/

The materials here were adapted from http://writingcenter.unc.edu/handouts/plagiarism; www.indiana.edu/~wts/pamphlets/plagiarism.shtml; http://writing.wisc.edu/Handbook/Acknowledging\_Sources.pdf; [www.wpacouncil](http://www.wpacouncil)

UNIVERSITY POLICY CONCERNING ACADEMIC DISHONESTY

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.

ACADEMIC DISHONESTY POLICY

FOR THIS COURSE

The first offense will result in a grade of zero for that assignment and possibly being dropped from the course with a “WF”. The second offense will result in being dropped from the course with a grade of “WF”. Both will result in being reported to the department chair and the Registrar. That means it goes on your record.

SO, any form of academic dishonesty on an assignment will result in an automatic grade of 0 ZERO on that assignment. DO NOT CHEAT!! It makes you look bad, and it irritates me. Here are my examples of plagiarism/cheating just in case they were not covered in the university’s examples.

By this I mean cheating on exams and plagiarism. Plagiarism is:

using any source without proper citations or a Work(s) Cited page,

“recycling” papers used for other classes, or for this class in the past

using a classmate’s work as your own

paraphrasing (using someone else’s idea put into your own words) without proper citations or a Work(s) Cited page

using introductory material from our texts without proper documentation

copying and pasting from online sources

giving definitions taken from a source without proper documentation (use the Oxford English Dictionary for definitions for this course)

**If you plagiarize and get caught, in the interest of time, DO NOT bother asking for the opportunity to compose a rewrite.**

**Again, the first offense will result in a grade of zero for that assignment. The second offense will result in being dropped from the course with a “WF” as well as being reported to the department chair and the Registrar.**

**UNIVERSITY DISABILITIES AND SEXUAL HARRASSMENT POLICIES**

The University of Central Arkansas 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. For the university’s policies concerning Sexual Harassment, see the current Student Handbook.

**Evaluations**

 **Evaluations (Fall & Spring)**

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

**EMERGENCY PLAN STATEMENT**

**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**

**COURSE OUTLINE**

This course outline is subject to change during the semester in order to meet the needs of the students and/or the instructor. Please refer to it often and bring it to every class meeting to note any changes.

Reading assignments will be discussed during the class meeting on the date listed.

**WEEK 1**

F Jan 13 Intro to course/Syllabus

**WEEK 2**

M Jan 16 No Class Meeting-Observance of Dr. Martin Luther King, Jr. Holiday

W Jan 18 Introductory Terminology (No reading material required)

F Jan 20 Introductory Terminology (No reading material required)

**WEEK 3**

M Jan 23 Ambrose Bierce’s “An Occurrence at Owl Creek Bridge” Pgs 145-151

W Jan 25 Willa Cather’s “ Paul’s Case: A Study in Temperament” Pgs 195-209

 \*QUESTIIONS FOR STUDY PAGE 209 DUE-TYPED\*

F Jan 27 Finish Cather’s “Paul’s Case”

**WEEK 4**

M Jan 30 Kate Chopin’s “The Storm” Pgs 239-242

 Kate Chopin’s “The Story of an Hour” Pgs 243-244

W Feb 1 Finish Chopin; Charlotte Perkins-Gilman’s “The Yellow Wall-Paper” Pgs 489-500

F Feb 3 Finish Gilman’s “The Yellow Wall-Paper”

**WEEK 5**

M Mary Wilkins Freeman’s “A New England Nun” Pgs 469-477

W Finish Freeman’s “A New England Nun”

F Begin Susan Glaspell’s “A Jury of Her Peers” Pgs 501-515

**WEEK 6**

M Glaspell’s “A Jury of Her Peers” fin.

W Stephen Crane’s “The Blue Hotel” Pgs 315-333

 \*QUESTIONS FOR STUDY PAGES 333-334 DUE TYPED\*

F Finish “The Blue Hotel”; Begin Crane’s “The Bride Comes to Yellow Sky” Pgs 335-342

**WEEK 7**

M Finish “The Bride Comes to Yellow Sky”

W Begin Tim O’Brien’s “The Things They Carried” Pgs 951-962

F Finish Tim O’Brien’s “The Things They Carried” /Questions about Exam 1/Essay 1

**WEEK 8**

M Peer Review Day #1 for Take Home Essay #1-MUST HAVE AT LEAST 1 FULL TYPED

 PAGE OF ROUGH DRAFT IN ORDER TO PARTICIPATE AND RECEIVE POINTS

W \*\***EXAM #1/ESSAY #1 DUE AT BEGINNING OF CLASS (TYPED)** \*\*

F William Faulkner’s “Barn Burning” Pgs 424-436

**WEEK 9**

M Finish Faulkner’s “Barn Burning”

W No class meeting-Happy Early Fall Break

F No class meeting-Fall Break

**WEEK 10**

M William Faulkner’s “A Rose for Emily” Pgs 437-443/In-Class Group Activity

W Finish Faulkner’s “A Rose for Emily”

F Flannery O’Connor’s “A Good Man is Hard to Find” Pgs 964-974

 \*QUESTIONS FOR STUDY ON PAGE 975 DUE TYPED\*

**WEEK 11**

M Finish Flannery O’Connor’s “A Good Man is Hard to Find”

W Flannery O’Connor’s “The Artificial Nigger” (Handout)

F NO CLASS MEETING

**WEEK 12**

M Finish Flannery O’Connor’s “The Artificial Nigger” (Handout)

W Edgar Allan Poe’s “The Masque of the Red Death” (Handout)

F Shirley Jackson’s “The Lottery” Pgs 638-64

**WEEK 13**

M Finish Shirley Jackson’s “The Lottery” Pgs 638-643

W Begin Joyce Carol Oates’ “Where Are You Going, Where Have You Been?” Pgs 938-949

F Finish Joyce Carol Oates’ “Where Are You Going, Where Have You Been?”

**WEEK 14**

M Nathaniel Hawthorne’s “Young Goodman Brown” Pgs 585-594

W \* Peer Review Day #2 for Take Home Essay #2-MUST HAVE AT LEAST 1 FULL

 TYPED PAGE OF ROUGH DRAFT IN ORDER TO PARTICIPATE AND

 RECEIVE POINTS

F \*\***EXAM 2/ESSAY 2 DUE AT BEGINNING OF CLASS (TYPED)\*\***

**WEEK 15**

M Nathaniel Hawthorne’s “My Kinsman, Major Molineux” Pgs 572-584

W No class meeting-Thanksgiving Holiday

F No class meeting-Thanksgiving Holiday

**WEEK 16**

M Irving’s “The Legend of Sleepy Hollow” Pgs 604-626

 \*QUESTIONS FOR STUDY ON PAGE 626 DUE TYPED\*

W Toni Cade Bambara’s “The Lesson” Pgs 69-74

F NO CLASS MEETING-STUDENT STUDY DAY

**FINAL EXAM**

**MONDAY MAY 1, 2017**

**FROM 2:00-4:00**

**IN IRBY 313**

**CLASS AGREEMENT**

I have read the course syllabus for Jennifer McCune’s English 2370 Introduction to Fiction class at the University of Central Arkansas, and I understand its content. I also understand the rules for the class, and I will follow and abide by these rules, including those relating to attendance, assignments, academic honesty, and behavior.

Print Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_