

Winter 2016 Course Syllabus for ENG 246: Short Story and Novel



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Main Campus office hours: M/W 1:00 – 4:00
T/R 11:00 – Noon
MaHer Campus office hours: T/R 2:30 – 3:30

Important Notes:

- ✓ **Please use your JC email account when you email me, or I may not receive your message.** I am very conscientious about returning emails. However, I am not on-call 24 hours. I only check my email once a day. If you email me after 8:00 p.m., I will not see it until the next afternoon.
- ✓ **I accept NO assignments via email attachments. You must submit a hard copy of assignments to me in person.**
- ✓ **Any discussion of grades must be handled in person during office hours.**
- ✓ **In the case of instructor illness and unforeseen circumstances, such as weather emergencies, I reserve the right to make adjustments to any and all course sessions and scheduled assignments in order to accomplish the objectives and outcomes of this course.**

JC Course Catalog Description

English 246 Short Story & Novel (3 CR): Students are introduced to traditional and contemporary fictional genres. This course emphasizes understanding, appreciation, and the critical analysis of narrative art. Selections for study are chosen from English and American literature as well as world literature in translation. (Prerequisites: ENG 085* and ENG 131)

Required Materials

- **Required Textbook:** *The Story and Its Writer: An Introduction to Short Fiction.* Anne Charters. 9th edition. 2014. ISBN-10: 1457664615; ISBN-13: 978-145766461
- **Required Novel:** *The Grapes of Wrath*, John Steinbeck, ISBN-10: 0143039431; ISBN-13: 978-014039433
- ***I strongly suggest you also have a 3-ring binder and dividers to keep track of your materials; it will help you stay organized, and you will do much better on the quizzes, exams, response writings, and essays.***

Associate Degree Outcomes The Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in the college. Several of these Associate Degree Outcomes are addressed in this class, including writing clearly, concisely, and intelligibly and working productively with others, recognizing individual contributions to group success.

ADO #1: Writing Clearly, Concisely, and Intelligibly (Developing)

Writing Skills that we will work on together include:

- Process—using pre-writing, drafting, revising, editing
- Purpose and Audience—understanding how purpose and audience influence style and tone
- Organization and Development—using effective organizational structure, examples and details to support ideas and content
- Meaning/Understanding—researching and writing for further understanding and knowledge
- Use of Sources & Documentation—demonstrating appropriate documentation
- Language—attempts and practices correct grammar and mechanics

ADO #6: Understanding and appreciating aesthetic experience and artistic creativity

Team Skills that we will work on together include:

- Meaning and Understanding—explaining the historical, cultural, and social contexts of works of literature
- Analysis and Interpretation—applying methods of analysis and interpretation in writing and/or speaking confidently and fluently uses discipline-specific language to support critical reflection
- Engagement—Initiating and sustaining a discussion of the creative contexts within which an author or an author’s work and creative choices made by the author
- Evaluation—articulating a personal critique of an author’s work, based no aesthetic standards
- Appreciation—approaching a work of creative expression with openness and interest; appreciates the world of the creative imagination as a form of knowledge expressed in formal discussion or writing

Course Design

This is a collaborative, student-centered course—not an independent study—in which every learner plays part in exploring issues, questions, and texts through responses to assigned short stories and novels, collaborative group discussions, and literary analysis essays. Your ideas about the assigned short stories and novel read will be the fuel for class discussions, in which individual insights merge into group exchanges, challenging participants to greater understanding and new perspectives.

Our textbook author Ann Charter’s introduction to our text offers the following insight to the question of how to approach reading a story. She writes:

How do we know: What is the best way to read a short story? The writer Vladimir Nabokov once suggested that the ideal reader should develop “a combination of the artistic and the scientific [temperament]. The enthusiastic artist alone is apt to be too subjective in his attitude towards a book, and so a scientific coolness of judgment will temper the intuitive heat.

Read a story the first time for pleasure; bring out your ‘scientific coolness’ when you study it the second time.

Success Strategies

The most important success strategy is actively ready the assigned texts. I will provide a variety of easy strategies that will help you navigate the reading, even if it’s difficult you. Additionally, for the reading assignments, I will provide questions to guide you through it. Yours and your classmates’ answers to those questions will become the basis of each class’s discussion, so I expect you to have ideas to contribute to that discussion.



In addition to actively reading assigned texts, you need to be prepared for the daily quizzes, and hand in reading responses and essays on time. What will help me assist your learning is for you to write down questions that occur to you as you read and bring them to class. That way, you will get your questions answered.

You must also accept and live by the House Rules, explained in the next section.

House Rules

- Come to class regularly and expect to work in small groups on a regular basis
- Put thought and energy into your assignments and turn them in on time
- High grades are given for quality work, not simply turning things in; grades are based on quality
- There's no credit for showing up; you're *supposed* to be here and get your work done
- Be respectful of people, including me; if you're not, you will be asked to leave
- For physically threatening and/or verbally abusive behavior, security will be called—zero tolerance
- If you know you won't be in class regularly, or you're planning a vacation in the middle of the semester, this is not the class for you; you might consider a hybrid or online course
- There aren't excused absences in college; since you signed up for the class, you're expected to be here; if you make appointments during class time, what can and can't be made-up is dictated by these syllabus policies, not whether or not you have a good excuse—plan accordingly
- **All techno-devices need to be turned off and put away when class starts. This means OUT OF YOUR SIGHT, NOT ON YOUR LAP, AND NOT ON THE TABLE.** When class begins, I expect you to take out ear buds, close laptops or notebooks, and put phones and hand-held devices away. **If you need to be on your device, leave the classroom and then return when you're finished.** If I see you texting or looking at your phone in class, you will receive a written penalty. There will be no discussion or negotiation about it. It's my call, so as long as your devices are put away, no worries. These penalties affect your grade: **Every written penalty you receive results in a deduction of 1% of your Final Grade.** This means if you receive ten penalties, your final grade will be lowered by 10%; twenty penalties, 20%. This adds up fast because you can receive more than one penalty on any given day. When I see you touching or even looking at your phone, it's a penalty. NO EXCEPTIONS TO THIS.

Important note: There is a tendency for people to say something is “not fair” when they don't like it. However, the principle of fairness is not based on whether or not we like something. The principle of fairness is based on whether or not rules are applied equally to all. My policies are fair because there are no exceptions to them. “House Rules” apply to everyone. Be sure you understand this.

Grading Scale:

We don't use letter grades at JC. Grades are based on a 4.0 scale, with 4.0 being *Masterful*. You must earn a 2.0 in this class to earn credit for the class. Less than a 2.0 is considered failing. This means you will need to re-take the class and pass it before it meets pre-requisite requirements for other courses or for transfer to other colleges and universities. I have provided how the numeric grade equates to a letter grade, but you will see a numeric grade on your student record. Grading scale:

<u>% earned</u>	<u>Grade received</u>		
95-100	4.0 (A) =	<i>masterful</i> work	(<i>superior; above and beyond</i> what was expected)
89-94	3.5 (B+)		
84-88	3.0 (B) =	work completed correctly and well	
78-83	2.5 (C+)		
72-77	2.0 (C) =	mediocre work	
66-71	1.5 (D+)		
60-65	1.0 (D) =	unsatisfactory work	<i>If your final grade falls below 2.0, you earn no credit for the course</i>
55-59	0.5 (D-)		
54 and below	0.0 (E)		

Final Grade Criteria 400 Total Points

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|--------------------------------|-----|--|--------------------------------|
| • Attendance/Participation | 60 | | |
| • Daily Quizzes | 100 | <i>Attendance and Quizzes =</i> | <i>40% of your final grade</i> |
| • Short Story Exam | 50 | | |
| • Novel Exam | 50 | <i>Short Story and Novel Exams =</i> | <i>25% of your final grade</i> |
| • Literary Analysis #1 (essay) | 40 | | |
| • Literary Analysis #2 (essay) | 40 | <i>Two Literary Analysis Essays =</i> | <i>20% of your final grade</i> |
| • Reading Responses (3 total) | 30 | | |
| • Individual Presentation | 30 | <i>Three Responses and Presentation=</i> | <i>15% of your final grade</i> |

Intermediate Grading:

To comply with college policy and federal regulations, I will assign a grade to you after approximately two weeks, five weeks, and eight weeks. The grades assigned are letters with the following meanings:

- **V:** Verifies that you are participating and your work so far has been acceptable.
- **H:** Means that you are participating, but your work shows that you may require help in order to complete the class successfully. If you receive an H grade, you will be contacted by the Center for Student Success and offered tutoring services.
- **Q:** means that you have effectively quit participating in the course. If you receive this grade, you will be automatically withdrawn from the course. I assign it if I have not received work from you for four classes in a row (in-class activities or homework, as appropriate to the days), and/or you have been absent for four classes and have not contacted me regarding your absences.

Special Grading Situations: Although I can drop you from the course for non-participation up to midterm, only you can initiate a withdrawal after midterm. There is a deadline for this, and Student Services can provide you with this information.

Attendance /Participation (2 points per day; coming in late or leaving early results in a 1-point deduction)

Attendance means being in class—but participation is much more than simply attending class and sitting as a passive observer. Participation means active engagement with whatever is happening in class. This means actively responding to the issues and activities of this course. This includes having your homework done, so you have something to contribute each day. The success and liveliness of this class depends on your willingness to speak up, to ask questions, to share your thoughts, ideas and stories, and to help others. I will make every effort to accommodate you. In return, I expect you to make every effort to be prepared for class and ready to participate. If you fail to participate in class discussions and activities, this will negatively affect this portion of your grade. **Additionally, you can't make-up in-class work, ior any reason—including illness. It's logically impossible to "make-up" in-class work**



or activities. Finally, if you are absent, it is your responsibility to find out what you've missed from a classmate. You also need to check *JetNet* for any handouts or assignments I handed out in class. I *suggest that if you know you will have trouble getting to class on time and/or will be leaving class early on regular basis, for whatever reason—job(s), daycare, commuting problems, or other scheduling conflicts—you will want to drop this class and register for one that will better accommodate your schedule.*

Daily Quizzes (there are 20 of these—5 points each)—cannot be made-up for any reason

I will tell you exactly what you need to know for the quizzes for two reasons: To give you a purpose for reading and to help you be prepared for the next class discussion. These are multiple choice and fill-in-the-blank. **Quizzes are given in the first 10 minutes of class. However, once everyone has turned in their quiz, even if it's only been 5 minutes, the window to take it is closed and cannot be made-up. If you're on time, this won't be an issue for you. Also, if take a quiz and leave early, you lose all credit for the quiz. The purpose of giving quizzes is for people to be prepared for class activities, not to take the quiz and leave.**

Exams (there are 2)

There are two exams: one over the short stories and one over the novel, including multiple choice, identification, short answer, and essay questions. **The only way an exam can be made-up is in the case of a medical emergency with written documentation.** The make-up exam will be short answer and essay format.

Literary Analysis Essays (there are 2)—details will be provided in class

These will be due on specified dates and must be hand-delivered to me. They cannot be sent electronically, put in my mailbox, nor handed in by someone else. If the essay is not handed in on the due date, it is late and will receive only half-credit of what was earned. The last day to turn it in the essay will be the following class period. Essays will not be accepted more than one class period late.

Reading Response Papers (10 are assigned; 3 must be completed)—details will be provided in class

I will assign ten responses to readings, and you must complete three, your choice. You may submit only one per class period. More information will be provided in class.

Individual Presentations—details will be provided in class

This end-of-the semester capstone activity cannot be made-up for any reason, including medical emergency, since they are scheduled during the last week of the semester.

Extra Credit

Quizzes and in-class activities cannot be made-up. However, I understand that once in a while, events happen that are out of our control. Because of this, I will provide a couple of extra credit opportunities over the course of the semester. I also provide 1 extra credit question on every quiz. This gives you an opportunity to make-up 40 points of missed credit (10% of possible credit).

FOR YOUR INFORMATION

Center for Student Success

Located in Potter Center on Central Campus, the center provides tutoring and other services. Please call (796-8415) or visit for more information. The staff are there to help you succeed in your studies, so please do not hesitate to make use of this free resource for any of your classes.

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of Learning Support Services at 787-0800, extension 8270/8553 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Checking Your Progress

You can always check your progress by accessing *JetNet*. You can access this from the JC Website. This is the JC online grade book and shows how much of the total credit you've earned for classwork. It will show what percentage of credit you have earned at any given point in the semester. However, your final official grades (0.0 - 4.0) are posted to your student account on *e-services*, accessible from the JC Website. Any discussion of grades must be done in my office. Because of FERPA, I don't discuss grades during class or via email.

COURSE POLICIES—No Exceptions to These—Read Carefully

Drop-In Office Hours—Research studies show that students who visit their professors during office hours generally perform better and receive higher grades. However, students have busy schedules (and lives) and often don't take advantage of office hours. In addition, some students are shy or intimidated at the idea of meeting one-on-one with their teachers. I understand this. However, I know that individual conferences are extremely beneficial. We can get a lot done if we meet and talk about your writing and/or writing assignments. Many students are surprised (and relieved) at how useful these conferences can be. I hope you will take advantage of this service. My office hours are listed at the top of the first page of this syllabus. You simply need to let me know when you would like to see me during those times. If my office hours aren't convenient for you, I'm happy to arrange a time to meet with you.

Printer Problems—In order to do well in this class, having access to a reliable printer is important since most of your assignments must be typed. Printer problems, whether it's accessibility or faulty mechanics, are never an acceptable excuse for not having work done. I don't accept work via email attachments or on flash drives. You must have copies "in hand" when assignments are due. Plan ahead and plan accordingly. Also, if you're having any problems, including formatting documents, you'll need to get help from the JC Solutions Center, located on the second floor of William Atkinson Hall on Central or The Center for Student Success. Since your work is your responsibility, you will need to be proactive about it. See me if have any questions about this.

Classroom etiquette—I expect you to act like adults and be respectful of everyone—including me. Inappropriate behavior is rudeness, whining, sleeping, swearing, acting out inappropriately, refusing to put electronic devices away, or doing work for other classes. If you are sleeping in class, I reserve the right to publicly wake you up. You are not mentally present if you are asleep, which means you can't contribute to the class. In instances of abusive and threatening behavior, you will be asked to leave, security will be called, and the incident will be reported to the Dean. Everyone has the right to feel safe, including me.

Academic Honesty—JC has an academic policy that is stated in your student handbook, as well as being posted on the JC Website. I adhere to the JC policy in this class. In essence, the policy requires that all work must be done by the student whose name it bears. It requires you not anyone in cheating, that you acknowledge all sources, that you not submit another's work as your own (plagiarism), either directly copied or paraphrased from another source, published or unpublished. If you commit plagiarism, it will result in a failing grade for that assignment, and is grounds for removal from the class. It can result in dismissal from the college. A clear case of plagiarism will be reported to the academic dean. Dismissal for dishonesty will affect ability to receive financial aid.

Incomplete grades—In accordance with the JC policy for incomplete grades, they only are granted to students who have who have a passing grade at the end of the semester and have an extenuating circumstance that precludes completion of the course. Official documentation of circumstance will be required. Incomplete grades can't be used by failing students as a "free pass" to retake a course for free.

Bringing children and guests to class—I realize that some of you may have children. There may be times when you need to be home with them on a class day. Unfortunately, children may not attend the class. Because they can be either adorable and/or unruly, they become a distraction. Additionally, friends and family may not join you in class. They will have to wait for you somewhere on campus. Only students who are registered for class may attend. Thanks in advance for your cooperation with this.