

English 132

Jo Ann Dadisman, ENGL 132, Spring 2005, Short Story and Novel

Spring Semester 2005

Section 03 M-W-F 10:30 112 Armstrong Hall

Section 05 M-W-F 12:30 250 Hodges Hall

Jo Ann Dadisman

Stansbury Hall

Office: 293-3 107x33450

Home: 864-0879 (before 10PM)

Email: jdadism2@wvu.edu

Office hours: M-W 11:30-12:20; 1:00-1:30 and by special appointment

COURSE DESCRIPTION:

This course is designed as an introduction to the short story and novel genres. The course will attempt to increase your understanding of the short story genre through exploration of elements of fiction. These seven elements are found in most, although not all, short stories. While you will be reading some stories that you have read before, I hope that you can make new discoveries about the stories and the art of storytelling, as well as deepen your appreciation for the writer's craft. The first half of the semester will be spent looking at short stories. The second will shift our focus to the longer fictional form of the novel. Because literally thousands of novels are available for reading, I have deliberately chosen four which are related both in theme and setting. We will be reading four novels that focus on the role of family in Appalachian literature.

TEXTBOOKS AND MATERIALS:

Lostracco and Wilkerson. *Analyzing Short Stories*. 5th ed. Dubuque, IA: Kendall/Hunt, 2002.

Dykeman, Wilma. *The Tall Woman*. New York: Avon, 1989.

Giardina, Denise. *Storming Heaven*. Ivy. 1987.

House, Silas. *Clays Qdlt*. New York: Ballantine, 2002.

McCrumb, Sharyn. *Rosewood Casket*. :Siet, 1996.

You will need a 3-ring binder for class notes and materials, access to the Internet and an activated MIX account. Each Friday we meet will be a quiz day; many quizzes will be opennote, so it is crucial that you keep all class notes, responses to your readings and handouts. During the semester I will frequently post messages to the class through MIX, so it is also imperative that you frequently check your account.

COURSE REQUIREMENTS:

Students are expected to attend all class sessions and be prepared for all class activities, including discussion, quizzes and exams. In-class work, including quizzes, can not be made up. Missed exams can be taken only with documented evidence of a need to miss class. I expect you to communicate with me if you have a need to miss class meetings. I will not be posting lecture notes or discussion activities, so attendance is imperative. Friday's

Required Work

Discussion Papers: You are required to write short discussion papers on the readings fi 5 of the 15 weeks of the semester. Hand these in on Friday. Include a brief discussion 0 some of the ideas and events that particularly interested you and that are found in all thc readings assigned for that week. Do not provide a plot summary of the work or make remarks such as "I found this story to be boring." Such responses will receive low grad The responses should be typed, with appropriate headings, and will receive from 0 to 5 points. They cannot be made up at a later date. Do not send these papers, or any others, by email. 1-land in at least one of these papers during the first three necks of class to 1 sure you are on the right track.

Quizzes: There will be at least 4 quizzes given on random days throughout the semestc You can get a possible grade of 5 points on each quiz. Only 3 quizzes will be counted fi your final grade. If you are present and take all of the quizzes, I will select your 3 best grades. If you are absent on any of the quiz days, you cannot make up the quizzes and I will use the grades on the ones that you took to calculate your quiz grade.

Tests: Tests will have questions that will be answered in short essays. These essays wil. reveal your depth of understanding of the literature that we have read, your ability to analyze it, and your ability to organize your ideas and present them clearly.

Paper: You will submit a short paper (4-5 pages) on a topic of your choosing that is based on any of the literaure that is included in Weeks Ito 9. Al] topics must be approved before you submit your final paper. J will give you a handout discussing in detail the writing of the paper.

Presentation: Students who would like to lead the class discussion on one or more of the readings for the day are encouraged to do so. This discussion can take a variety of form but the main goal is to get the dass involved. You can do this presentation with another student if you so

desire. Depending on the quality of the presentation, you will get from 0 to 5 points added to your final grade. This is the only opportunity to get extra credit.

Grades: Your grade will be calculated on the basis of the points seen below. Any late papers or tests will have 5 points a day subtracted from the grade.

Discussion papers: 5 x 5 points each 25 points

Quizzes: 3 x 5 points each 15

Tests: 15 x 2 points each 30

Paper: 15 points 15

Final Exam: 15

Grades are calculated as 90 to 100 an A, 80 to 89 a B, 70 to 79 a C, 60 to 69 aD, and below 60 an F.

Quizzes will often constitute short papers that give you the opportunity to interpret the story through the author's own words. References to other writers' interpretations are also acceptable. Chapter 9 will be of benefit to you; read it on your own and meet with me during individual conferences to discuss your questions.

SCHEDULE OF READINGS/ACTIVITIES

Week #1 Jan. 10-14

Course introduction: syllabus and policies; read and bring a copy of "Young Goodman Brown" to class on Wednesday (available in most American lit anthologies and on line)

- Meeting room: 104 Wise Library; introduction to the elements of short story: "Young Goodman Brown" (video); reading assignment: Chapter 1
- Discussion of "central idea"; quiz on "Star"; reading assignment: Chapter 2

Week #2: Jan. 17-21 (no class on Jan. 17)

- Meeting room: 104 Wise Library "Paul's Case" (video)
- Quiz on readings; reading assignment: Chapter 3

Week #3: Jan. 24-28

- Discussion of "conflict"; reading assignment: search internet or other library sources for background or literary interpretations of "Bride Comes to Yellow Sky"
- Small group discussions/participation
- Quiz on readings; reading assignment: Chapter 4

Week #4: Jan. 31-Feb. 4

- Discussion of “point of view”; search for background or literary interpretations of Thurber’s “Secret Life of Walter Mitty”
- Small group activities: reading exercise (page 29)
- Quiz on readings; reading assignment: Chapter 5

Week #5: Feb. 7-11

- Discussion of “setting”
- Meeting room: 104 Wise Library Poe’s “Cask of Amontillado” (video)
- Quiz on readings; reading assignment: Chapters 6 and 8

Week #6: Feb. 14-18

- Discussion of readings on language and the creative writing process; assignment: research literary interpretations of Steinbeck’s “Chrysanthemums”
- Small group activities
- Quiz on readings; reading assignment: Chapter 7

Week #7: Feb. 21-25

- Discussion of “tone”; research literary interpretations of Chopin’s “Desiree’s Baby”
- Small group activities
- Quiz on readings; review for Exam #1

Week #8: Feb. 28-Mar. 4

- Exam #1
- Introduction to the novel; reading assignment: first 5 chapters of Taft Woman
- Discussion and quiz; reading assignment: chapters 6-11

Week #9: Mar. 7-11

- Discussion; reading assignment: finish novel
- Discussion; review
- Quiz on Tall Woman; reading assignment: first third of Storming Heaven

Week #10: Mar. 14-15

SPRING BREAK!

Week #11: Mar. 21-25

- Discussion; reading assignment: second third of novel
- Discussion; reading assignment: finish novel

- Quiz on Storming Heaven; reading assignment: first third of Rosewood Casket

Week #12: Mar. 28-Apr. 1

- Discussion; reading assignment: second half of Casket
- Discussion; reading assignment: finish novel
- Quiz on Rosewood Casket; reading assignment: first 9 chapters of Clay's Quilt

Week #13: Apr. 4-8 (no Friday class)

- Discussion; reading assignment: chapters 10-19
- Discussion; reading assignment: finish novel

Week #14: Apr. 11-15

- Discussion; small group discussion questions
- Small group activities
- Quiz on Clay's Quilt

Week #15: Apr. 18-22

- Review
- Exam #2

Week #16: Apr. 25-29

- Meeting room: 104 Wise Film day; ("Five Stories of an Flour", "I'm a Fool," "Yellow Wallpaper," or "Rockinghorse Winner"); writing assignment

GRADES:

In class writing, homework and participation, including 50% Friday quizzes (available only to those in attendance)

Exam #1 25%

Exam #2 25%

Students can earn five additional percentage points during the final week of class by attending film sessions and writing responses to the visual treatment of a classic short story. The film versions which we view will be chosen by popular vote. Students should read Chapter 10 prior to attending the film viewing that week. Feel free to contact me via email, phone or in my office during open hours if you have questions, concerns or problems with the information in that chapter. In order to receive full extra credit, you will need to write a short (3 page) analysis of the film version, with an emphasis on the seven elements of story we have explored this semester. More information is to follow.

ATTENDANCE:

Please note that attendance has not been factored into the grading system. Please do not be misled. It is my philosophy that students are taking this class because they want to learn how to read, write and think more critically. Class attendance is imperative for this to happen. Failure to attend will hamper your ability to score well on weekly quizzes and to be prepared for mid-week discussions and small group activities.

DUE DATES:

Class readings have been clearly identified throughout the syllabus. Students are encouraged to read and work ahead of deadlines, especially during the second half of the semester. The two course exams can only be taken at a time other than the scheduled date if prior arrangements are made.

WV is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodations in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (203-6700).

FINAL NOTE:

I believe that all students can succeed in this class by staying abreast of the reading and writing assignments. Attendance can only strengthen your understanding of the material, how it relates to you and your world and your self confidence in articulating thoughts about the readings. I look forward to a good semester with each of you and will maintain an "open door" policy throughout the semester. Please contact me when you are in doubt or are struggling with an assignment.