

## ENGL 2341: Forms of Literature

3 hours: Forms of Literature (2341): An introductory course in which students explore the choices authors make in literary genre and craft.

In this version of English 2341, students will compose handmade responses to assigned poems and stories, explore the craft of poems and stories based upon specific exercises, compose a literary analysis essay, and take exams on literary terms.

**Foundational Component Area: Language, Philosophy & Culture.** Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Core Objective	University SLO	Course SLO	General Learning Activities	Assessment Method
<b>Critical Thinking</b>	CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.	Students will master a series of assigned literary works in terms of generic conventions and content.	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Critical Thinking rubric.
<b>Communication</b>	CS1: Develop, interpret, and express ideas through effective written communication.	Students will produce written analyses of individual literary works and take essay examinations that are graded in terms of both content development and clarity of expression following widely accepted generic conventions.	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Communication rubric.
<b>Social Responsibility</b>	SR3: Demonstrate the ability to engage effectively in the campus, regional, national or global communities.	By engaging with locally, regionally, nationally, and internationally known literary artists and the texts they create, students are introduced to the shared traditions of literary expression, the debates that help shape the literature, and the conflicts, cultural differences, and shared experiences involved in the forging of human culture in all its diversity.	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Social Responsibility rubric.
<b>Personal Responsibility</b>	PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.	By reading the works of some of world's greatest writers as they grapple with the choices inherent in human life, including in areas such as gender relations, race and ethnicity, class, and national origin, ENGL 2341 students can understand how their own lives are affected by similar ethical decisions and learn to connect their own choices and actions to the related consequences. At the same time, students learn to manage their time, develop useful study habits, and interact with their peers in ways that promote personal growth in these areas while upholding the values of the University's Academic Honor Code regarding taking personal responsibility for making appropriate and ethical personal decisions in their coursework and exams.	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Personal Responsibility rubric.

## Texts

1. *The Oxford Book of American Short Stories* edited by Joyce Carol Oates. This is the second edition.
2. *Good Poems* edited by Garrison Keillor.
3. *Shambhala: The Sacred Path of the Warrior* by Chögyam Trungpa

## Supplies

- Portfolio notebook with dividers for storing and organizing course work
- Pencil case for pens and colored pencils for handmade responses
- Notebook paper for taking notes and in-class writing
- Computer paper for handmade and written responses and for literary analysis essays

## Contract Grading

### List of Required Assignments

1. Initial Reading Portrait
  2. 10 Handmade and 10 Written Reading Responses
  3. 10 Poetry Exercises
  4. 8 Short Narrative Exercises
  5. 3 Poems
  6. 2 Short Narratives
  7. Midterm Literary Analysis Essay
  8. Midterm Exam
  9. Final Literary Analysis Essay
  10. Final Exam
- A. To receive an A in this class, you will have submitted all 10 items as they are due, fulfilled the minimum requirements of each, received an A on all of your literary analysis essays and exams, read at least 3 times from course text or original work, share one music lyric with class that demonstrates effective analogy, and have no more than five absences.
- B. To receive a B in this class, you will have submitted all 10 items as they are due, fulfilled the minimum requirements of each, received a B on two or more of your literary analysis essays and exams, share one music lyric with class that demonstrates effective analogy, and have no more than five absences.
- C. To receive a C in this class, you may have submitted all 10 items as they are due, fulfilled the minimum requirements of each, and received a C on two or more of your literary analysis essays or exams, or have no more than five absences.
- D. To receive a D in this class, you may have failed to submit a significant number of the 10 items as they are due, fulfilled the minimum requirements of each, and received a D on two or more of your literary analysis essays or exams, or have no more than six absences.
- F. To receive an F in this class, you will have failed to submit a significant number of the 10 items as they are due, failed to fulfill minimum requirements of each, and have more than six absences.

## SOME OTHER ISSUES

**Absences** – Seven (7) absences will result in failure. If you must miss a class, contact a classmate to get the homework assignment for you or to turn in your work. Late work will not be accepted under any circumstances. I do not accept work via email. All assignments must be submitted to receive a passing grade. No incompletes will be given.

**Personal Emergencies** – Given my experience, I know that sometimes things fall apart. If you encounter a personal tragedy or some emotional distress that causes you to miss classes, get in touch with me as soon as you can. I don't need all of the details, but at least I'll know you haven't dropped the class or been eaten by a bear.

**Academic Honesty** - All work composed for this class must be written exclusively for this class and be your original work. You may of course receive assistance on your writing, but submitting someone else's work as your own or failing to acknowledge sources appropriately will be grounds for plagiarism. Violations of academic honesty and plagiarism will result in immediate failure of this class. You are responsible for understanding the Academic Honor Code, which is available on the web at [http://www.angelo.edu/forms/pdf/Honor\\_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf).

**Special Requirements:** Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. For more information, see [http://www.angelo.edu/services/student\\_life/disability.html](http://www.angelo.edu/services/student_life/disability.html).

**Student Absence for Observance of Religious Holy Days**

If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.



## Tentative Schedule

Week	Monday	Wednesday	Friday
<b>Week One</b>	<b>8/28</b>	<b>8/30</b>	<b>9/1</b>
<b>In-Class Reading</b>		Trungpa 1	Trungpa 2
<b>Class Topics</b>	Introductions	Consciousness, Conscience, Conduct, and Confidence  What Happens When We Read?	What Does the Reader Bring?
<b>Reading Assignment</b>			Keillor Chapter 1
<b>Writing Assignment</b>	<b>Initial Reading Portrait and Diagnostic Exam</b>	<b>Academic Performance Agreement due</b>	Imitation Poem Exercise Handmade Response 1
<b>Week Two</b>	<b>9/4</b>	<b>9/6</b>	<b>9/8</b>
<b>In-Class Reading</b>			Trungpa 3 and 4
<b>Class Topics</b>		What Does the Text Offer?	
<b>Reading Assignment</b>		Keillor Chapter 2	
<b>Writing Assignment</b>		Letter Poem Exercise Written Response 1	In-Class Writing
<b>Week Three</b>	<b>9/11</b>	<b>9/13</b>	<b>9/15</b>
<b>In-Class Reading</b>			Trungpa 5 and 6
<b>Class Topics</b>	What Responses Are Possible? Personal, Topical	What Responses Are Possible? Formal: Shape and Length	
<b>Reading Assignment</b>	Keillor Chapter 3	Keillor Chapter 4	
<b>Writing Assignment</b>	Recipe Poem Exercise Handmade Response 2	List Poem Exercise Written Response 2	In-Class Writing
<b>Week Four</b>	<b>9/18</b>	<b>9/20</b>	<b>9/22</b>
<b>In-Class Reading</b>			Trungpa 7 and 8
<b>Class Topics</b>	What Responses Are Possible? Formal: Repetition	What Responses Are Possible? Formal: Voice	
<b>Reading Assignment</b>	Keillor Chapter 5	Keillor Chapter 6	
<b>Writing Assignment</b>	Pantoum Exercise Handmade Response 3	Blank Verse Poem Exercise Written Response 3	In-Class Writing
<b>Week Five</b>	<b>9/25</b>	<b>9/27</b>	<b>9/29</b>
<b>In-Class Reading</b>			
<b>Class Topics</b>	What Responses Are Possible? Formal: Comparison	What Responses Are Possible? Formal: Contrast	
<b>Reading Assignment</b>	Keillor Chapter 7	Keillor Chapter 8 and 9	
<b>Writing Assignment</b>	Memory Map 1 Poem Exercise Handmade Response 4	Question/Answer Poem Exercise Written Response 4	
<b>Week Six</b>	<b>10/2</b>	<b>10/4</b>	<b>10/6</b>
<b>In-Class Reading</b>			Trungpa 9
<b>Class Topics</b>	What Responses Are Possible? Ethical	What Responsibilities Do We Have? Check with Self, Text, Others, and Resources	
<b>Reading Assignment</b>	Keillor Chapter 10	Keillor Chapter 11	
<b>Writing Assignment</b>	Memory Map 2 Poem Exercise Handmade Response 5	Dialogue Poem Exercise Written Response 5	In-Class Writing
<b>Week Seven</b>	<b>10/9</b>	<b>10/11</b>	<b>10/13</b>
<b>In-Class Reading</b>			Trungpa 10
<b>Reading Assignment</b>	Keillor Chapter 12	Keillor Chapter 17	
<b>Writing Assignment</b>	Confession Poem Exercise Handmade Response 6	Sonnet Exercise Written Response 6	In-Class Writing
<b>Week Eight</b>	<b>10/16</b>	<b>10/18</b>	<b>10/20</b>
<b>In-Class Reading</b>	Trungpa 11	Trungpa 12	Trungpa 13
<b>Reading Assignment</b>	Poetry Workshop	Poetry Workshop	
<b>Writing Assignment</b>	Midterm Literary Analysis and Exam Review	Midterm Literary Analysis and Exam Review	<b>3 Poems Due, Midterm Literary Analysis Due, Midterm Exam</b>

<b>Week Nine</b>	<b>10/23</b>	<b>10/25</b>	<b>10/27</b>
In-Class Reading			Trungpa 14
Reading Assignment	Diaz 856		
Writing Assignment	Handmade Response 7		In-Class Writing
<b>Week Ten</b>	<b>10/30</b>	<b>11/1</b>	<b>11/3</b>
In-Class Reading			Trungpa 15
Reading Assignment	Benedict 823	Jin 797	
Writing Assignment	Story 1 Exercise Written Response 7	Story 2 Exercise Handmade Response 8	In-Class Writing
<b>Week Eleven</b>	<b>11/6</b>	<b>11/8</b>	<b>11/10</b>
In-Class Reading			Trungpa 16
Reading Assignment	O'Brien 688	Wolff 671	
Writing Assignment	Story 3 Exercise Written Response 8	Story 4 Exercise Handmade Response 9	In-Class Writing
<b>Week Twelve</b>	<b>11/13</b>	<b>11/15</b>	<b>11/17</b>
In-Class Reading			Trungpa 17
Reading Assignment	Oates 619	Carver 610	
Writing Assignment	Story 5 Exercise Written Response 9	Story 6 Exercise Handmade Response 10	In-Class Writing
<b>Week Thirteen</b>	<b>11/20</b>	<b>11/22</b>	<b>11/24</b>
In-Class Reading			
Reading Assignment	Baldwin 482		
Writing Assignment	Story 7 Exercise Written Response 10		
<b>Week Fourteen</b>	<b>11/27</b>	<b>11/29</b>	<b>12/1</b>
In-Class Reading			Trungpa 18
Reading Assignment	Hemingway 353	Irving 15	
Writing Assignment	Story 8 Exercise Handmade Response 11	Story 9 Exercise Handmade Response 12	In-Class Writing
<b>Week Fifteen</b>	<b>12/4</b>	<b>12/6</b>	<b>12/8</b>
In-Class Reading	Trungpa 19	Trungpa 20	Trungpa 21
Reading Assignment	Final Literary Essay and Exam Review	Final Literary Essay and Exam Review	
Writing Assignment	Short Story Workshop	<b>2 Short Stories Due</b>	In-Class Writing
<b>Week Sixteen</b>	<b>12/11</b>	<b>12/13</b>	<b>12/15</b>
<b>FINALS WEEK</b>		<b>9 am Final Literary Analysis and Final Exam</b>	



### Critical Thinking Rubric

**Assessment:** In an exam, project, or writing assignment, students will demonstrate their abilities to gather, analyze, evaluate, and synthesize information relevant to a question or issue.

Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
<b>CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.</b>	Skillfully gathers, analyzes, and synthesizes information clearly relevant to a question or issue.	Gathers, analyzes, and synthesizes information relevant to a question or issue.	Inconsistently gathers, analyzes, and synthesizes information relevant to a question or issue.	Fails to adequately gather, analyze, or synthesize information relevant to a question or issue.

### Communication Rubric

**Assessment:** In an exam, project, or writing assignment, students will demonstrate their abilities to develop, interpret, and express ideas through effective written communication.

Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
<b>CS1: Develop, interpret, and express ideas through effective written communication.</b>	Consistently develops relevant and appropriate content for the audience, purpose, and writing task	Generally develops relevant and appropriate content for the audience, purpose, and writing task.	Occasionally develops relevant and appropriate content for the audience, purpose, and writing task.	Seldom develops relevant and appropriate content for the audience, purpose, and writing task.

### Social Responsibility Rubric

**Assessment:** In an exam, project, or writing assignment, students will demonstrate their abilities to listen and record notes effectively and to respond formally to a university-sponsored literary event.

Core Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
Students will learn how to listen and record notes effectively and to respond formally to a university-sponsored literary event.	Consistently demonstrates ability to listen and record notes and to respond formally to a university-sponsored literary event.	Generally demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.	Occasionally demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.	Rarely or never demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.

### Personal Responsibility Rubric

**Assessment:** In an exam, project, or writing assignment, students will demonstrate their abilities to identify values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.

Core Objective	Excellent (4)	Proficient (3)	Weak (2)	Unsatisfactory (1)
In a variety of literary texts, students will learn to identify values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Consistently identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Generally identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Occasionally identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Rarely or never identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.

LANGUAGE, PHILOSOPHY, AND CULTURE  
STUDENT LEARNING OUTCOME ALIGNMENT FORM

Course Prefix/Number: **ENGL 2341** Course Title: **Forms of Literature**

Brief Course Description: An introductory course in which students explore the choices authors make in literary genre and craft.

**Foundational Component Area: Language, Philosophy & Culture.** Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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<b>Personal Responsibility</b>	PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.	By reading the works of some of world's greatest writers as they grapple with the choices inherent in human life, including in areas such as gender relations, race and ethnicity, class, and national origin, ENG2307 students can understand how their own lives are affected by similar ethical decisions and learn to connect their own choices and actions to the related consequences. At the same time, students learn to manage their time, develop useful study habits, and interact with their peers in ways that promote personal growth in these areas while upholding the values of the University's Academic Honor Code regarding taking personal responsibility for making appropriate and ethical personal decisions in their coursework and exams.	Learning activities will include listening to lectures, taking notes, participating in classroom discussions and in-class group work, reading quizzes, oral and written analyses, and examinations.	See Personal Responsibility rubric.

### Critical Thinking Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to gather, analyze, evaluate, and synthesize information relevant to a question or issue.

<b>Objective</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Weak (2)</b>	<b>Unsatisfactory (1)</b>
<b>CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.</b>	Skillfully gathers, analyzes, and synthesizes information clearly relevant to a question or issue.	Gathers, analyzes, and synthesizes information relevant to a question or issue.	Inconsistently gathers, analyzes, and synthesizes information relevant to a question or issue.	Fails to adequately gather, analyze, or synthesize information relevant to a question or issue.



## Communication Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to develop, interpret, and express ideas through effective written communication.

<b>Objective</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Weak (2)</b>	<b>Unsatisfactory (1)</b>
<b>CS1: Develop, interpret, and express ideas through effective written communication.</b>	Consistently develops relevant and appropriate content for the audience, purpose, and writing task	Generally develops relevant and appropriate content for the audience, purpose, and writing task.	Occasionally develops relevant and appropriate content for the audience, purpose, and writing task.	Seldom develops relevant and appropriate content for the audience, purpose, and writing task.

### Social Responsibility Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to listen and record notes effectively and to respond formally to a university-sponsored literary event.

<b>Core Objective</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Weak (2)</b>	<b>Unsatisfactory (1)</b>
Students will learn how to listen and record notes effectively and to respond formally to a university-sponsored literary event.	Consistently demonstrates ability to listen and record notes and to respond formally to a university-sponsored literary event.	Generally demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.	Occasionally demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.	Rarely or never demonstrates ability to listen and record notes effectively and to respond formally to a university-sponsored literary event.

## Personal Responsibility Rubric

Assessment: In an exam, project, or writing assignment, students will demonstrate their abilities to identify values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.

<b>Core Objective</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Weak (2)</b>	<b>Unsatisfactory (1)</b>
In a variety of literary texts, students will learn to identify values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Consistently identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Generally identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Occasionally identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.	Rarely or never identifies values and choices that create conflict for characters and to analyze the consequences of those values, choices, and conflicts.