

**Course:** EN212-T&NT Introduction to Short Fiction  
**Credit:** 3 Semester Hours  
**Semester:** Fall 2024 (Sessions 1-2)  
**Time and Place:** MW 1:00 – 2:20pm E ED 105  
**Instructor:** Tim Hange, tim.hange@calvary.edu

*\*About This Class: This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

*\*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

## I. DESCRIPTION

Introduction to Short Fiction is an engaging genre course that enables the student to learn critical reading and literary analysis with a particular focus on the elements of literature as characterized in short literary fiction. The course includes a variation of author styles, national cultures, and subject matter to increase student awareness of contextual relevance. Essay responses present literary analysis of the readings. No prior literature courses are required. (**Prerequisite:** EN112)

## II. OBJECTIVES

### A. General competencies to be achieved. You will:

1. Improve critical reading skills through critical analysis of literary texts (PLO 1; Assignments B-E).
2. Participate effectively in group discussions with emphasis on careful listening, critical thinking, and appropriate response (PLO 1, 3; Assignment A-C).
3. Develop the ability to research about literature (PLO 1-4; Assignments D, E).
4. Identify the various cultural, linguistic, and sociological characteristics as presented in the literary works (PLO 1; Assignments A-E).
5. Evaluate individual short stories according to the Biblical worldview (PLO 1, 3; Assignments A-E).

### B. Specific competencies to be achieved. You will be able to:

1. Carefully read and analyze literary works from a number of cultures (PLO 1-4; Assignments A-E).
2. Apply the literary elements to literary works in discussion and research (PLO 1-4;

- Assignments A–E).
3. Compare and contrast the Biblical worldview with that of the authors studied (PLO 1, 3; Assignments A–E).

### **III. REQUIRED MATERIALS**

#### **A. Required Textbooks**

- **The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- There will be no literature textbook required. All of the stories we read will be provided for you in the form of web resources or documents. Resources detailing historical context for stories and literary analysis will also be provided.

#### **B. Suggested Resources**

- MLA Handbook, 8<sup>th</sup> Edition. ISBN 978-1603292627. \$14.40

### **IV. REQUIREMENTS**

- A. (Before Class) Reading Assignments and Journals:** Reading assignments are assigned from the required textbook (see below). Complete assigned reading prior to the class period on which it is due. *Do not substitute any kind of Cliff Notes, E-Notes, or online summaries of any kind.*

Once you complete your reading for the week, respond to the reading in the reading journal. The reading journal assignment in Canvas provides ideas for what to write about.

- B. (During Class) Attendance and Participation Activities:** During each class, the professor will assign activities that must be completed by all students (both in-class and online). Follow instructions to complete the activities. These participation activities must be uploaded to Canvas before the next class period.

Students who do not maintain continuous academic activity will be dropped from the course.

- C. (After Class) Discussion Board:** The professor will assign one discussion question in Canvas each week. Respond to the prompt initially with at least 250 words. Ensure your response is clearly organized and well-supported by notes, quotes from the text, or outside research.

Then engage with your peers in meaningful discussion. Here are some ideas:

- Express agreement by stating specifically with what part you agree

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- and why
- Express disagreement by stating specifically with what part you disagree and why
  - Add to the conversation: "I found this interesting article that is similar to what you're saying. [Summarize and provide link]."
  - Ask a question to
    - *Clarify*: "What do you mean by \_\_\_\_?"
    - *Explain*: "Can you give an example of \_\_\_\_?"
    - *Wonder*: "What would happen if \_\_\_\_?" or "What would be different if \_\_\_\_?"
    - *Invite*: [This kind of question is good after expressing disagreement or adding to another post.] "What do you think [about what I just said]?" or "I'd love to hear your thoughts." (I guess that's technically not a question . . . )
    - *Discuss*: "I just had a thought: [provide a new discussion question related to the topic at hand]."

Finally, your professor will engage in the discussion, asking questions to the class and to individual students. Be prepared to engage with these questions.

You will be graded on (1) your initial response to the prompt and (2) the depth of your discussion with your peers and professor. The rubric looks like this:

	25	20	15	10	5	0
<b>Response</b>	Gives a unique and deep answer to the prompt, organized it clearly, and supported it adequately.	Gives an acceptable answer to the prompt that is somewhat organized and supported.	Gives a vague answer to the prompt that struggles with organization and support.	Gives an answer that shows a lack of understanding of the story and the prompt. Struggles with support.	Answer does not follow directions, is missing important components, and/or is unsupported.	Failure to respond or plagiarism.
<b>Discussion</b>	Engages with peers in a meaningful and specific way. Adds something unique to the discussion. Engages with all follow-up questions.	Engages with peers and adds to the discussion. Engages with most follow-up questions.	Engages with peers in a general and vague way. Engages with some follow-up questions.	Shows lack of enthusiasm with discussion. Engages with one follow-up question.	Shows lack of enthusiasm with discussion. Does not engage with any follow-up questions.	No discussion provided.

When you use sources in your responses, cite them at the end of your post using MLA format (8<sup>th</sup> edition). You should also use in-text citations in the body of your posts when appropriate.

- D. (End of course) Creative Project:** Choose one of the stories we have studied and design a creative project, which you will present to the class (uploaded in Canvas). This project contains three components: (1) the project, (2) your reflection, (3) your interaction with your peers' projects.

The Creative Project

Choose a story from this class and select a research question (we will discuss research questions in class, and each assignment throughout the cycle will help you think about and find your story and your research question). Use

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class notes, the textbook, supplemental materials, discussion board resources, your own research to answer your research question. Create a 5 minute video to present your findings.

Sample research questions:

- How does the biblical worldview compare to that presented in the story?
- How does a historical event affect this author/story?
- What is this author saying about his/her culture or society?
- What is the theme of \_\_\_\_?
- How does \_\_[literary element]\_ affect the reader?
- How does [Story 1] compare with [Story 2]?

Creative project ideas (feel free to come up with your own):

- Commercial
- News broadcast
- Skit
- Animation
- Puppet show
- Speech
- PowerPoint
- Paint/Chalk talk
- Music video

This presentation should be something that *you* create and are the primary presenter in. Do NOT just play someone else's YouTube video, for example.

### Reflection

Answer the following questions in roughly 1 double-spaced page total:

- What have you learned about . . .
  - . . . the process of critical reading?
  - . . . literary elements?
  - . . . literary research?
  - . . . the story you chose?
  - . . . interacting with literature from a biblical worldview?

### Interaction with Peer Projects

Watch your peers' presentations. Then choose four to respond to. Write a response that includes (1) what you thought of their presentation and (2) what you learned.

### Grading Rubric

Creative Project:

Creativity	25
Literary Research	25
Application of Literary Concepts	50
<b>Total:</b>	<b>100</b>

Reflection:

**Total: 50**

Interaction:

**Total: 50**

**E. Other Assignment Policies**

1. *Style Guide:* Follow the MLA style according to the *MLA Handbook*, 8<sup>th</sup> edition.
2. *Plagiarism* is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI-generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.
3. *Other forms of cheating* include copying another student's work, allowing a student to do your work, using notes instead of reading the literary works, basing your research essay on another essay, bringing cheat sheets or written information to a quiz or an exam, and working collaboratively with another student on individual assignments. This also includes handing in one essay for assignments given in two different courses to reduce the amount of student work. Please check with the professor if you have concerns or doubts about the academic approach you plan to take for an assignment.
4. *Late work:* -10% from the final grade per day late.
5. *Originality:* Students may not hand in one paper for two different courses—even if the paper has been altered in some way. Students may not hand in a paper that was written for another class in previous courses. All work must be completely new and written solely by the student.

**V. METHODS**

**A. Grading**

*Possible Points for All Assignments:*

Reading Journals (8 x 25)	200 points
Discussion Boards (8 x 50)	400 points
Participation Activities (8 x 25)	200 points
Creative Project (100 for project, 50 for reflection, 50 for interaction)	200 points
<b>Total</b>	<b>1000 points</b>

The Grading Scale can be found in the University Catalog.

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**VI. General Schedule (Detailed schedule in Canvas)**

	<b>Topic</b>	<b>Assignments</b>
<b>Week 1</b>	Authors: Kate Chopin, Judith Cofer	Reading Reflection Class participation / discussion
<b>Week 2</b>	Authors: William Faulkner, Anton Pavlovich Chekhov	Reading Reflection Class participation / discussion
<b>Week 3</b>	Authors: James Baldwin, Alice Walker	Reading Reflection Class participation / discussion
<b>Week 4</b>	Authors: James Baldwin	Reading Reflection Class participation / discussion
<b>Week 5</b>	Authors: Ernest Hemingway, Tobias Wolff, Leo Tolstoy	Reading Reflection Class participation / discussion
<b>Week 6</b>	Authors: Ray Bradbury, Nathaniel Hawthorne	Reading Reflection Class participation / discussion
<b>Week 7</b>	Authors: Langston Hughes, Anton Pavlovich Chekhov, Anne Beattie	Reading Reflection Class participation / discussion
<b>Week 8</b>	Authors: O. Henry	Reading Reflection Class participation / discussion
	BREAK	Reading Reflection Class participation / discussion
<b>Week 9</b>	Authors: Edgar Allen Poe, Kurt Vonnegut	Reading Reflection Class participation / discussion
<b>Week 10</b>	Authors: Langston Hughes, Anton Pavlovich Chekhov	Reading Reflection Class participation / discussion
<b>Week 11</b>	Authors: Amy Tan	Reading Reflection Class participation / discussion
<b>Week 12</b>	Author: Eudora Welty	Reading Reflection Class participation / discussion
<b>Week 13</b>	Author: Ray Bradbury	Reading Reflection Class participation / discussion
<b>Week 14</b>	Author: O'Connor, Cahan	Reading Reflection Class participation / discussion
<b>Week 15</b>	Presentations and wrap-up	Reading Reflection Class participation / discussion
<b>Week 16</b>	Presentations and wrap-up	

**Resources:**

- A. Disabilities:** Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.
- B. The Clark Academic Center** (email: [learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this free service.