

Professor: Ann Marie Brown
Phone: 415.302.8207 (phone only – please do not text to this number)
E-mail: abrown@sierranevada.edu (best way to reach me!!!!)
Office: Please make an appointment to meet with me in Prim Library
Office Hours: M/W 1-4 p.m. (please make an appointment)
Class Meeting Time: M/W 10 a.m. to 12:45 p.m. (**NOTE: 8-week module)
Location: Prim Library Room 214
Prerequisites: E90 or placement exam

Course Description: This course explores works of fiction in American literature. We will read and analyze classic American short stories as contextual material for writing academic essays. Students will complete weekly in-class assignments, four essays, one research paper, a reader's response notebook, and a final portfolio of work that will reflect student progress.

Required Texts and Materials:

1. *The Art of the Short Story* edited by Dana Gioia and R.S. Gwynn
2. *Reading and Writing about Literature* by Janet E. Gardner
3. Laptop computer (one that meets the published SNC Laptop Requirements). Please bring to class every day.
4. For your Reader's Response Notebook: a small three-ring binder

Student Outcomes: Upon successful completion of this course, students will be able to:

1. Write an essay with an understanding of essay structure, including developing and supporting a thesis and writing an effective introduction and conclusion
2. Use the draft process to revise essays and papers toward completion
3. Use standard grammatical conventions and identify and correct basic sentence faults
4. Make complex comparisons between texts and ideas
5. Understand college-level reading and integrate reading comprehension into assignments by responding to and analyzing texts
6. Integrate quotes and ideas from other texts into writing assignments with appropriate citation and context creation
7. Write an organized and coherent essay in a timed writing situation
8. Use basic research skills to write a research paper, including finding and assessing the credibility of sources, generating MLA works cited and parenthetical citations, and integrating multiple sources

Methods of Assessing Student Outcomes: Student outcomes will be assessed using the following:

1. Quizzes and exams
2. Written assignments (essays, research paper, Reader's Response Notebook, etc.)
3. Participation in class discussions
4. Attendance and participation in in-class projects

Instructional Strategies: This class will involve class discussions, peer editing, writing conferences, quizzes, exams, written work and revisions.

Attendance: Students are expected to attend every class and arrive on time: 2 tardies = 1 absence. In every class period, points are awarded for in-class assignments, discussions, and quizzes. There are NO make-ups

for these in-class points. On any day that you are absent, you will miss out on points toward your final grade. *Students who are absent 3 times or more (including accumulated tardies), will not pass this class.*

Be prepared for class: Being unprepared for class is the same as being absent. To be prepared for class, you must arrive on time with your laptop and textbooks, you must have completed the assigned readings and be ready to discuss them, and you must have completed any writing assignments that are due.

If you are absent, **work due on that day is still due.** It may be brought in by a classmate, but all work is due **when the class begins.** Some absences (cleared in advance) may be excused and will not adversely affect your grade. These include absences followed by a note from a medical facility identifying that you were under medical care on that day, and absences resulting from attending school-related trips. *It is the student’s responsibility to see me to discuss the nature of the absence.*

Late assignments will be graded down by 10% for every calendar day (not class period) that the assignment is late. I do not accept “my computer died” or “the printer is not working” or “you must not have received my email” as an excuse for late assignments.

Reader’s Response Notebook: A large portion of your final grade will be based on your Reader’s Response Notebook, which will be your written reactions, responses, comments, and questions about the readings assigned in class. This notebook will be turned in on the second last day of class. Your Reader’s Response Notebook will be graded on the depth and quality of your reading analysis (details to be discussed in class).

If You Are Absent: Students are responsible for all material covered during the course whether handed out in class, discussed in class, read as an assignment, or disseminated in any other way. If you are absent, make sure you check with one of your classmates to find out what you missed that day.

Electronics Policy: Turn off your cell phone and all other distracting devices in the classroom. If we are using computers during class, you are expected to refrain from activities not related to the lesson (i.e. Web surfing, Facebook, YouTube, etc.) In some classes, I will ask you to shut off your laptop completely.

Grading Policy: Grades are based on the accumulation of points during the semester (total points = 1,200), distributed in the following ways:

- 23% reader’s response notebook & reading discussions 275 points
- 23% in-class activities and quizzes 275 points
- 33% essays (4 essays at 100 points each) 400 points
- 10% research paper 125 points
- 10% final exam 125 points

TOTAL = 1,200 points

A = 90-100%	1080-1200 points
B = 80-89.9%	960-1079 points
C = 70-79.9%	840-959 points
D = 60-69.9%	720-839 points

Improving Grades on Writing: You will write four essays and one research paper for this class. All papers written in this class may be improved and re-written to raise your grade by as much as 10%. All papers that were assigned and written before the midterm must be rewritten for a grade change before the midterm.

The same follows for the end of the course. The more you revise your essays, the more your writing and your grade will reflect your hard work. Please take advantage of my office hours, the tutors and the writing center. *I am always willing to help students; please do not hesitate to ask me for help.*

Research Requirements: Using the library's resources effectively (not just the Internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Consequences for Violating the Faculty/Student Honor Code: SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

SNC's Disciplinary Sanctions for Honor Code Violations:

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

The SNC E-mail System: The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having e-mail redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

Academic Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

Date		
Week 2 Jan. 26 & 28	Reading & Writing about Literature Reacting to Readings: Conversing with Texts “From Readers Grow Writers” - reading to learn In class writing & Grammar Pre-Test (diagnostic only)	<i>Bring texts and computers to class every day!</i> For Mon 1/26: Gardner book pp. 72-75 “Elements of Fiction: Plot, Character, Point of View, Setting, Theme, Symbolism, Style” Art of Short Story pp. 849-862 “The Elements of Short Fiction” Reading Response due Mon 1/26: Hemingway in Art of Short Story: pp. 370-376 For Wed 1/28: Gardner book pp. 21-50 (chapter 3 on “The Writing Process”) Reading Response due Wed 1/28: Fitzgerald in Art of Short Story: pp. 246-263
Week 3 Feb. 2 & 4	<div>Essay 1</div> Essay Structure & Paragraph Structure Organizing & Drafting a Simple Essay Thesis Statement: What’s Your Point? Introductions & Conclusions	<i>Bring texts and computers to class every day!</i> For Mon 2/2: Gardner book pp. 21-50 (chapter 3 on “The Writing Process”) 2 Reading Responses due Mon 2/2: Cheever in Art of Short Story: pp. 122-132 Welty in Art of Short Story: pp. 819-830 For Wed 2/4: Essay 1 due
Week 4 Feb. 9 & 11	<div>Essay 2</div> Sentence Fragments and Run-On Sentences Comma, Semicolon, Colon review	<i>Bring texts and computers to class every day!</i> 2 Reading Responses due Mon 2/9: Updike in Art of Short Story: pp. 799-808 O’Connor in Art of Short Story: pp. 677-688 and pp. 704-706 For Wed 2/11: Essay 2 due
Week 5 Feb. 18 (no class on Feb. 16 due to Presidents Day holiday)	<div>Essay 3 &</div> Introduction to the Research Paper finding sources & attributing; summary, paraphrase, direct quotation; MLA style	<i>Bring texts and computers to class every day!</i> For Wed 2/18: 2 Reading Responses due: Carver in Art of Short Story: pp. 76-105 (read both “Cathedral” and “Small Good Thing”) Essay 3 due (in-class essay)
Week 6 Feb. 23 & 25	<div>Essay 4</div> Apostrophes, Commonly Confused Words Capitalization review Subject-Verb Agreement review	<i>Bring texts and computers to class every day!</i> For Mon 2/23: Read Gardner book pp. 130-165 (chapter 8 on “Writing a Research Paper”) 2 Reading Responses due: Faulkner in Art of Short Story: pp. 224-237 LeGuin in Art of Short Story: pp. 530-536 For Wed 2/25: Essay 4 due

Week 7 March 2 & 4	<div>First Draft Research Paper Due</div> <div>Misplaced/Dangling Modifiers</div> <div>Parallelism</div> <div>Word Choice, Eliminating Jargon, Sentence Variety, and Writing Sentences with Style</div>	<i>Bring texts and computers to class every day!</i> For Mon 3/2: First Draft Research Paper due For Wed 3/4: 2 Reading Responses due: Cisneros in Art of Short Story: pp. 160-163 Cather in Art of Short Story: pp. 106-121
Week 8 Mar. 9 & 11	<div>Final Research Paper Due</div> <div>Final Exam</div> <div>Reading Response Notebook Due</div>	<i>Bring texts and computers to class every day!</i> Completed Reading Response Notebook due Mon 3/9 Monday: Revise Research Papers Final Research Paper due Wed 3/11 Final Exam (in-class writing) Wed 3/11

The Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts • Professional Preparedness • Entrepreneurial Thinking • Sustainability