

Pittsburg State University  
College of Arts and Sciences, Department of English

**English 113.11—General Literature Writing to Learn**  
**Fall, 2013—TTh 11:00—12:15 (Section 11)**  
**Grubbs Hall, Room 113**

**Instructor:** Dr. Philip W. Rudd

**Office Phone:** (620) 235-4701

**Office Hours:** MW 11:00-01:00; TR 12:30-1:30;

MTWR 03:30-05:30: (or by appointment)

**Office:** 451 Grubbs Hall

**Email:** email via Canvas

**Delivery:** face-to-face

**Required Texts:** *The Compact Bedford Introduction to Literature: Reading, Thinking, Writing*, 9th edition, edited by Michael Meyer (ISBN: 978-0-312-59434-3)

### **General Education**

This course counts toward the requirements in General Education for your degree program. General Education is an important part of your educational program at Pittsburg State University that has been designed to implement the following Philosophy of General Education:

**General education is the study of humans in their global setting. The general education curriculum, therefore, acts as the heart of a university education by developing the capacities that typify the educated person and providing a basis for life-long learning and intellectual, ethical, and aesthetic fulfillment. General education examines the world around us and fosters an understanding of our interactions with the world and our place in the universe. General education celebrates the creative capacities of humankind and helps to preserve and transmit to future generations the values, knowledge, wisdom, and sense of history that are our common heritage.**

**Course Description:** An introduction to poetry, fiction, and drama. Not open to students with credit in ENGL 304 Introduction to Writing about Literature.

### ***Goals for General Education for this Course***

This course will help you accomplish several General Education goals and objectives, including applying the principles of effective writing and other forms of communication (Goal 1.2), demonstrating and understanding cultural diversity within the United States and in the world at large (Goal 3.ii.3), demonstrating an awareness of the rights of individuals and groups from diverse cultural, national, and ethnic backgrounds (Goal 3.vi.2), and demonstrating and understanding the relationship of gender, race, and class within and across cultures (Goal 3.vi.3).

English 113 specially emphasizes the following General Education goals in helping you

- distinguish between relevant and irrelevant information in problem solving (Goal 2.1),
- articulate principles, theories, or rules to the real world (Goal 2.4),
- demonstrate the ability to analyze and synthesize information (Goal 2.4),
- recognize the value of diverse cultural, national, and ethnic backgrounds (Goal 3.vi.1),
- demonstrate an understanding of the creative process, both practical and theoretical, and its relationship to an audience or viewers (Goals 3.v.1),
- make informed critical responses when exposed to artistic endeavors (Goal 3.v.2),
- understand the relationship between the arts and society in a multicultural environment (Goal 3.v.3),
- demonstrate an appreciation for the range and diversity of humankind's wisdom, values, ideas, beliefs, and reasoning (Goal 3.viii.1),

- demonstrate an understanding of human behavior, the human condition, and human institutions in the context of historical, literary, or philosophical inquiry (3.viii.2).

## Course Objectives

This course

1. helps preserve and transmit literary heritage by reading traditional and contemporary poetry, fiction, and drama,
2. promotes a global perspective of literatures and cultures through readings by men and women in English and in translation from other languages, and
3. enriches the reading of the three genres through the use of non-fiction, film, or other media.

## Nature of the Course

The instructor will determine how best to implement the goals and objectives and how to teach the genres above, but all students can expect that the course will foster critical reading and critical thinking skills.

## Methods

To achieve our instructional objectives, the instructor will employ lecture, discussion, and student oral and written response. He may also employ some combination of other instructional methods, including worksheets, small-group work, journals, readings in literary criticism, creative writing assignments, videos and films, out-of-class cultural events (e.g. poetry readings, etc.), in-class writing, panels, out-of-class responses, role playing, outside speakers, etc.

## Assessment

Student work will be evaluated on the basis of examinations, quizzes, in-class group work, and out-of-class written papers. The instructor may also employ some combination of other evaluation methods, including worksheets, small-group work, journals, creative writing assignments, in-class writing, panels, out-of-class responses, etc. **Even though the formal writings only account for 20% of your grade, you must receive an average passing grade of C on your formal writing to pass the course.** Each formal writing assignment will be given detailed individual feedback on preliminary drafts with the **Green Pen Check** by a Writing Center tutor or peer reviewer. Furthermore, the **formative feedback** on FW 1 will address concerns that will be relevant to the FW 2 assignment. Final drafts of formal writing will be graded using **the PSU Writing Rubric**, available on Canvas.

**Attendance:** Regular attendance is required to do well in this class. Quizzes or group work will be part of each class meeting and **cannot** be made-up. Every time you're absent, you lose points. Everyone has **four (4)** pre-excused absences for those difficult times in life that interfere with class attendance. However, use those absences wisely. Save them for later in the semester when you really need them (sickness, family problems, etc.). If you know you are going to be absent, it would be wise to speak to the instructor **before** the absence to find out what you will miss or any homework, etc. If it is not possible to inform the instructor prior to the absence, it is a good idea to check with the instructor (or a classmate) before class meets to make sure you know what the assignment is; have it completed **before** coming back to class.

**\*\*Students who miss more than 4 classes may be dropped from the roster for "excessive absences."\*\***

## Student Evaluation:

- Three exams (Drama, Poetry, Fiction) 30%
- **Writing (Informal 15%, Formal 20%) 35%**
- Group work & in-class discussion (participation) 25%
- Attendance, Decorum & Deportment (ADD) 10%

Student grades are based on regular grade scale:

- 0—59=F
- 60—69=D
- 70—79=C
- 80—89=B
- 90—100=A

**Late Work:** In-class work, such as group work, **cannot** be turned in late or made up. **Missed quizzes CANNOT be made up either—don't ask!** Late assignments will be graded down one letter grade for each day they are late, *regardless if you are absent*. Since the due dates are posted well in advance, it is important all assignments be turned in on time. Email them to me, send them with a classmate, place them under my office door or in my mailbox—do whatever it takes not to turn it in late. Missed exams must be made up as soon as possible. See me **immediately** to reschedule a time to take the exam. After one week of not making up the exam, I will give you a “0” (zero). Students taking a make-up exam will be given a different version than that given in class on test day.

**Class Participation:** A successful class depends on your participation—your observations and questions about the assigned readings, your willingness to explore new ideas. Therefore, it is crucial that you keep up with the reading schedule so that you can talk intelligently about the literature.

**Plagiarism & Academic Dishonesty:** **Academic honesty is expected of all students.** I support the stated policies of the University and the English Department on plagiarism. Therefore, passing off anyone else's work (whether your roommate's or a published article) as your own may result in an *F* for that paper or an *F* for the course. If you are unclear about the university's policy on plagiarism and academic honesty, I suggest you view the “Code of Student Rights and Responsibilities” located on the PSU homepage. Article [30](#) specifically discusses academic misconduct, including plagiarism. However, I am always willing to help students who are making a good faith effort to do their own work and avoid plagiarism.

**Canvas:** If you're not familiar with Canvas yet, you will be by the end of the semester. I will be placing all of our class information (handouts, short stories, etc) on Canvas so you can access it at any time. All grades will be entered into Canvas. Along with a hard copy, Canvas is my primary grade-keeping record. Because all grades and attendance will be placed on there for you to view, *you will be responsible for checking and monitoring these*. I am not perfect, and I can make mistakes when entering grades or taking roll. For that reason, you must check these to be certain they are correctly entered. It is **your** responsibility to inform the instructor of mistakes concerning your grades or attendance on Canvas.

*It is recommended that you check Canvas every day to be “up to date” on the happenings of the course. Although this is not an online class, you are expected to go online for announcements, emails, and changes to the schedule and plans. All important information will be posted on Canvas.*

**Inclement Weather/Class Cancellation Policy:** Generally, the University does not close because of snow or inclement weather. Often times, it is at the instructor's discretion whether to hold or cancel classes. If inclement weather should occur and the instructor deems it fit to cancel classes, he will inform students via email, Canvas, and will officially cancel classes through the GUS system.

**Special Comments:** This class is not about what I can tell you about literature, although I will be guiding you throughout the semester. This course is about your discovering literature for yourself, and to do that, you must *actually read* the assigned selections. This course will be largely based on in-class discussion. I will be

pulling test questions from our class discussion and the readings. Please read and be prepared to discuss the readings. I would like to encourage everyone to actively participate.

**Expected Classroom Behavior (Decorum and Deportment):** Most students exhibit appropriate behavior in class, but there is some disagreement about what “appropriate” behavior is. At times, a consumer culture creeps into the classroom, with students sometimes perceiving faculty as employees hired to serve them. This is not the appropriate comparison—a professor is not here to give you what you *want*, but rather to help you obtain what you *need*. A professor is more like a physician. Just as any doctor who tells you “everything is fine” so that you'll be happy (when everything isn't fine) should be sued for malpractice, any faculty member who gives you an “A” regardless of your performance or allows anything to happen primarily because that is what will make *you* happy is doing you and other students a disservice.

Learning is a group activity, and the behavior of each person in class in some way or another affects the learning outcomes of others. If we keep these thoughts and the following rules in mind, the classroom experience will be a better one for every one involved.

1. Class begins promptly at the beginning of the class period. You should be in your seat and ready to start participating in class at that time. That same rule also applies to me—I should be ready at the start of class.

a. Always bring the required supplies and be ready to be actively engaged in the learning process. This communicates preparedness and interest.

b. If you come into class after an assignment has already been passed back, please do *not* ask for your assignment until after the class is over. It's unfair to the other students in class to wait while the professor searches again for your paper because you weren't there the first time. Just ask for it after class, and I'll be happy to supply it to you.

c. In deciding whether to attend class, please do not ask your professor if he is covering anything important on that day. The course is carefully planned out—every day is important.

2. If you bring a newspaper, magazine, or other reading material to class, put it away *before* the start of class. In return, I promise to listen when you are talking to me and to treat you with respect.

3. Similarly, do not study material from other classes during this class. If you feel that you must spend our class time studying or doing homework, please take an absence and go to the library.

4. Turn your cell phone **off** before the start of class. **Vibrate is not OFF!** Do not answer your phone in class. This is very rude. If there is a call that you absolutely must take (like an extreme emergency), please step quietly into the hall as not to disrupt others. FYI: your roommate calling you to make lunch plans is NOT an extreme emergency! Also (you've probably guessed), **there is NO texting allowed during class!** This should be a given, but more and more students are talking and texting during class. If I catch a student texting or talking on the phone, the student may be asked to leave and counted absent for the day. We're here to learn, not socialize.

5. It is fine to bring a drink or a snack to class, as long as it isn't distracting. However, please remember that someone else will be coming into the room after your class is done, so **PICK UP YOUR TRASH.**

6. I expect to have your attention for the full class period. This means:

a. Avoid conversations with people sitting around you. It's a small room—even if you whisper, please realize that others can hear you. This is distracting to them, as well as to me.

b. Do *not* start zipping up your backpack and rustling papers before the end of the class period. There's sufficient time for you to get to your next class without disrupting the last few minutes of this class. If one

person does it, it seems to trigger others to do it, and it makes the last few minutes (when announcements are often made) less than optimal for everyone.

7. If you know that you'll need to leave before the class is over, try to sit as close to the door as possible so as not to disrupt others. Similarly, if you arrive in class late, just slip in as quietly as possible and take the first available seat you come to.

8. If you are so tired that you cannot keep your head up, you should leave. I realize that environmental factors affect this, including warm rooms, dimmed lights, and material that may not be interesting to you. However, laying your head on the desk or sleeping in class is rude, and it is distracting to others. I'll try to make class interesting, but remember that my primary goal is to teach you, not to entertain you.

9. Turn in assignments on time. Earthquake, fire, flood, and catastrophic illness are the only reasonable excuses for a late submission. You want the professor to know who you are for the right reasons. If you turn in assignments late, you can expect to be penalized.

10. Being courteous in class does not mean that you have to agree with everything that is being said. However, you will rarely get your way with anybody in life by being rude, overly aggressive, or just plain hostile. If you disagree with me (or I with you) or any other member of this class, feel free to present your opinion, but do not become hostile or belligerent. If such behavior occurs, the antagonistic student will be asked to leave the classroom.

11. The rules of the syllabus, content of the exams/essays, content of lectures, and calculation of the grade you *earned* are **not a starting point for negotiations**. While I am always willing to work with students on an individual basis, I cannot negotiate individual terms with each student. I follow the same guidelines for each and every student—no special exceptions or considerations are to be made. The good thing about grades is that they are based on math. Math cannot be argued (within reason). The numbers simply add up to what they are. Please do not ask me to “give” you a few points. Earn them instead.

12. Your questions are NOT an imposition—they are welcome. Chances are, if you have a question, someone else is thinking the same thing, but is too shy to ask it. Please ask questions! You'll learn more, it makes the class more interesting, and you are helping others learn as well. But when you have a question or comment, please be sure no one else is speaking. Blurting out a question or comment when someone else has already raised their hand or is talking is rude.

13. If emergencies arise that require an absence from a session, be sure to get the notes and all other information that is covered in class from a classmate you trust. Expecting the instructor to outline the class session in an independent message to you is not realistic as a professor typically has approximately 100+ students in his/her classes each semester. Please do not send me an email each and every time you are absent asking, “What did we do in class today?” That's what the schedule and Canvas are for. They are there to help you figure out what we did. Before emailing the instructor with questions, it is best you ask a classmate first. After asking a classmate, you should then check the schedule and/or Canvas. If at this point you're still confused about what the assignment is or what you need to do, you should email/call the instructor.

14. This syllabus is a contract—a contract between students and instructor. Please read over it carefully and bring any questions you have to the next class meeting. If no questions are raised and no changes are made, the contract is accepted by both parties. When accepted, the contract is expected to be adhered to by both parties as we are bound to it.

15. One last thing that students often forget: the time to be concerned about your grade is now and continuously throughout the semester. Do not wait until dead week to look at your grade, realize you're not passing, and then come to me asking, “What can I do to pass this course?” My reply will always be the same in this case: “You should've thought of that earlier.”

[Syllabus Supplement](#)

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## Syllabus Acknowledgement

ENGL113 General Literature Writing to Learn

I, \_\_\_\_\_, received a copy of Dr. Rudd's syllabus, and I have had ample time to read it and ask questions. Furthermore, I understand that success in this class requires my:

- (1) Reading and understanding and completing assignments.
- (2) Understanding and obeying the rules for avoiding plagiarism.
- (3) Respecting the ideas and opportunities of others.
- (4) Checking Canvas regularly for updates and modifications.
- (5) Making certain that Canvas grade and attendance records are accurate.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)