

English 233

Jo Ann Dadisman, ENGL 233, Spring 2003, West Virginia Short Stories

English 233/W01: West Virginia Short Stories

Spring 2003

T-R 10:00

Jo Ann Dadisman

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Office hours: M-W-F 10:30-11:25

T-R 1:00-2:00

And by appointment

Course description:

This course is designed as an overview of the short genre with an emphasis on responding to that literature in written form. It is intended as partial fulfillment of WVU's requirement for writing "W" courses. Throughout the course, students will read widely and respond periodically to a number of assignments intended to encourage critical reading and thinking about those stories. The short fiction will be written by West Virginians who claim connection either by birth or residency. Some of the works have a distinctive Appalachian setting, character development or plot line. Some works will appear only as American, although their authors have direct ties to the state of West Virginia. A number of the authors will be visiting the class to discuss their work. Student response to the reading of this literature will take the forms of personal response, explication, analysis, comparison/contrast and a final in-depth examination of an author of choice. In addition to the regularly assigned readings, students will have opportunity to attend author readings and other special events (prior approval is required) throughout the semester which deal with West Virginia literature. Extra credit will be awarded for attendance when responses to the experience are submitted to the instructor.

TEXTBOOKS:

Anderson, Belinda. *The Well Ain't Dry Yet*. Charleston: Mountain State Press, 2001.

Griffith, Kelley. *Writing Essays about Literature: A Guide and Style Sheet*. (6th ed). Fort Worth: Harcourt College Publishers, 2002.

McKinney, Irene (ed). *BacAcountry: Comtemporary Writing in West Virginia*. Morgantown, WV: Vandalia Press, 2002.

Pancake, Breece. *The Stories of Breece D'J Pancake*. New York: Holt, 1983.

Willis, Meredith Sue. *In the Mountains of America*. San Francisco: Mercury, 1994.

*Many of the assigned readings for this class will be distributed by the instructor or will be available on the internet for reading and printing.

SCHEDULE OF READINGS/ACTIVITIES*

*(The instructor reserves the right to alter the schedule as needed)

Week #1: Jan. 14-16

Course introduction—syllabus and policies

Introduction to the short story; reading assignment: "Composing the Literary Paper" (handout); Griffith, Chapters 1 and 2 (5-32)

Elements of the short story (handout); reading assignment: "The Way We Went" and "Loss" (Identify key elements in each story; handouts)

Week #2: Jan. 21-23

Discussion of stories; reading assignment: Chapters 3 and 7

Guest speaker: Mary Lucille DeBerry (author of "Loss")

Reading assignment: handout on personal response paper

Writing assignment: Personal Response to "The Way ..." or "Loss"; writing lab; reading assignment: "Life in the Iron Mills" (internet)

Week #3: Jan. 28-30

Guest speaker: Phyllis Moore (class meeting in 240 Stansbury); reading assignment: Chapter 10 (201-216)

Peer reading of personal response paper; FINAL DRAFT IS DUE FEB. 4

Week #4: Feb. 4-6

Discussion of Davis and her work

Reading assignment: Montague's "Of Water and the Spirit" (handout)

Discussion; reading assignment: Post's "Adopted Daughter" (handout) and Explication #1 handout

Writing Assignment: Explication #1: (Davis, Post or Montague)

Week #5: Feb. 11-13

Reading assignment: Buck's "Mrs. Mercer and Herself" and Settle's "Addie"

(Backcountry)

Discussion of readings

Peer review of Explication #1: FINAL DRAFT IS DUE FEB. 18

Reading assignment: Matheus' "Swamp Moccasin" (handout)

Week#6: Feb. 18-20

Reading assignment: Harrison's "The Lesson" and Bishop's "If Only"

Explication #2: (Buck, Settle, Bishop, Matheus or Harrison); reader's draft a due Feb. 25

Week #7: Feb. 25-27 E

Peer review of Explication #2

Reading assignment: selected Pancake stories (**Backcountry**) ~

Midterm exam E

Week #8: March 4-6 a

Discuss Pancake's stories; reading assignment: Currey and Maynard

(Backcountry) and Chapter 6

Individual workday for Analysis #1: Pancake, Berkley or Currey (peer reader draft due Mar. 13) ~

Week#9: March 11-13 E

Workshop: Peer reading (FINAL DRAFT DUE MARCH 13); reading 7

assignment: Grubb (**Backcountry**) *** **Begin reading Willis**

Discussion; reading assignment: Frank Stockton's "The Griffin and the Minor Canon" (internet)

Week #10: March 18-20 SPRING BREAK!! ~

Week #11 : March 25-27 3

Film and guest speakers: "*The Griff n and the Minor Canon*"; reading

assignment: A. Pancake and D. Giardina (**Backcountry**)

Guest speaker: Ann Pancake; reading assignment: Willis's *In the Mountains of America* a

Week #12: April 1-3

Discuss Willis; writing assignment: Analysis #2: (Grubb, A. Pancake, Stockton or Willis); reader's draft due April 8; reading assignment: Koger and Phillips (**Backcountry**)

Discussion; reading assignment: Benedict (**Backcountry**)

Week #13: April 8-10

Discussion; Final essay: Researched author indepth essay; reading assignment: Chapters 8 and 9 and C. Anderson's stories (handouts)

Guest speaker: Colleen Anderson; reading assignment: B. Smith's stories (handouts) and Chapter 11

Week #14: April 15-17

Guest speaker: Barbara Smith

Conferences on final essay: Q/A session about final essay; reader response workshop on Dec. 2; reading assignment: B. Anderson's **The Well Ain't Dry Yet** (first half)

Week #15: April 22-24

Discussion of stories

Guest speaker: B. Anderson

Week #16: April 29-May 1

Reader response workshop for final essay; final draft due date is May 1

ATTENDANCE POLICY:

Attendance at all class meetings is required. This instructor acknowledges the need for an occasional absence and has the policy of 3 missed meeting without effect on the course grade. Beyond these 3, students will lose 3 points from their final grade for each absence. University-sponsored activities or family emergencies are the exception, but these will be recognized at the discretion of the instructor. It is crucial that regular attendance be a goal for all class members, if the class is to be successful. Since a number of writers are coming to the class meetings, it is crucial that all students are in attendance. If an emergency arises, the instructor requests that she be made aware of the situation at the time it occurs, either by phone or email. She will not recognize "excuses" weeks after the date of absence.

DUE DATES FOR ASSIGNMENTS:

All assignments have an identified due date in the schedule of activities. Students are encouraged to read and work ahead of those dates so as to be prepared for each class session. Bring essays to class on the days designated as reader response days (at least 2 clean copies) and bring the finished draft/peer draft to class on the date of submission. Students may also submit papers to room 231 (my mailbox) in Stansbury Hall until 4:30 of that date with no loss in grade. *Submissions must be initialed by office personnel and include the date/time.* Do not place your work under my office door or under the door (room 345). Late papers will receive a grade loss of one-half letter for each day. Students will also be awarded a "grace day" to be used at your discretion at any time during the semester. The words "Grace day" must appear at the top of the paper for credit. Submit the assignment by placing it in my mailbox and following the above directions.

GRADES:

Course grades will be determined by the following:

Personal response (minimum of 3 full typed pages) 5%

Explication #1 (3) 10%

Explication #2 (4) 10%

Analysis #1 (4) 15% ~:

Midterm 10%

Analysis #2 (4) 15%

Author indepth (8 pages/ 6-8 sources) 25%

Collection of reflections/author questions 10% ~

Absences beyond 3 days (-3 points each)

Grading is based upon a 10 point scale

WVU 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 (293-6700).

While I realize that the writing requirements are intensive and the readings are at times lengthy, I believe that all students can succeed by keeping current with assignments. I look forward to a successful semester with each of you and will provide an "open door" policy in this class. Please use it as needed. This includes email and phone calls.