

English 132: Short Story and the Novel
Section: 002 CRN: 11758
Google Classroom Code:hjonmnr
Meeting Time: 2:30-3:20 Location: Ming Hsieh Hall 126

Instructor: Sarah Trautwein

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Office Hours: M/W 12-1 in person or on Zoom, and happily by appointment.)

[Zoom Link](#), Meeting ID: 927 8348 5049 Passcode: LSgAc39d

“When you read a short story, you come out a little more aware and a little more in love with the world around you.”

— George Saunders

“The person, be it gentleman or lady, who has not pleasure in a good novel, must be intolerably stupid.”

— Jane Austen, *Northanger Abbey*

Course Goals:

- Interpret texts within diverse literary, cultural, and historical contexts.
 - a. Identify genre conventions and analyze their effects.
 - b. Identify and analyze the effects of complexity or ambiguousness.
 - c. Locate the text in specific social, economic, political and literary history.
 - d. Connect the text to other literary or cultural text(s).
- Demonstrate a general knowledge of the social and structural aspects of the English language.
- Demonstrate a range of contextually effective writing strategies.

Throughout this course, you will engage with a variety of authors to develop ideas not only about the short story and novel as a genre but also about the interpretation of each text’s history and culture. Your experiences should foster thoughtful analysis about the elements of fiction (plot, character, symbolism, setting, etc.), while encouraging you to make connections to external influences (historical, social, economic or political events).

This course emphasizes skills in generating ideas, stating opinions clearly, developing and organizing cogent writing, and critical thinking—skills essential to success in every field of study and work. Every student is expected to be proficient in college-level reading, writing, and analysis. By the end of English 132, you should be able to define and describe the short story genre, be able to define and provide an example of basic literary terms, build skills in close reading and analysis, and learn to develop thesis-driven responses demonstrating clear, critical analysis and providing specific textual support.

Required Texts and Items:

- *Big Fish* by Daniel Wallace, ISBN:978-1616201647
- *Kindred* by Octavia Butler, ISBN: 978-0807083697
- *Kindred* the Graphic Novel Adaptation by Damian Duffy and John Jennings, ISBN:1419728555
- *40 Short Stories, A Portable Anthology*, 5th Edition, ISBN: 978-1319035389

- Short readings posted to and available on Google Classroom or through the WVU library.
- 3X5 Notecards

You are responsible for printing texts from Google Classroom, or for having the discussed story/novel with you in class in some way.

If you don't want to buy these novels you can request copies through Inner Library Loan ILL and I have also requested the novels be on reserve at the Downtown Library

Office Hours and Communication:

Email: You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention, but please remember that I am a person with responsibilities and a life of my own, meaning I will not answer emails past 5 p.m. I will gladly respond to appropriate emails typically within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that.

Before you start drafting your email, can you find the answer to your question elsewhere? Have you already checked the syllabus, searched on Google Classroom? If the answer to your email can *easily* be found on any of those sources, your email will go UNANSWERED. Also, just a quick reminder that emails are a genre of their own with important conventions. You should clearly, calmly, and professionally communicate with me which requires addressing me, using your name, and indicating which course and section you are in. Please always use your WVU mix email account, this is the best way to create consistency for our course and communication.

Office Hours: These are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work! Students rarely take advantage of office hours when I am available to review material, clarify concepts, and will work to alleviate any stress possible concerning our course. Thankfully in-person office hours are back which I will hold from 12:00-1:00 on Monday and Wednesday. The changes COVID required are not all bad though, so, I will also be available via [Zoom](#) during this time. Of course, life happens, so please please know I am happy to meet with you (via Zoom, Google Meet, etc) outside my office hours, just email me to set up a time that works for both of us. I may change or cancel office hours some weeks, but I will always let you know of those changes.

Social Justice:

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Academic Integrity:

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. I am not interested in what Cliff, Spark, enotes or Wikipedia has to

say about anything—I want to see and hear your great ideas. To that end, I take any form of plagiarism very seriously, that includes (but is not limited to) purchasing papers, copying others' work, missing citations and/or bibliographies, and “recycling” work from previous courses. We will discuss academic integrity as part of our course, but here are a few things you need to know right away:

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

Resources:

The Eberly Writing Studio

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. For more information about the Eberly Writing Studio see [Joining Academic Conversations](#) or visit speakwrite.wvu.edu/writing-studio.

Mental Health

Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: <https://carruth.wvu.edu/>

If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431.

WellWVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.

Attendance and Tardiness:

Attendance is crucial in any course. This is particularly true in a course created to foster your active participation in discussions. You may miss up to THREE classes without any adverse effects (this policy starts from the moment you are registered in the course). After three absences your final grade will be dropped by half a letter grade for each day you miss class. There are no excused/unexcused absences, so I strongly recommend that you save your absences for illnesses or emergencies.

Please make every attempt to arrive promptly. Excessive tardiness will compromise your participation grade and will result in accumulating an absence(s). Please note that anyone arriving more than ten minutes late or leaving more than ten minutes early will not receive credit for attending that day.

Classroom Etiquette:

My expectations here are very minimal. I expect you to come to each class with the required reading(s) and something to take notes with. I expect you to do the reading for the class and to be prepared to discuss it. I asked you to read this syllabus, so if you have, email me a picture of an otter for extra credit:) I expect that you will be able to go for fifty minutes without checking your email, Twitter account, IG, or otherwise browsing the internet. I encourage you to bring your laptops to class if you'd like to do so, and I apologize in advance for asking you to leave if you can't stop yourself from checking out websites instead of participating. I expect you to act respectfully within the classroom and treat your classmates as colleagues. An inability to do so will result in your dismissal from class.

Course Components and Grading:

Participation (20%): Attending class is simply not enough. (Sad, I know.) To earn your participation grade you should: come to class prepared and on time, bringing all necessary materials, actively taking part in class discussions, asking critical and engaging questions, and contributing appropriate insights.

At each class, I ask that you come to class with a 3x5 card. Based on the assigned reading, on your card should be written 1 item (selected from the following): discussion question, notable quote, or short observation or thought. If it's obvious that you've written the card during class or have put little thought into the card, it will harm your participation grade.

Participation includes demonstrating that you have thoroughly read and thought about the reading assignment (**Please note: unannounced quizzes are also part of your reading grade; frequency of these quizzes is directly related to the quality of discussion in the classroom).

Short Paper Options (50%): Throughout the course of our semester you will be required to complete **5 out of the 9 paper options**. I will provide essay prompts a week before each specific paper option is due. Your paper should develop a critical response, which includes a thoughtful and significant thesis statement that answers the question provided in the prompt which may or may not ask for outside source evidence. These papers will each be around 2-3 pages each and should practice the textual analysis our class discussion engages.

You may choose any 5 of the 9 paper options but you must write at least one of the five on one of our two novels. This means you must write a paper at either week 5 or 12! When you write the others is up to you but they have individual deadlines meaning you can not write them all at the end about previous weeks.

All papers should use MLA formatting (see Purdue OWL for directions). Each paper will be worth 10% for a combined total of 50% of your grade!

Final Exam (30%): My intention behind exams is to be straightforward and to give you an opportunity to show off your learning. Instead of crafting a final paper we will have a final exam where you will be asked to respond thoughtfully and specifically to some key concepts from the course. There will be a few short answer and essay response questions that we will cover in class and which ask you to apply concepts from throughout the course to specific novels, characters, or short stories. This exam will take place during the final exam window via Google Classroom.

SCHEDULE OF WORK

This course will meet regularly in Ming Hsieh Hall | Room 126 from 2:30-3:20. Please pay attention to the schedule of work and regularly check your email so that you arrive at the correct location on the correct day. The schedule of work below is subject to minor changes based on our progress.

Note: the order of our reading and writing assignments may not follow this outline exactly. I will post materials and supplemental resources to Google Classroom which you should check often. While the main paper options and deadlines are set weekly reading and in-class work will be announced as the semester progresses. I have tried to make things as clear as possible, but with all this technology things are sure to get lost. Please reach out to me if ANYTHING is unclear!

This schedule is a living document, subject to change, but I will always inform you of those changes.

Weeks	Topics and Activities	Assignments and Readings
Week 1 January 10th- 14th *January 10 is the first day of classes *January 14 is the last day to register for classes, add new courses, etc.	Monday: Me, you, the course	DUE by the start of our next class -Sign up for Google Classroom using class code: hjonmnr -Read Syllabus -Get 3X5 Notecards -Purchase books -Fill out Google Form
	Wednesday: *In-class short story reading and 3X5 practice *Discussion guide for elements of fiction	Read: “More Room” by Judith Ortiz Cofer available on Google Classroom To Do: 3x5 card (due at beginning of class)
	Friday: *Discussion of “More Room” *TBD	Read: “The House on Mango Street” by Sandra Cisneros (pp. 346-347) in our Anthology To Do: 3x5 card (due at beginning of class)
Week 2 January 17th- 21st MLK Day 17th NO CLASS	Monday: NO CLASS MLK	NO CLASS
	Wednesday: *Discussion of “The House on Mango Street” and elements of fiction *Discussion on how to write about short stories: Zero Draft prompt discussion	Read: In class slide notes and handout To Do: 3x5 card (due at beginning of class) This 3X5 card should be a question, comment, or idea you have for the Zero Draft paper prompt.
	Friday:	Read:

		<p>Charlotte Perkins Gilman, “The Yellow Wallpaper” (pp. 75-90)</p> <p>To Do: 3x5 card (due at beginning of class)</p> <p>Due: Zero Draft Paper Practice by 11:59 p.m. to Google Classroom</p>
<p>Week 3 January 24 – 28</p>	<p>Monday: *Discussion of “The Yellow Wallpaper” *Setting and the house, “freak” and abject discourse *Introduce Paper Option 1 prompt</p>	<p>Read: “The Man to Send Rain Clouds” by Leslie Marmon Silko (pp. 328-332)</p> <p>To Do: 3x5 card (due at beginning of class)</p>
	<p>Wednesday: *Discuss “The Man to Send Rain Clouds”</p>	<p>Read: “The Lottery” by Shirley Jackson (pp.166-174)</p> <p>To Do: 3x5 card (due at beginning of class)</p>
	<p>Friday: *Discussion of “The Lottery” *Short Paper discussion * Introduction to the novel</p>	<p>Read: <i>Big Fish</i> pages 1-33, or from “The Day he was Born- How he Tamed the Giant”</p> <p>To Do: 3x5 card (due at beginning of class)</p> <p>Due: Paper Option #1 Due Saturday January 29th, by 11:59 p.m.</p>
<p>Week 4 January 31st- February 4th</p>	<p>Monday: *<i>Big Fish</i> Discussion</p>	<p>Read: <i>Big Fish</i> pages 34-54</p> <p>To Do: 3x5 card (due at beginning of class)</p>
	<p>Wednesday: *<i>Big Fish</i> Discussion</p>	<p>Read: <i>Big Fish</i> pages 55-90</p> <p>To Do: 3x5 card (due at beginning of class)</p>
	<p>Friday: *<i>Big Fish</i> Discussion *Introduction to Paper Option 2 prompt</p>	<p>Read: <i>Big Fish</i> pages 91-124</p> <p>To Do: 3x5 card (due at beginning of class)</p>
<p>Week 5 February 7th – 11th</p>	<p>Monday: *<i>Big Fish</i> Discussion</p>	<p>Read: <i>Big Fish</i> pages 125-163</p> <p>To Do: 3x5 card (due at beginning of class)</p>

	<p>Wednesday: *<i>Big Fish</i> Discussion</p>	<p>Read: <i>Big Fish</i> pages 164-180 To Do: 3x5 card (due at beginning of class)</p>
	<p>Friday: *Discussion of the end of the novel *Discussion of author interview questions</p>	<p>Read: Flannery O’ Connor “Good Country People” Available on Google Classroom To Do: 3x5 card (due at beginning of class) Due: Paper Option #2 due February 12th by 11:59 p.m.</p>
<p>Week 6 February 14^h – 18th</p>	<p>Monday: *Introduction to Disability Studies *Examined Life, Medical vs. Social Model discussion *Intro to Paper Option #3</p>	<p>Read: “A Very Old Man with Enormous Wings” (pp. 220-226) To Do: 3x5 card (due at beginning of class)</p>
	<p>Wednesday: **Discussion of “The Very Old Man with Enormous Wings”</p>	<p>Read: N/A To Do: N/A</p>
	<p>Friday: *Discussion of “The Handsomest”</p>	<p>Read: Part 1 of “Bartleby, the Scrivener” by Herman Melville (pp. 21-42 end on the paragraph which ends “otherwise deserted room”). To Do: 3x5 card (due at beginning of class) Due: Paper Option #3 due February 19th by 11:59p.m.</p>
<p>Week 7 February 21st -25th</p>	<p>Monday: *Introduction to Paper Option #4 prompt</p>	<p>Read: Part 2 of “Bartleby, the Scrivener” by Herman Melville (pp. 41-55) To Do: 3x5 card (due at beginning of class)</p>
	<p>Wednesday:</p>	<p>Read: Read “The Handsomest Drowned Man in the World” Available on Google Classroom To Do: 3x5 card (due at beginning of class)</p>

	Friday:	<p>Read: “The Lone Ranger and Tonto Fistfight in Heaven” by Sherman Alexie (pp. 363-368).</p> <p>To Do: 3x5 card (due at beginning of class)</p> <p>Due: Paper Option #4 due February 26th by 11:59 p.m.</p>
<p>Week 8 February 28th – March 4th</p>	Monday:	<p>Read: “Everyday Use” by Alice Walker (pp. 286-294).</p> <p>To Do: 3x5 card (due at beginning of class)</p>
	Wednesday:	<p>Read: “A Hunger Artist” by Franz Kafka (pp. 116-124)</p> <p>To Do: 3x5 card (due at beginning of class)</p>
	Friday:	<p>Read: “Birdsong” by Chimamanda Ngozi Adichie (pp.433-446).</p> <p>To Do: 3x5 card (due at beginning of class)</p> <p>Due: Paper Option #5 due March 5th by 11:59 p.m.</p>
<p>Week 9 March 7th – 11th</p>	Monday:	<p>Read: “At the Round Earth's Imagined Corners” by Lauren Groff (pp. 447-463).</p> <p>To Do: 3x5 card (due at beginning of class)</p>
	Wednesday:	<p>Read: “The Things They Carried” by Tim O’Brien (pp. 295-312).</p> <p>To Do: 3x5 card (due at beginning of class)</p>
		<p>Read: N/A You can get a jump on reading <i>Kindred</i> over break if you can.</p>

		Due: Paper Option #6 due March 11th by 11:59 p.m.
Week 10 March 14 th – 18 th	Spring Recess – No classes	
Week 11 March 21 th – 25 nd *March 22 is the last day to drop a class	Monday:	Read: <i>Kindred</i> 9-51 To Do: 3x5 card (due at beginning of class)
	Wednesday:	Read: <i>Kindred</i> 52-107 To Do: 3x5 card (due at beginning of class)
	Friday:	Read: <i>Kindred</i> 108-188 To Do: 3x5 card (due at beginning of class)
Week 12 March 28 th – April 1 st	Monday: *introduction to paper option #7 prompt.	Read: <i>Kindred</i> 189-224 To Do: 3x5 card (due at beginning of class)
	Wednesday:	Read: <i>Kindred</i> 224-264 To Do: 3x5 card (due at beginning of class)
	Friday: *End of novel discussion *Theme and paper discussion	Read: <i>Kindred</i> the Graphic Novel sections “The River” and “The Fire” To Do: Due: Paper Option #7 April 1st due by 11:59 p.m.
Week 13 April 4 st – 8 th	Monday: *Introduction of Paper Option #8 Prompt *In class reading/ discussion of portions of the Graphic novel	Read: Read selections from <i>Kindred the Graphic Novel</i> , “The Fall” and “The Fight” To Do: 3x5 card (due at beginning of class)
	Wednesday: *Discussion of the graphic novel *Graphic novel genre features	Read: Read selections from <i>Kindred the Graphic Novel</i> , “The Storm” and “The Rope” To Do:

		3x5 card (due at beginning of class)
	Friday: *Visiting Lecture	Read: “The Story of an Hour” by Kate Chopin (pp. 56-58). To Do: 3x5 card (due at beginning of class) Due: Paper Option #8 due April 9th by 11:59 p.m.
Week 14 April 11 th – 15 th Friday , April 15th no class April 14th- Last Day to Drop a Class and Last Day to Withdraw from the University	Monday:	Read: “Two Kinds” by Amy Tan (pp. 335-345). To Do: 3x5 card (due at beginning of class)
	Wednesday:	Read: “Battle Royal” by Ralph Ellison (pp. 152-168). To Do: 3x5 card (due at beginning of class)
	Friday: NO CLASS	NO CLASS
Week 15 April 18 th – 22 th	Monday:	Read: “The Man Who was Almost a Man” by Richard Wright (Available on Google Classroom) To Do: 3x5 card (due at beginning of class)
	Wednesday:	Read: “The Gift of the Magi” by O. Henry (Available in Google Classroom). To Do: 3x5 card (due at beginning of class)
	Friday:	Read: TBD To Do: 3x5 card (due at beginning of class) Due: Paper Option #9 due April 22nd by 11:59 p.m.
Week 16 April 25 nd - 29 th *April 29 is the last day of classes	Monday: Exam Review	To Do: Craft one final exam question you would like to be asked for your 3x5 card due at beginning of class
	Wednesday: Exam Review	
	Friday:	

	Exam Review	
Exam Week		