



**The American Short Story
ENG 240 (Section XX) – 3 Credits**

Semester:
Day(s):
Time(s):
Classroom:
Instructor:
Office Hours:
Office Location:
Phone Number:
Email:

INSERT
Professional
Headshot Here

Prerequisite/Co-Requisites:

Course Description

This course will focus on the American short story through an historical perspective. Students will evaluate short stories considering their heavy social themes that reflect cultural shifts, national movements, and the changing identity of the American nation. Students will also learn the elements of short story development, author strategies for building suspense and action, and literary devices that make this writing form so profound. Finally, students will compose essays and discussion responses that draw on theoretical models of close reading. Selected authors may include: Irving, Poe, Hawthorne, Ellison, Hughes, Jackson, Welty, Oates, and Diaz.



Course Goal

This course provides assignments that are aligned with four English Content Area Outcomes:



Required Text

All required course readings will be available to students electronically through Blackboard and the link titled "LibGuide."

Student Learning Outcomes and Assessment Methods

<i>Learning Outcomes</i>	<i>Assessment Methods</i>
Identify formal elements of short story to increase reading comprehension	One-to-two-page discussion response
Apply a historical perspective or analysis to further the reading of a short story	Three-paragraph essay
Identify / summarize the plot of selected short stories	Collaborative five-minute presentation
Compose an original literary criticism of a selected short story	Two-to-three-page literary criticism midterm essay
Debate / comment on the central theme of a selected short story	Collaborative five-minute presentation
Integrate existing literary criticism into the composition	One-page literary criticism assignment
Use literary analysis terminology and vocabulary to interpret selected short stories	Final exam
Criticize / praise a selected short story through an advanced discussion of literary analysis	Final project



Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Class Participation/Discussions	10%
Quizzes	10%
Presentations	10%
Writing Assignments	30%
Final Exam	20%
Final Project	20%
Total:	100%

Grading Key

93-100 = A	80-82 = B-	67-69 = D+
90-92 = A	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D-
83-86 = B	70-72 = C-	Below 60 = F



Coursework Expectations

- Provide a description of each category in the grading policy to provide students with an understanding of the expectations of the course work. This could include broad descriptions of each category or specific details such as assessment directions or references to rubrics listed at the end of the syllabus.
- For example, Professionalism/Participation will be assessed through the demonstration of appropriate behavior in a University classroom including, but not limited to, arriving to class on time, contributing to class discussions, and reducing distraction from non-academic use of technology.
- Feel free to use the summary and examples below to explain this section.

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. **Additional instructions and related scoring guides or rubrics are posted to Blackboard.**

Blackboard



Class Participation (10%): Course expectations related to class participation focus on intrapersonal, interpersonal, and cognitive competencies that are important to employers and a successful career. In this course, you will be assessed based on the following criteria: (a) acting ethically and with integrity, (b) demonstrating foundational knowledge pertaining to the week's topic, (c) contributing to a collaborative learning environment (e.g., sharing knowledge or resources with other learners), (d) advancing the level and depth of learning (e.g., commenting or questioning in ways that encourage critical thinking or deeper analysis of a topic).

To earn full credit, be sure to come to class (a) on time, (b) having read the assigned material, (c) having prepared any required assignments, and (d) ready to participate in discussion or group work with your peers. In class assignments will be assessed as completed during class. You are responsible for material covered if you are absent.



Quizzes (10%): The purpose of the quizzes is to help you to see what you are learning and where you need more focus. You will complete quizzes that are based on literary terminology that will help you engage in discourse specific to literary analysis. The quizzes are "closed-book," and answers may not be shared with others. **Each quiz must be completed before the first class the week they are due.**



Presentations (10%): The purpose of the presentations is to share your work with your peers so you can gain pride in your progress, learn from one another, and practice gaining greater sophistication with literary analysis discourse.



Writing Assignments (30%): The purpose of these assignments is to offer you the opportunity to engage more deeply with the selected text(s). The writing assignments invite you to delve into more fully answering some initial questions or explore a theme and how it relates to the literary movement or to history in general. By probing ideas and challenging assumptions, you can develop your own literary argument.



Final Exam (20%): The purpose of this exam is to allow you to show mastery of the key literary concepts and terminology.



Final Project (20%): The purpose of this project is to allow you to synthesize ideas, interact with literary critics, and compose a more sophisticated work of literary analysis.

The Course Outline / Class Schedule contains due dates.

Course Outline / Class Schedule*

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments, Quizzes, and Readings to be Completed <i>Before</i> Each Week's First-Class Meeting	In-Class Assignments, Activities, and Writers' Workshops to be Covered Each Week
Unit One	Evolution of the American short story from an historical perspective	<ul style="list-style-type: none"> • Read one short story by Washington Irving located in the lib guide • Watch the video on the life and times of Washington Irving • Read one literary criticism article on Washington Irving located in the lib guide • Respond to the questions for discussion and literary analysis • Take the short quiz on this week's literary terms and vocabulary 	<p><i>Discussion One:</i> This week, you are to complete a discussion response of one to two pages on literary terminology as it relates to Irving's "Rip Van Winkle" or "The Legend of Sleepy Hollow." Choose just one of these stories for your response. By Wednesday, post your written response in the discussion board for your peers to review. Respond to one of your peers' posts that both clarifies one misjudgment/misreading and supports one agreed-upon interpretation.</p> <p><i>Assignment Details:</i> Write down the definitions of the following nine literary terms found in our literary terminology glossary in the lib guide. Then, write a few short sentences that explain how each literary term is revealed in one of Washington Irving's short stories, "Rip Van Winkle" or "The Legend of Sleepy Hollow." Here is the list of nine literary terms:</p> <ul style="list-style-type: none"> • <i>satire, allusion, character, protagonist, dynamic character, static character, sympathetic character, unsympathetic character, antagonist</i>
Unit Two	Awareness of the audience early American short story writers were speaking to through an identification of historical, Biblical, and political allusions.	<ul style="list-style-type: none"> • Read Nathaniel Hawthorne's "The Wives of the Dead" "The Birthmark" or "Young Goodman Brown" located in the lib guide • Read Samuel Clemens "Cannibalism in the Cars" located in the lib guide • Watch the video on the life and times of Nathaniel Hawthorne • Read one literary criticism article on Nathaniel Hawthorne located in the lib guide • Respond to the questions for discussion and literary analysis • Submit a one-page paper on historical allusions found in one of the stories you read this week • Take the short quiz on this week's literary terms and 	<p><i>Discussion Two:</i> This week, you are to complete a discussion response of one to two pages on literary terminology as it relates to Nathaniel Hawthorne's "The Wives of the Dead" or "Young Goodman Brown." Choose just one of these stories for your response. By Wednesday, post your written response in the discussion board for your peers to review. Respond to one of your peers' posts that both clarifies one misjudgment/misreading and supports one agreed-upon interpretation.</p> <p><i>Assignment Details:</i> Write down the definitions of the following eight literary terms found in our literary terminology glossary in the lib guide. Then, write a few short sentences that explain how each literary term is revealed in one of Nathaniel Hawthorne's short stories, "The Wives of the Dead" or "Young Goodman Brown." Here is the list of eight literary terms:</p> <ul style="list-style-type: none"> • <i>Allusion, Imagery, Allegory, Symbolism,</i>

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		vocabulary	<p><i>Setting, Irony, Escapism, Hero</i></p> <p><i>Writing Assignment One:</i> Write a three-paragraph paper that explores three historical allusions in Hawthorne's or Clemens' short stories (one historical allusion per paragraph). In this paper, you will:</p> <ul style="list-style-type: none"> • Add a quote from the story in each paragraph to show the reader the passage (place in the story where the quote is found) • Explain each passage in terms of its reference to some historical person, place, or event • Double space and use APA format • Use 3rd person only
Unit Three	Identify key plot elements to advance understanding of American Gothic short stories	<ul style="list-style-type: none"> • Read "The Tell-Tale Heart" by Edgar Allan Poe located in the lib guide • Watch the video on plot elements • Watch the TedEd narration of Poe's story and respond to the prompts for later discussion • Collaborate and present with a peer in the discussion board and comment on others' presentations 	<p><i>Collaborative Assignment (Presentation 1) Overview:</i> This week, you are to pair with one other student to complete a presentation on the plot elements of Poe's "The Tell-Tale Heart." After watching the TedEd Interactive video located in the Unit 3 course contents, save your answers into the discussion board where you will be randomly assigned to one partner. Share your results and collaborate with one another to develop a PowerPoint, poster, chart, or other visual representation of your combined results.</p> <p><i>Assignment Details:</i> Decide with your peer where in the story "The Tell-Tale Heart" you find the five elements of plot, found below, and present your answers in a 5-minute presentation (or the equivalent visual) uploaded in the discussion board. Include recordings, if applicable. Comment on your peers' presentations.</p> <ul style="list-style-type: none"> • <i>Exposition, Conflict, Rising Action, Climax, Falling Action, Denouement</i>
Unit Four	Key characteristics of the Realist literary movement	<ul style="list-style-type: none"> • Read three short stories by Chopin, Gilman, and Chestnutt located in the lib guide • View the Unit 4 PowerPoint slides and audio lecture • Watch the TedEd video and answer the questions on American Realism • Respond to the questions for discussion and literary analysis in the discussion board • Write a short 2-3-page 	<ul style="list-style-type: none"> • <i>Discussion Three:</i> At the turn of 19th century America, Kate Chopin and Charlotte Perkins Gilman were recognized for subject matter that audiences condemned due to their stark appeals for women's equality. In this discussion, compare "The Story of an Hour" and "The Yellow Wallpaper." How are the two protagonists similar? Why do you think these two writers were alternately condemned and praised for their radical depiction of women in the late 19th century? Be sure to include quotes from the stories to ground your observations. • Writing Assignment Two -- Midterm Paper: In this 2-3-page paper of literary analysis, you will select a short story that reflects one of the following literary movements: Romanticism,

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		Midterm paper of literary analysis	American Gothic Fiction, or Realism. Develop an original argument that shows, through a character's actions, words, or inner dialogue, why that story belongs in that literary movement. Your paper will develop your argument through close reading, analysis, and carefully selected quotes. The submitted paper should (1) follow APA format, (2) follow a carefully planned organization, (3) demonstrate mastery in integrating and analyzing textual evidence, (4) develop a well-supported and clearly stated argument, and (5) show an understanding of the hallmark characteristics of the selected literary movement.
Unit Five	The changing landscape of America during the era of Modernism	<ul style="list-style-type: none"> • Read three short stories from among the selected works by William Faulkner, Langston Hughes, Eudora Welty, and Willa Cather located in the lib guide • View the Unit 5 PowerPoint slides and audio lecture • Respond to the questions for discussion and literary analysis in the discussion board • Take the short quiz on this week's literary terms and vocabulary 	<p><i>Discussion Four (2 Parts):</i> In this unit, there are two parts to this discussion. You may upload your responses as a Word doc, a poster, a video, a chart, or some other medium with permission from the instructor.</p> <p>Part 1: The following literary terms will help you discuss the selected short stories. Look up the following terms in the literary term dictionary located in the lib guide. You will be randomly assigned to a partner to discuss how you see these terms in one or two of this Unit's stories.</p> <p><i>Stream of consciousness</i> <i>Epiphany</i> <i>Interior monologue</i> <i>First-person narrator</i> <i>Omniscient third-person narrator</i> <i>Nihilism</i> <i>Escapism</i> <i>Theme</i> <i>Catharsis</i> <i>Motif</i></p> <p>Part 2: Discuss where you see one of the following themes reflected in your chosen stories:</p> <ul style="list-style-type: none"> • <i>loss, loneliness, isolation, death, exile, loss of faith, self-questioning, hope for change, chaos, destruction, changing gender or racial roles</i> <p>Final Project Plan Upload a plan for your final project, due in Unit 7. Options include:</p> <ul style="list-style-type: none"> • Write a critical essay that explores an historical analysis of one or more of the primary texts using up to three secondary texts to inform your essay. • Design a short story collection for one of the major literary movements discussed in class — compile texts, write a scholarly introduction, short bios of the authors, and short descriptions of the stories. • Create a contemporary digital literary magazine (digital form only) — give it a title, define its

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Unit Six	Key characteristics of the Postmodern literary movement	<ul style="list-style-type: none"> Read the short stories by Chinua Achebe, Shirley Jackson, Flannery O'Connor, and Joyce Carol Oates located in the lib guide Watch the TedEd video on Postmodernism, answer the prompt questions, and post to the discussion board Read up to three literary criticism articles for your final project Take the Final Exam on the course literary terms and vocabulary 	<p>theme and accepted submissions, and write an editorial introduction.</p> <ul style="list-style-type: none"> <i>Discussion Five -- Peer Collaboration:</i> You are invited to respond to the following prompt to earn this week's participation points: Summarize the literary criticism articles you found at the library and explain how you will incorporate them into your final project. Help one another with any tips or suggestions for finding articles and/or for final project support. A minimum of three posts on three separate days of the week are required to earn the most possible points in this discussion board thread. <p><i>Writing Assignment Three -- One-Page Literary Criticism Assignment:</i> Identify up to three literary criticism articles that will inform and support your final project. Summarize the articles in a short paragraph and explain how you will tie them into your final project.</p>
Unit Seven	American Postmodernist and Contemporary short stories	<ul style="list-style-type: none"> Read the short stories by Toni Morrison, Ha Jin, and Junot Diaz located in the lib guide Participate in a class discussion on this unit's short story selections Watch the TedEd video on Submitting a Short Story, answer the prompt questions, and share your own voice (optional assignment) Upload a presentable version of your final project in the discussion board Upload your completed final project through the assignment link 	<ul style="list-style-type: none"> <i>Discussion Six:</i> After reading this week's short story selections, write a one-to-three-paragraph post to your peers that expresses your reaction to the stories (Reader Response). What theme(s) stood out the most? Are the characters sympathetic? What do you think the author(s) reveal about the current perception of Western ideology, America, or humanity in general? <i>Presentation Two -- Final Project Presentation:</i> Upload a paper, audio, video, poster, or some other equivalent format of your final project for a five-minute presentation. <p>Final Project: Upload your final project that responds to one of the following:</p> <ul style="list-style-type: none"> Write a critical essay that explores an historical analysis of one or more of the primary texts using up to three secondary texts to inform your essay. Design a short story collection for one of the major literary movements discussed in class — compile texts, write a scholarly introduction, short bios of the authors, and short descriptions of the stories. • Create a contemporary digital literary magazine (digital form only) — give it a title, define its theme and accepted submissions, and write an editorial introduction. <p>Optional: Browse opportunities on <i>Submittable</i> for Creative Calls for Submissions and submit your own short story for publication.</p> <ul style="list-style-type: none"> https://discover.submittable.com/blog/covid-19-creative-calls-for-submission/

**This syllabus is subject to change at the discretion of the instructor.*



Class Policies

List class expectations regarding your class policies. This could include students' personal technology usage, material students need to bring to class, breaks, food or beverages, Blackboard, other technology used for the class, etc. The attendance policy should also be listed in this section. Your attendance policy could include the number of absences with or without acceptable reasons, tardiness and leaving class early, missed due dates including information about making up quizzes, tests, and assignments

Below is a sample of class policies, feel free to use the categories provided here or customize to your specific department, course, or personal policies for your students.



Class Meetings: Arrive on time and be prepared for class with materials (e.g., pen, paper, laptop, textbook, assignments). Please refer to the course outline for schedule of meeting dates and holidays. Regular attendance and participation in class is expected. If you expect to be absent or late for a class meeting, email me **before** the beginning of class. If you need to leave class early, speak with me **before** the class session.



Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**



Timely Coursework Completion: Deadlines are an integral part of all professional careers. You are expected to manage your time and complete all coursework thoroughly and on time (e.g., readings, quizzes, exams, papers, projects, discussion board posts). Any coursework not submitted by the specified due date will result in a grade of "0" (zero) for that particular coursework, and a grade of "0" will be entered in the Blackboard gradebook. This practice provides you with real-time information on your grade for the course and maintains the integrity of the gradebook. Submission of coursework after an established due date or make-up exams may be permitted when there are

documented extenuating circumstances (e.g., medical or family emergencies), and you have notified the instructor 24 hours before or after the deadline. If the instructor agrees to accept a late assignment or permit a make-up exam, the due date, format of the task, and grading criteria are at the discretion of the instructor.



Laptops and Tablets: Laptops and tablets are welcome in the classroom for academic purposes.



Cell Phones: As a courtesy to your classmates and the instructor, please set cell phones to vibrate. If you must take or make a call, please step out of the classroom to do so.



Course Decorum: We will create a positive learning environment in this course. There is an expectation of respect and professionalism. The professional conduct policy includes, but is not limited to:

1. Attending each class session, including arriving promptly and leaving at the designated time; notifying me prior to class should an exception be needed.
2. Working on only this class during class time.
3. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
4. Being an attentive, engaged, and active participant in class activities and discussions.
5. Demonstrating respect for instructors, peers, and self and treating others in a professional manner.
6. Abiding by Goodwin's academic integrity policies.



Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly.**



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ✓ Your full name
 - ✓ The date of submission

Goodwin University Policies and Services

This course adheres to all policies outlined in the Goodwin University catalog.

General academic policies of Goodwin University may be found on the University web site at and in the University catalog at

<http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.