

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ENGL 215**  
**Course Title: Short Fiction**

**Year: 2023-2024**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Course Description**

This course focuses on a critical discussion of short stories, covering a broad range of forms and techniques. American, British, and/or Continental authors of short fiction are studied. Particular attention is given to the works of twentieth century authors. Emphasis is placed on class participation. ENGL 215 fulfills the SUNY General Education requirement in the Humanities. Prerequisites: Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Spring semester.

**Course Context/Audience**

The course is appropriate for undergraduate students planning to transfer to a four-year institution to continue studies in any number of the humanities or teaching. It should also be of interest to non-matriculated students interested in the literary genre and narrative technique.

**Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M0 Course requires very little or no math.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

**Course Goals**

Students will be able to analyze, interpret, and use effective research and writing processes to produce papers that examine the major themes, historical perspective, significant form, style, and/or artistic convention in short fiction.

**Course Objectives/Topics**

<b>Objective/Topic</b>	<b>% Course</b>
To enjoy the stories!	10%
To increase students' understanding and appreciation of literature.	10-20%
To increase students' understanding of the formal elements of fiction (plot, theme, character, symbol, style, point of view, tone, setting, voice) and how they function in stories.	10-20%

To evaluate style and thematic ideas.	10-30%
To discuss theoretical approaches to literature.	0-10%
To learn about the literary, historical, intellectual, and social contexts in which short stories are written.	0-10%
To improve critical thinking and writing skills.	10-30%
To gain an understanding of the use of sources, both print and electronic, in the library and on-line.	0-10%
To work effectively with peers.	10-30%
To use the Internet as a source of academic collaboration and information.	10%

### General Education Goals - Critical Thinking & Social/Global Awareness

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students are expected to interpret and evaluate short stories based on the elements of fiction, style and thematic content. Through reflective journaling, writing critical analysis essays, and focused group discussions, students will be able to develop meaningful questions to address issues relevant to the works of literature studied.</p> <p>Students are expected to find, comprehend, and integrate informed sources into their writing and discussions. This will be done through their literary research, focused discussions, critical analysis essays, and journals.</p> <p>Through peer collaboration and academic research, students are expected to reach informed conclusions in their interpretations and analysis of any given work of literature. This will be done through their literary research, focused discussions, critical analysis essays, and journals.</p> <p>Through focused discussions of the theoretical approaches to literature, students will be able to analytically consider the viewpoints of themselves and others. This outcome will be addressed through collaborative peer discussions and reflective journaling.</p>
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Through the study of common recurring themes in literature, students will begin to understand how their lives are shaped by the complex world in which they live. This outcome will be addressed through reading assignments and through focused group discussions.</p> <p>Through the study of classic works of literature, students will learn – second hand – that their actions (like the actions of the protagonists they have studied) have these consequences. This outcome will be addressed through reflective journaling and peer collaboration.</p>

### Instructional Methods

Methods employed in teaching this course may include: questions, lectures, journals, and group discussions: regarding the formal elements of fiction (plot, theme, character, symbol, style, point of view, tone, setting, voice) and how they function in stories; the literary circumstances of each author - his/her formal or informal cultural experience; the strengths

(in that historical moment) of indigenous and imported literary models and influences; the prevailing genres of a literary work and period, and its reflection of conventional (or not) thought and cultural values of that time; how a literary work follows or resists, or reinvents the standard forms and rules of the genre.

### Methods of Assessment/Evaluation

Method	% Course Grade
Class Participation/Discussions (written and/or oral)	40-80%
Final Project	0-30%
Journals	20%
Weekly Quizzes	0-10%

### Text(s)

40 Short Stories: A portable anthology, Lawn, Beverly, 2nd edition, © 2004: Boston: Bedford/St. Martin's.

### Bibliography

Bausch, R., and R. V. Cassill., The Norton Anthology of Contemporary Fiction, Shorter Seventh edition, 0-393-96833-2 / paper /© 1997.

Geyh, Paula, Fred G. Leebron, and Andrew Levy. Postmodern American Fiction: A Norton Anthology, 0-393-31698-X / paper /© 1997.

Kelly, Joseph ed. The Seagull Reader: Stories. 0-393-97630-0 / paper /© 2001.

Oates, Joyce Carol. Telling Stories: An Anthology for Writers. 0-393-97176-7 / paper /© 1998.

The Riverside Anthology of Short Fiction. Convention and Innovation. Dean Baldwin, Penn State Erie-The Behrend College.

Fictions of Empire Heart of Darkness, The Man Who Would Be King, and The Beach at Falesá. John Kucich, University of Michigan.

### Other Learning Resources

#### Audiovisual:

No resources specified

#### Electronic:

<http://www.ipl.org/div/litcrit/>

<https://owl.english.purdue.edu/owl/>

<http://andromeda.rutgers.edu/~jlynch/Lit/>

<http://www.webenglishteacher.com/litmain.html>

<http://www.wsu.edu/~campbelld/amlit/sites.htm>

<http://www.andromeda.rutgers.edu/~jlynch/Lit/>

#### Other:

No resources specified