

State University of New York at Fredonia
College of Liberal Arts and Sciences

ENGL 106.01: Introduction to Literary Studies
How to Do Things with English
Spring 2023
MWF 11-11:50 am, Fenton 170
Bruce Simon

Office: Fenton 265; 673-3856

Office Hours: MWF 10-11, 1-2; TTh 11-1; and by appointment

E-mail: simon@fredonia.edu

OnCourse: <https://oncourse.fredonia.edu/>

o. About This Syllabus

This syllabus is designed to help you get as much out of this course as possible. You can use it to find out what assignments are due and when and how your work will be assessed, among other things. Please get in the habit of checking back to this syllabus to keep track of changes to the schedule of assignments (which will also be announced on our OnCourse site and in class) and links to assignment sheets. And please contact me any time (see above for my coordinates) if you have ideas about how to improve any aspect of the course or have questions about or suggestions for this syllabus. Given that it's a living document, I suggest you avoid printing it off unless absolutely necessary, and waiting until at least the second week of classes to do so even in that rare case.

I. Course Description

ENGL 106 will provide students with a full semester overview of the major areas within and current approaches to literary studies. Students will gain insight into literary history, the process of and critical debates concerning canon formation, the fundamental skills and terms for effective analysis of poetry and prose, and the multiple functions and genres of literature and writing.

What is “English”? How and why does it matter now? Where is it headed? In addressing these questions, this section introduces new Fredonia English students—first-years, transfers, and others who have just declared a concentration in English or a major in English, English Adolescence Education, or Writing—to the many different fields of English studies and to debates over their histories, relevance, and stakes. This section is designed to challenge common misconceptions about English studies and help you develop a context for

- the English courses you may already have taken,
- the choices you will be making throughout your academic career as you customize your Fredonia English experience, and
- possibilities for life and work opened up by the completion of your Fredonia English major(s).

ENGL 106 is a required course for the Fredonia English and English Adolescence Education majors and for College of Education English concentrations in Childhood, Childhood Inclusive, Early Childhood, and Early Childhood/Childhood; it may be counted toward the English minor; I also think it works well for Writing majors, although it is not required for them.

II. Rationale

In ENGL 106, as in most courses offered by the English Department, students from a range of majors, minors, and concentrations interact, and the mission and goals of the department and professional programs are integrated with specific course goals. Achieving these goals (described in Section IV, below) will require us to foster academic skills and intellectual habits of reading closely and attentively, thinking critically and creatively, listening actively and carefully, speaking thoughtfully and concisely, and writing clearly and analytically—skills and habits of importance to everyone, but of particular importance to future teachers.

III. Textbooks. The textbooks adopted for this course are:

- Elizabeth Alexander, *The Trayvon Generation* (2022)
- Theresa Hak Kyung Cha, *Dictee* (1982)
- Saidiya Hartman, *Lose Your Mother* (2007)
- Cathy Park Hong, *Minor Feelings* (2020)
- Claudia Rankine, *Citizen* (2014)
- Salman Rushdie, *Haroun and the Sea of Stories* (1990)
- John Scalzi, *Redshirts* (2012)
- Christina Sharpe, *In the Wake* (2016)

IV. Course Objectives and Outcomes

ENGL 106 is designed to prepare students for their future endeavors as English or English Adolescence majors and beyond, with a focus on providing (1) an outline of the majors in the department and opportunities to enter debates over their histories, relevance, and stakes; (2) an introduction to and practice in fundamental methods of analysis of the power of language and image in the 21st century (including poetry, fiction, creative nonfiction, memoir, criticism, and theory); (3) familiarity with important terms and the vocabulary of literary analysis; (4) an introduction to various theoretical lenses for critical reading and writing. Students will develop an understanding of the history, purposes, domains, relevance, stakes, and future of the discipline of English studies and of the current goals, requirements, structure, components, and content of the Fredonia English majors. They will use this understanding to reflect on their goals in their major, at Fredonia, and beyond. To achieve this, students will

- read, reflect on, and analyze the *assigned readings* and departmental and instructor-approved *university events* they attend (English Department Student

Learning Outcome [SLO] #2: “Read and analyze a wide variety of texts, including traditional literary, linguistic, popular, and multimedia pieces, in depth and in context”);

- share *Discussion Questions* on our OnCourse discussion forum before classes and respond to them in *In-Class Writings* in the classroom (SLO #2 and #1: “Write coherently and effectively in various genres for multiple audiences and purposes, according to standard practices in the discipline”);
- propose, draft, revise, and execute a *Public Intervention Project* in order to address “Why English Matters”/the contemporary relevance and stakes of English studies (SLO #1 and #2);
- draft and revise a *Critical Essay* on either a work of literature or critical/theoretical debate in English Studies to practice analysis and writing in the discipline (SLO #1 and #2);
- research, write, and revise a *Research Proposal and Annotated Bibliography* to practice research in, and gain a broader perspective on, the discipline (SLO #2 and #3: “Engage with critical lenses and apply multiple research methods and theoretical concepts to their work in the program”);
- write a *Final Reflection* (learning analysis/learning plan) that integrates what they have learned in the course/semester and helps them plan for future personalization/customization of their individual pathways through and beyond their major (SLO #1).

V. Instructional Methods and Activities

The methods used in the classroom will include lecture, in-class writing, guided discovery, open discussion, cooperative group work, student-led discussions, and other learning-centered, engagement-fostering, and critical thinking-oriented activities. The methods used outside the classroom will include a mix of optional, extra-credit opportunities to attend departmental and relevant campus events along with asynchronous online assignments. See the Schedule of Assignments (VIII A, below) and OnCourse for specifics.

VI. Evaluation and Grade Assignment

A. Methods

Engagement/Preparation/Participation (10%). Critical engagement, consistent preparation, and thoughtful participation (including active listening and notetaking!) are crucial to your enjoyment of and success in this course. If there is absolutely no way for you to avoid missing a class, you must contact me in advance of or as soon as is feasible after your absence, preferably by email. Even more important than showing up on time, of course, is coming to class prepared and focused. I expect you to read what has been assigned for a given date *at least once* by the time we begin to discuss it in class. This is a discussion rather than a lecture course, after all; although early in the semester and on scheduled “Doing Things with English” throughout the semester, I will provide some context and background for the course, our assignments, and our readings

(not to mention launch into impromptu mini-lectures at literally the drop of a hat), an increasing amount of class time over the course of the semester will be spent in small- or large-group discussions and activities.

Your grade for this segment of the course will be based on a combination of the quality of your participation in class discussions and activities, in your In-Class Writings (described below), your Discussion Questions posted on the OnCourse discussion forum (described below), and our interactions during office hours—and what they suggest to me about your preparation, engagement, effort, and commitment to improvement over the course of the semester. As there is no final exam in this course, think of my evaluation of your engagement/preparation/participation as a different but equally important method of assessing your overall performance this semester. Due to their importance, *more than two unexcused absences will hurt your engagement/preparation/participation grade and each non-emergency absence after the third will lower your final course grade by one full grade* (e.g., with four such absences a B+ will become a C+; with five, it will become a D+; and so on). Please see Section VIIIB, below, for definitions of excused and emergency absences.

Discussion Questions (10%). Our OnCourse discussion forum gives you the chance to post a specific question or questions about any of the readings—or anything that connects to the course or the readings—before we meet to discuss them in class (or to continue conversations begun in class or introduce new topics), and, in so doing, enhance your writing and critical thinking skills, demonstrate your engagement with the course material, and give your classmates food for thought, which they might choose to respond to in their In-Class Writings (see below).

I will keep track of the timing, number, and quality of your discussion question posts to the OnCourse discussion forum. Your grade for this segment of the course will be determined by your total number of posts with at least one original discussion question at the end of exam week: 0-3 posts will earn you a *zero*, 4-7 an F, 8-11 a D, 12-15 a C, 16-19 a B, and 20+ an A. The quality of your questions (graded on a +/0/- scale, where completion is either 0 [average], + [above average], or - [below average]) will help me determine your engagement/participation/preparation grade.

In-Class Writings (10%). At the start of most class meetings, you will be able to choose a discussion question from our OnCourse discussion forum on the reading for that day to respond to or be given a prompt for a brief timed In-Class Writing.

Your grade for this segment of the course will be determined by the percentage of assigned ICWs you complete, excluding emergency absences. If you miss a class for a non-emergency absence, you may earn partial credit for turning in an ICW (the sooner, the more credit). If you miss a class for an emergency absence, you can earn extra credit for turning in an ICW (the sooner, the more credit). The quality of your ICWs (graded on a +/0/- scale, where completion is either 0 [average], + [above average], or - [below average]) will help me determine your engagement/preparation/participation grade.

Public Intervention Project (20%). Your theme is “Why English Matters,” your genre/medium is wide open (blog entry[-ies], social media post[s], fiction, poetry, drama, creative nonfiction, review essay, letter to the editor, political cartoon[s], book front/back cover[s], book trailer[s], animatic, podcast, meme[s], stickers, buttons, zine, poster[s], photoessay, fanfic, manifesto, graphic memoir....), and your intervention may be individual or collective (i.e., with a partner or small team of classmates). Whatever you do/make should engage the contemporary relevance and stakes of English/English studies, address audiences beyond the classroom, and actually be made available to those audiences. The project will consist of a pitch, intervention, and reflection on/assessment of the intervention.

Your grade for the Public Intervention Project will be determined by the quality of your concept, pitch, and planning for your intervention, the quality of your execution of your intervention (including the inventiveness and skill with which you engage possibilities of your chosen genre/medium), the nature of audience response to your intervention, and the quality of your reflection on and assessment of the project as a whole.

Research Project: Proposal/Annotated Bibliography (20%). The main purpose of the research project is to give you a chance to think big about what kinds of research you want to do as an English major at Fredonia and to choose one area within English studies and a specific research question for focused exploration, analysis, and brainstorming. You will write a proposal and develop an annotated bibliography; think of it as leaving yourself notes toward its future completion (perhaps in ENGL 213 Texts and Contexts or ENGL 400 Senior Seminar!), rather than completing it this semester.

Your grade for the research project will be determined by the quality of the proposal, the quality of the annotated bibliography, and the quality of the prose in both (including diction, grammar, syntax, punctuation, adherence to MLA format, and overall formatting).

Critical Essay (20%). Your task is write a brief analytical/argumentative/persuasive essay—a thesis-driven essay—in which you develop and support an argument that engages the key issues raised by your chosen topic in a way that is as persuasive to as many in your audience, particularly those who would be prone to disagree with your thesis, as possible. Your critical essay may focus on justifying the best way to analyze a particular text from the course. Or it may develop and support an argument showing how a particular text from the course sheds new light on a critical/theoretical debate.

Your grade for the critical essay will be determined by the coherence and validity of the paper’s arguments, the effectiveness of the paper’s structure in conveying your ideas and convincing your audience, and the quality of the paper’s prose (including diction, grammar, syntax, punctuation, and formatting).

Final Reflection: Learning Analysis/Learning Plan (10%). In your 6-to-8-page final reflection, you will look back over the semester and your previous classes in English in a *learning analysis* of your progress on meeting departmental goals and look ahead to the rest of your time in the Fredonia English department and beyond in a *learning plan*.

Your grade for the final reflection will be determined by the quality of the learning analysis, the quality of the learning plan, the effectiveness of the paper's structure in developing your ideas, and the quality of the paper's prose (including diction, grammar, syntax, punctuation, and formatting).

B. Grading. Unless otherwise noted, all work during the semester will be graded on a letter basis (A=outstanding, B=good, C=average, D=bad, F=unacceptable) and converted into a number for purposes of calculating final grades. I use the following conversion system (the number in parentheses is the "typical" or "normal" conversion, but any number in the range may be assigned to a given letter grade):

A+=97-100 (98); A=93-96.99 (95); A-=90-92.99 (91); B+=87-89.99 (88); B=83-86.99 (85); B-=80-82.99 (81); C+=77-79.99 (78); C=73-76.99 (75); C-=70-72.99 (71); D+=67-69.99 (68); D=63-66.99 (65); D-=60-62.99 (61); F=0-59.99 (55)

Your final grade is determined by converting the weighted numerical average of the above assignments into a letter grade, according to the above scale.

C. Portfolio. English and English Adolescence Education majors should be aware of the English department's guidelines for ongoing e-Portfolio submissions. In ENGL 106 this semester, you will create a folder on your Google drive, name it "[Last Name], [First Name] English Portfolio," and share it with your English advisor and me. Inside that folder, you will create a new folder called "ENGL 106 Spring 2023 [Your Name]." That's where you will save all your work for the course this semester. Naming future papers "[ENGL/ENED XXX] [Semester] [Year]," you must follow these rules:

1. Submit one paper from every required course (ENGL 106, 213, and 400) and every required category taken at Fredonia [transfer students can waive particular categories with chair's approval]; each paper must reflect analysis.
 - For ENGL 213, students must submit the final research project
 - For the Theoretical Category class, students must submit a research paper/project with citations and secondary sources
2. Students must submit the exit paper from Senior Seminar (ENGL 400); see the above link for specifics, which will also be shared by your ENGL 400 instructor.
3. Each required paper in the portfolio, as described above, must be at least 2 pages.

4. Beyond the requirements above, students may choose to add any additional work of their choice (for example, from minors or experiential courses) to showcase particular strengths.

VII. Bibliography

A. Contemporary References

- M.H. Abrams and Geoffrey Galt Harpham, *A Glossary of Literary Terms* (11th ed.)
- Myles Chilton, *English Studies Beyond the 'Center': Teaching Literature and the Future of Global English*
- Kandace Chuh, *The Difference Aesthetics Makes: On the Humanities "After Man"*
- Jonathan Culler, *Literary Theory: A Very Short Introduction*
- Cathy Davidson, *The New Education*
- James English, *The Global Future of English Studies*
- Niall Gildea, Helena Goodwyn, Megan Kitching, and Helen Tyson, eds., *English Studies: The State of the Discipline, Past, Present, and Future*
- John Guillory, *Professing Criticism: Essays on the Organization of Literary Study*
- Tim Mayers, *(Re)Writing Craft: Composition, Creative Writing, and the Future of English Studies*
- Kelly Mays, ed., *The Norton Introduction to Literature* (portable 13th ed.)
- Bruce McComiskey, ed., *English Studies: An Introduction to the Discipline(s)*
- Modern Language Association of America, *MLA Handbook* (9th ed.)
- Bruce Robbins, *Criticism and Politics: A Polemical Introduction*
- Mads Rosendahl Thomsen, Lasse Horne Kjaeldgaard, Lis Moller, Dan Ringgaard, Lilian Munk Rosing, and Peter Simonsen, eds., *Literature: An Introduction to Theory and Analysis*

B. Classic References

- Michael Bérubé, *The Employment of English*
- —, *Public Access*
- W.B. Carnochan, *The Battleground of the Curriculum*
- Jonathan Culler, *The Pursuit of Signs*
- Mark Edmundson, ed., *Wild Orchids and Trotsky*
- Terry Eagleton, *Literary Theory: An Introduction* (2nd ed.)
- Darryl Gless and Barbara Herrnstein Smith, eds., *The Politics of Liberal Education*
- Gerald Graff, *Professing Literature: An Institutional History*
- John Guillory, *Cultural Capital*
- Peggy Kamuf, *The Division of Literature*
- Donald Keesey, ed., *Contexts for Criticism* (4th ed.)
- Amitava Kumar, ed., *Class Issues*
- Paul Lauter, *Canons and Contexts*
- Randy Martin, ed., *Chalk Lines*
- Cary Nelson, ed., *Will Teach for Food*
- — and Steven Watt, *Academic Keywords: A Devil's Dictionary for Higher Education*
- Richard Ohmann, *English in America*
- Richard Rand, ed., *Logomachia: The Conflict of the Faculties*
- Bill Readings, *The University in Ruins*
- Edward Said, *Humanism and Democratic Criticism*
- Robert Scholes, *The Rise and Fall of English*
- Gauri Viswanathan, *Masks of Conquest*
- Samuel Weber, *Institution and Interpretation*

C. Key Journals

- *ADE Bulletin*
- *Boundary 2*
- *College English*
- *Diacritics*
- *New Literary History*
- *minnesota review*
- *PMLA*
- *Profession*
- *Social Text*

VIII. Course Schedule and Policies

A. Tentative Course Schedule

The following course schedule is subject to revision. Please return here regularly for updates. Changes to this schedule will be announced in class and on OnCourse.

Key/Class Types/Units

Scene-Setting/Housekeeping/Stock-Taking
Student Development Days (see OnCourse for details)
No Class
Metafiction
Metapoetics
Metahistory
Meta-essays
Assignment Due Date

Readings

KEY: (#)=page range; Ack.=Acknowledgments; Ch.=Chapter; Ded.=Dedication; Ep.=Epigraph; TOC=Table of Contents. The abbreviations for Cha and Hong are of section or essay titles.

Monday	Wednesday	Friday
<u>1/23</u> Welcome/Introductions	<u>1/25</u> Doing Things with English I	<u>1/27</u> Rushdie TOC-Ch. 2 (9-44)
<u>1/30</u> SR Ch. 3-6 (45-110)	<u>2/1</u> SR Ch. 7-10 (127-176)	<u>2/3</u> SR Ch. 11-About (177-216)
<u>2/6</u> Scalzi Ded.-Ch. 9 (5-105)	<u>2/8</u> JS Ch. 10-15 (106-159)	<u>2/10</u> JS Ch. 16-24 (160-232)
<u>2/13</u> JS Coda I-Ack. (233-317)	<u>2/15</u> Doing Things II	<u>2/17</u> No Class
<u>2/20</u> Rankine Ep.-II (v-38)	<u>2/22</u> CR III-V (39-80)	<u>2/24</u> CR VI (81-136)
<u>2/27</u> CR VII-Ack. (137-169)	<u>3/1</u> Alexander Ep.-I (v-64)	<u>3/3</u> EA II (65-82)
<u>3/6</u> EA III-Ack. (83-132)	<u>3/8</u> Doing Things III	<u>3/10</u> CDO Day

<u>3/13</u> No Class: Spring Break	<u>3/15</u> No Class: Spring Break	<u>3/17</u> No Class: Spring Break
<u>3/20</u> Hartman Ded.-Ch. 1 (v-48)	<u>3/22</u> Library Day	<u>3/24</u> SH Ch. 2-4 (49-100)
<u>3/27</u> SH Ch. 5-7 (101-153)	<u>3/29</u> SH Ch. 8-10 (154-204)	<u>3/31</u> SH Ch. 11-12 (205-235)
<u>4/3</u> Cha -Clio (i-42)	<u>4/5</u> Cha Calliope-Urania (43-76)	<u>4/7</u> Cha Melp.-Er. (77-120)
<u>4/10</u> No Class	<u>4/12</u> Cha Elit.-Thal. (121-152)	<u>4/14</u> Cha Terp.- (153-182)
<u>4/17</u> Doing Things IV	<u>4/19</u> Sharpe Ded.-Ch. 1 (v-24)	<u>4/21</u> No Class
<u>4/24</u> No Class	<u>4/26</u> No Class	<u>4/28</u> CS Ch. 2 (25-67)
<u>5/1</u> CS Ch. 3 (68-101)	<u>5/3</u> CS Ch. 4 (102-134)	<u>5/5</u> Hong Ep.-Stand (xiii-65)
<u>5/8</u> Hong End-Bad (66-109)	<u>5/10</u> Hong Ed. (110-150)	<u>5/12</u> Hong Port.-Ack. (151-206)
<u>5/15</u> - office hours by appointment	<u>Th 5/18</u> Doing Things V	<u>-5/18</u> office hours by appointment
Monday	Wednesday	Friday

Notes/Assignments/Events/Optional Extra-Credit Opportunities

<u>T 1/24</u>	Create a Google folder entitled "[YOUR NAME] ENGL 106 Spring 2023" and share it with me, giving me editing rights; this will become a folder within your e-Portfolio while you are a Fredonia English student (if you haven't yet created it, please do so, following directions in VI.C, above)
<u>W 1/25</u>	Doing Things with English I: before class, familiarize yourself with the English page in the <i>University Catalog 2022-2023</i> and explore associated links
<u>by F 2/3</u>	Please have made an appointment with me by the close of business today for a 5-minute-plus meeting to discuss life, the universe, and everything (Fredonia English/ENGL 106-related at times)
<u>W 2/15</u>	Doing Things with English II: before class, familiarize yourself with the Fredonia English Department's Mission, Objectives, Outcomes web page
<u>F 2/17</u>	PUBLIC INTERVENTION PROJECT PITCH first draft due by 11:30 pm in your ENGL 106 Spring 2023 Google folder
<u>Th 3/2</u>	<i>Optional extra-credit opportunity:</i> attend Mary Louise White Visiting Writers Series with Cara Blue Adams (craft talk 4 pm, Fenton 105; reading 7 pm, Marion Art Gallery)
<u>T 3/7</u>	<i>Optional extra-credit opportunity:</i> attend public lecture by Matt Seybold , Elmira College (3:30 pm, Science Center 126)
<u>T 3/7</u>	Complete MyPlan and submit results (see instructions on OnCourse)
<u>W 3/8</u>	Doing Things with English III: before class, familiarize yourself with the Fredonia English Department's What You Can Do with an English Degree from Fredonia web page
<u>F 3/10</u>	CDO Day focuses on career opportunities with Christopher LaGrow
<u>T 3/21</u>	RESEARCH PROJECT PROPOSAL first draft due by 11:30 pm in your ENGL 106 Spring 2023 Google folder. Share it with Katelynn Telford, giving her editing rights. In addition, please adjust the doc's sharing settings to "anyone with the link can comment" and share the link in a post on the Research

	Project Forum in OnCourse, after downloading your google doc as a .pdf file and attaching it to that post
<u>W 3/22</u>	Library Day is an introduction to research in English Studies; we will meet with Katelynn Telford at the main entrance to Reed Library
<u>Th 3/30 - Sa 4/1</u>	<i>Optional extra-credit opportunity:</i> attend Writers @ Work “Living in History” event(s) featuring alumna Rebekah Denz and Megan DeJoe (Class of 2019) on <u>3/30</u> and/or <u>3/31</u>
<u>W 4/17</u>	Doing Things with English IV: before class, familiarize yourself with <i>Beyond Normal: Making Your Writing Devilishly Good</i> (available through the student resources link on OnCourse)
<u>Th 4/20</u>	<u>CRITICAL ESSAY</u> first draft due by 11:30 pm in your ENGL 106 Spring 2023 Google folder
<u>W 4/26</u>	<u>RESEARCH PROJECT</u> PROPOSAL second draft and ANNOTATED BIBLIOGRAPHY first draft due by 11:30 pm in your ENGL 106 Spring 2023 Google folder as a single <i>new</i> Google doc
<u>Sa 4/29</u>	<i>Optional extra-credit opportunity:</i> attend Fred Lit Fest
<u>Th 5/4</u>	<u>PUBLIC INTERVENTION PROJECT</u> PITCH second draft and REFLECTION/ASSESSMENT first draft due by 11:30 pm in your ENGL 106 Spring 2023 Google folder as a single <i>new</i> Google doc
<u>Th 5/11</u>	<u>FINAL REFLECTION: LEARNING ANALYSIS/LEARNING PLAN</u> first draft due by 11:30 pm in your ENGL 106 Spring 2023 Google folder
<u>F 5/12</u>	We’ll devote the second half of class to completing online course evaluations, so please be sure to bring your own device; feel free to begin your online course evaluation earlier and save your progress, but please don’t submit it until the end of this class
<u>Th 5/18</u>	<i>Optional extra-credit opportunity:</i> Doing Things V (1:30-3:30 pm in regular classroom) will provide an opportunity for a peer-review workshop on any assignment(s) for your final ENGL 106 portfolio
<u>F 5/19</u>	Final revisions to <u>PUBLIC INTERVENTION PROJECT</u> , <u>CRITICAL ESSAY</u> , <u>RESEARCH PROJECT</u> , and <u>FINAL REFLECTION</u> are all due by 11:30 pm. Share each revised assignment with me as a <i>new</i> google doc (by making a copy of your latest previous draft, retitling it, and then revising it) in your ENGL 106 Spring 2023 Google folder

B. Class Policies

1. *Health and Safety.* As members of the Fredonia community, we are responsible for taking care of ourselves and others during these challenging times. In particular, we are counting on each other to engage in safe behaviors while on and off campus. This includes professors, staff members, students, and essential visitors.

All students are expected to adhere to all rules and regulations regarding [COVID-19](#) guidelines. Failure to do so constitutes a potential violation of campus rules and regulations that may endanger members of our community.

For your safety and the safety of your classmates and faculty, you are required to comply with [Fredonia’s COVID-19 guidelines](#). Thank you for helping to maintain a safe campus environment.

2. *Masks.* Since March 2022, the wearing of masks at SUNY Fredonia has been *optional for fully vaccinated and boosted individuals*. Please note, however, that *SUNY strongly recommends* masks indoors for anyone who has *not* submitted documentation showing that they are fully vaccinated (including those with approved exemptions) or for anyone *not* boosted. Individuals who are completing quarantine and isolation must also wear a mask under the New York State Department of Health's guidelines.

In addition, masks will continue to be required in the following areas:

- Student Health Center - LoGrasso Hall
- Youngerman Clinic - Thompson Hall

Fredonia's masking policy was developed in consultation with the Chautauqua County Health Department and is in alignment with current CDC guidelines, including the designation of Chautauqua County's community-level transmission as low (as of January 24, 2023). Thanks to the vigilance exhibited by our entire campus, we have maintained low positive test rates and high vaccination rates for both students and employees. We will continue to monitor campus, local, and state conditions and make adjustments as needed in consultation with the Chautauqua County Health Department.

3. *Isolation and Quarantine.* When a student is required to quarantine or isolate, documentation will be provided from the Student Health Center to Student Affairs regarding the medical reasons for the student to be out of in-person instruction for a designated period of time. Faculty will provide assignments for the student to ensure no disruption in the student's progress to course completion.

4. *Basic Needs.* Critical University Studies scholar Sara Goldrick-Rab recommends that faculty include a basic needs statement on their syllabi. Mine is adapted from hers: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Julie Bezek, Care Coordinator (care@fredonia.edu; 716/673-3424) for support and to find out more about Freddy's Locker and campus and local food pantries. Furthermore, if you are comfortable in doing so, please notify me so that I can provide any resources and contacts that may help.

5. *Mental Health and Wellness.* Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Fredonia provides mental health counseling to support the academic success of students. The Counseling Center provides cost-free services to help you manage personal challenges that threaten your well-being. Visit <https://www.fredonia.edu/student-life/counseling> for more information. Other supportive resources include the following:

- Suicide Prevention Lifeline (988 or 1-800-273-8255 or see <https://suicidepreventionlifeline.org/> for a chat option).

- Text HOME to 741741 for free 24/7 crisis support in the US <https://www.crisistextline.org/>
- Domestic Violence & Sexual Assault (1-800-252-8748)
- Non-Crisis Peer Support daily 5-11 pm; Warm Line Call: 1-877-426-4373; Text: 716-392-0252

In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of resources (e.g., Counseling Center, Health Center, etc.) that might be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available.

Getting help is a smart and courageous thing to do—for yourself and for your loved ones.

6. *Diversity, Equity, and Inclusion.* Please familiarize yourself with the mission, resources, and policies of Fredonia's Office of Diversity, Equity, and Inclusion, note that faculty are mandatory Title IX reporters, and let me know if you have any questions or wish to discuss any matter.

7. *Students with Disabilities.* If you have a documented disability or wish to be assessed, please familiarize yourself with the relevant policies and procedures in the *University Catalog 2022-2023* and contact our Office of Disability Support Services in the Learning Center at Reed Library.

8. *Attendance.* Absences due to emergencies are the only absences that will not be counted toward your total for the semester. Emergencies include but are not limited to natural disasters or weather events causing Thruway closures or official states of emergency; the passing of a loved one or close friend; your own, a loved one's, or a close friend's hospitalization or serious illness; and mandatory COVID isolation. Scheduled and unavoidable school-sponsored events (games, meets, performances, etc.) are also counted as emergencies for the purpose of this attendance policy. Besides emergencies, the only other kind of absences that won't affect your engagement/participation/preparation grade are excused absences. Please notify me over email, in advance if possible and, if not, as soon after the absence as you can, if you wish an absence to be considered as an emergency or excused absence; the decision will be made at my discretion. Following the precautionary principle, if you feel for any reason that attending class on a given day would worsen your health or endanger others, don't come to class and notify me via email as much in advance or as soon after class starts as possible, so that I may decide whether it counts as an excused or emergency absence. Please make every effort to attend every class; *more than two unexcused absences will hurt your engagement/preparation/participation grade and each non-emergency absence after the third will lower your final course grade by one full grade* (e.g., with four such absences a B+ will become a C+; with five, it will become a D+; and so on).

9. *Online Participation.* Please familiarize yourself with Fredonia's Acceptable Use—Information Technology Policy in the *University Catalog 2022-2023* and check with your instructor first before posting something to OnCourse that is not directly or clearly related to the course.

10. *Late Assignments.* In general, it's better to do the best you can in the time allotted than to miss a deadline in this course; there will be plenty of time for revision (including beyond the end of the semester if a temporary final grade of incomplete is warranted). Only students who ask for an extension at least two days before the due date of any class project will be granted an

extension; if you turn in a first draft late, we must meet to discuss it. If an emergency crops up in May that severely affects your ability to complete revisions for your final portfolio, be sure to reach out to me to talk options!

11. Plagiarism and Academic Integrity. To plagiarize is “to steal and pass off as one’s own the ideas or words of another” (*Webster’s Seventh New Collegiate Dictionary*). Fredonia strongly condemns plagiarism and takes severe action against those who plagiarize. Disciplinary action may extend to suspension from privileges or expulsion from university. Please familiarize yourself with Fredonia’s [Academic Integrity Policy](#) in the *University Catalog 2022-2023* and check with me if you have any questions about it.

12. Portable Electronic Devices. I will generally approve requests to use laptops, tablets, or phones for academic purposes in class, so long as they do not become a distraction from our core focus on listening to and talking with each other.

ENGL 106: Introduction to Literary Studies, Spring 2023

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Webmaster: Bruce Simon, Associate Professor of [English, State University of New York at Fredonia](#)

Feel free to explore the [Fall 2022](#), [Spring 2021](#), [Fall 2020](#), [Fall 2019](#), [Spring 2019](#), [Fall 2018](#), [Fall 2017](#), [Fall 2016](#), [Fall 2011](#), [Spring 2011](#), [Fall 2010](#), [Spring 2010](#), [Fall 2008](#), [Spring 2008](#), and [Spring 2006](#) versions of this course.