

ENGL 273G: Section 1
Instructor: Andy Cerrone
Room: H04-0031/ MWF 1:00-1:50p
Email: Andrew.Cerrone001@umb.edu
Office: W06-022
Office Hours: Mon 2-4p or by appointment

Course Description: Introduction to themes and forms of fiction. Close analytical reading of stories and novels with special attention to an artist's historical and cultural milieu, and to an artist's choices of form (including thematic repetition and variation, narrative point of view, setting, characterization, plot and action, imagery, figurative language, and representations of speech). Emphasis on writing critical and interpretive papers. Please note: Students may receive credit either for this course or for ENGL C204 (The Nature of Literature: Fiction), but not for both. Capabilities addressed: Reading, writing, critical thinking, information technology, oral presentation.

About the Intermediate Seminar program

Intermediate Seminars offer students with 30 or more credits the opportunity to work on essential university capabilities in small-sized courses that are often thematic or problem-oriented and interdisciplinary in nature. Designed in part to help students prepare for the Writing Proficiency Requirement, Intermediate Seminars put special emphasis on critical reading, thinking, and writing. They focus on other essential capabilities as appropriate to the course and might therefore include attention to library research and information technology, collaborative learning, oral presentation, and academic self-assessment. Students who practiced reading, writing, and critical thinking in a First Year Seminar at UMass Boston will practice them at a more advanced level in the Intermediate Seminar.

Only ONE Intermediate Seminar may be taken for credit. If you have taken another G200-level course in any department at UMB, you cannot receive credit for this one.

Prerequisites: English 101, English 102, First Year Seminar (or waiver), and 30 credits. The First Year Seminar is automatically waived for students who enter UMB with 30 or more transfer credits. Because these are intensive reading and writing courses, some students may find it helpful to enroll in CRW 221 to further develop their skills with college-level writing *before* taking an Intermediate Seminar. Discuss your situation with the instructor if you have any questions about these prerequisites or your readiness for the work in this course.

The Writing Proficiency Requirement: Students from the College of Liberal Arts, the College of Science and Mathematics, and the College of Nursing and Health Sciences complete the University's Writing Proficiency Requirement through the Writing Proficiency Evaluation (WPE). The Writing Proficiency Requirement is not the same as the writing placement test you may have taken when you entered UMass Boston. The WPE can be met through either an examination or a take-home essay submitted along with a portfolio of papers written for UMB courses. See the WPR website (http://www.umb.edu/academics/vpass/undergraduate_studies/writing_proficiency/) for more details about the exam and portfolio options and dates. Students who have not already satisfied the WPR should arrange to take the exam or submit a portfolio shortly after completing this course.

Support services for Intermediate Seminar students: The Academic Support Office offers both individual tutoring and drop-in workshops for students who need help with the critical reading, thinking and writing skills necessary for success in General Education courses such as this one. More information on their programs is available online (http://www.umb.edu/academics/vpass/academic_support/), or at their Campus Center office (CC1-1300). The Ross Center for Disability Services (CCUL-0211) provides accommodations and educational resources for students with demonstrated needs, as outlined on their website (<http://www.umb.edu/academics/vpass/disability/>). Should you be eligible for these services, you should contact the Ross Center right away so that their staff can help you identify appropriate accommodations in this and other courses. Finally, if it appears that you might not pass this Intermediate Seminar and if the instructor cannot figure out how to support your success in the course, the instructor

might inform the Director of the Student Referral Program in the University Advising Center. This strictly confidential program is part of an early warning system designed to help students address personal and academic difficulties that may interfere with their progress in the University.

Assessment of these courses: In addition to course evaluation forms that are routinely administered at the end of each course at UMass Boston, Intermediate Seminar students are asked to complete a self-assessment questionnaire addressing their progress as critical thinkers and writers. Additionally, each term an assessment committee will look at randomly chosen student writing from a small sample of Intermediate Seminars. Please save all your writing in this course so that, if you are chosen, you will have your work available. The purpose of this evaluation is to improve the program and to improve particular courses as necessary, not to evaluate individual students. You may remove your name from your papers if you prefer to submit them anonymously.

Student plagiarism and classroom behavior: Students are expected to abide by the University's Code of Student Conduct in all their classes at UMass Boston (http://www.umb.edu/life_on_campus/policies/code/). Plagiarism is a particularly serious violation, as outlined in the Academic Honesty section of the code (section VI), and will not be tolerated. Offensive and insulting behavior undermines the sense of community that the Intermediate Seminars strive to build. Class discussion and group projects can be productive only in a climate of respect for the opinions and beliefs of all. A healthy exchange about issues may include disagreement about ideas, but it must not demean the character or background of the individuals holding those ideas.

Required Texts: For classroom purposes, *you must have the exact edition that is in the bookstore*. If you purchase your books online, make sure the edition has the same ISBN number as listed below.

Gioia/Kennedy, *An Introduction to Fiction* (11th ed.) (ISBN: 9780205687886)

Edward Abbey, *The Monkey Wrench Gang* (ISBN: 0060956445)

Jeremy Love, *Bayou* (ISBN: 1401223826)

Alison Bechdel, *Fun Home: A Family Tragicomic* (ISBN: 0618871713)

Course Grade Determination:

Paper 1 (including workshop and rough draft): 10%

Paper 2 (including workshop and rough draft): 15%

Paper 3 (including workshop and rough draft): 30%

Final presentation: 15%

Weekly Assignments (Quotes and Notes): 15%

Participation/Attendance: 15%

Email: I will be using wisner to send out class information and documents. Make sure your umb email address is properly forwarded to the email you use regularly.

Attendance: Attending class and arriving on time is crucial to your success in this course and to the success of the course in general. *You may not miss more than 6 class sessions and pass the course. Missing more than 4 classes will negatively affect your grade.* Two "tardies" will become an absence. ***Any student who misses more than four classes by the November 10th withdrawal deadline will be recommended to drop the course.***

Classroom behavior: Offensive and insulting behavior undermines the sense of community that the Intermediate Seminars strive to build. Such behavior includes the use of electronic devices for communication or personal needs during class time. ***Please turn off cell phones and refrain from bringing laptops to class.*** Class discussion and group projects can be productive only in a climate of respect for and attention to the opinions and beliefs of all. A healthy exchange about issues may include disagreement about ideas, but it must not demean the character or background of the individuals holding those ideas.

Participation: English discussions rely on your thoughts, ideas, and interpretations; participation is imperative. Come prepared to participate by reading the assigned materials and also by completing your weekly assignment (see next section).

Quick writes: Quick writes are written responses to the reading which will take place at the start of every class. During a five-minute period, you will write as much as you can in response to a prompt question about the assigned reading. The purpose of quick writes is to ensure students are keeping up with the reading by tying these mini-assignments to your class participation grade (worth 15 percent) and to stimulate thought for class discussion. The instructor will monitor participation in quick writes and collect them occasionally. Please save all quick writes, as they will help you formulate ideas for longer papers.

Submission of Assignments: All assignments are due at the beginning of class unless otherwise noted. Rough drafts cannot be turned in late because you cannot make up peer reviews or conferences. A paper received after class is considered late and will be marked off one full letter grade. A full letter deduction will accrue for each day the paper is late after its due date. ***Emailed or electronic copies of papers will not be permitted.***

Formal Papers: In addition to the quick writes, your formal papers are the best way to demonstrate what you have learned about literature and to showcase your ability to express your thoughts clearly and cohesively through written language. There will be three papers, in addition to a final project, and all of these papers combined make more than half of your final grade.

Final Presentation: A formal assignment explanation will be handed out toward the end of the semester. These final projects will allow you to creatively express your individual understanding of literature and literary studies, which will be worth 15% of your final grade. As we get closer to the end of the semester, you will receive a handout which will contain the specifics of your final project assignment and presentation.

Disabilities: If you have a disability and need accommodations in order to complete course requirements, please contact the Ross Center for Disability Services at 617.287.7430 (CC-2-2010).

How to succeed in this course: Come prepared, participate, and engage!

A final note on the Intermediate Seminar: Supervising the Intermediate Seminar English courses is Dr. Cheryl Nixon, English Department Chair. Please expect occasional visits from Dr. Nixon, as well as other Intermediate Seminar Instructors.

A final final note for this course: Please feel free to speak with me regarding the theory and criticism we will be wrestling with—I have plenty of other sources for many of the topics we will be discussing if you are interested in incorporating more theory into your research. If you intend to continue onto an MA in English, this is the kind of work you will be doing—engage with it! Don't be afraid to struggle and ask for help, or to look for more sources to round out your grasp of a specific idea/theory.

Syllabus Draft: Dates English 273: Art of Fiction

UNIT ONE: ELEMENTS OF FICTION: How do you tell a story?

Week One: Plot

Sept: 7 Intro to Course—we will discuss and analyze the flash fiction piece
"Borges & I" [pdf].
9 Ch. 1 "Reading a Story" [p.5-6]
Ch. 1 "Plot" [p.13-16]
John Updike, "A&P" [p. 16-20]

Week Two: Character

- Sept: 12 Ch. 3 “Character” [p. 77-79]
 Carver, “Cathedral” [p. 93-103]
 Le Guin, “The Ones Who Walk Away From Omelas” [pdf]
- 13 **Add/Drop ends**
- 14 Mahfouz, “The Lawsuit” [p. 90-93]
 Sanders, “Victory Lap” [pdf]
- 16 Erdrich, “The Years of my Birth” [pdf]
Paper Assignment Given

Week Three: Point of View, Theme

- Sept: 19 **Paper #1 Due: Close reading**
 Ch. 2 “Point of View” [p. 25-29]
 Faulkner, “A Rose for Emily” [p. 29-35]
- 21 Kincaid, “Girl” [p.543-544]
 De Maupassant “An Adventure in Paris” [pdf]
- 23 Ch. 6 “Theme” [p. 183-185]
 Crane, “The Open Boat” [p.185-201]

Week Four: Symbol

- Sept: 26 Ch. 7 “Symbol” [p. 223-225]
 Jackson, “The Lottery” [p. 247-252]
- 28 Hemingway, “Hills like White Elephants” [pdf]
 Hemingway, “A Clean, Well-lighted Place” [p. 152-155]
- 30 Kafka, “A Hunger Artist” [pdf]

Week Five:

- Oct: 3 **Paper #2 Assigned**
 Diaz, “Edison, NJ” [pdf]
- 5 Faulkner, “Barn Burning” [p. 155-167]0
Please have rough draft of your paper into my e-mail by Thursday
- 7 **In-class writing workshop—bring 3 copies of your paper for review**

Week Six:

- Oct: 10 **XX (Columbus Day)**
- 12 Abbey, *The Monkey Wrench Gang* (through p. 29—ch. 3)
Paper #2 Due
- 14 Abbey, *The Monkey Wrench Gang* (through p. 70—ch. 6)

UNIT TWO: Fictionalizing Reality: How does fiction represent or shape reality?**Week Seven:**

- Oct: 17 Abbey, *The Monkey Wrench Gang* (through p. 128—ch. 9)
- 19 Abbey, *The Monkey Wrench Gang* (through p. 164—ch. 12)
- 21 Abbey, *The Monkey Wrench Gang* (through p. 205—ch. 15)

Week Eight:

- Oct: 24 Abbey, *The Monkey Wrench Gang* (through p. 246—ch. 20)
- 26 Salt, “Slag-heap or Sanctuary?” [pdf]
Essay Worksheet due
- 28 Abbey, *The Monkey Wrench Gang* (through p. 274—ch. 23)

Week Nine:

- Oct: 31 Abbey, *The Monkey Wrench Gang* (through p. 310—ch. 26)
Paper #3 Assigned
 Nov: 2 Abbey, *The Monkey Wrench Gang* (through p. 330—ch. 27)
 4 Abbey, *The Monkey Wrench Gang* (through p. 383—ch. 29)

Week Ten

- Nov: 7 Abbey, *The Monkey Wrench Gang* (through p. 421—epilogue)
 9 Zizek, “Welcome to the Desert of the Real!” [pdf]
Essay Worksheet due
 10 **Course Withdrawal; Pass/Fail Deadline**
 11 **XX (Veteran’s Day)**

Week Eleven

- Nov: 14 Gelderloos, excerpt from *Anarchy Works* – “Environment” [pdf]
 16 Boyle, “Carnal Knowledge” [pdf]
 18 **Paper #3 Drafting/workshop—bring 3 copies to class**

UNIT THREE: Experiments in form

Week Twelve

- Nov: 21 **Paper #3 Due**
 23 XX (Thanksgiving)
 25 XX

Week Thirteen

- Nov: 28 *Bayou*, read all
 30 *Fun Home* Ch. 3
 Dec: 2 *Fun Home* Ch. 5

Week Fourteen

- Dec: 5 *Fun Home* Ch. 7
 7 *Fun Home* finish
 9 Final Projects

Week Fifteen

- Dec: 12 Final Projects
 14 Final Projects
 Kerouac, “Home at Christmas” [pdf]
 Last Class