

ELIT 10 SYLLABUS

“Reading is to the mind what exercise is to the body.” --Sir Richard Steele

“A book is like a garden carried in the pocket.” --Arab proverb

ELIT 10

Introduction to Fiction

Instructor: Julie Sartwell

Advisory: EWRT 1A

Office: Forum 2H Phone: (408) 864-5784

In-class Hours: T 10:30-12:20

Email: sartwelljulie@fhda.edu

Our classroom: L84

Office Hours: M 11:30-12:20 (Zoom), W 1:30-2:30 (in L47) & Th 12:30-1:20 (in Forum 2H) and by appt.

Student Learning Outcomes:

1. Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques.
2. Analyze fiction in writing from multiple critical perspectives.

REQUIRED TEXTS:

- Our shorter texts will be on Canvas. I hope that you are comfortable reading the stories online or printing them out if you wish to have a hard copy.
- *Gender Queer* by Maya, (Available at De Anza bookstore or elsewhere)
- *Everything I Never Told You* by Celeste Ng (Available at De Anza bookstore or elsewhere)
- A notebook/binder for notes, journal entries and responses to questions on the readings

(It is ABSOLUTELY REQUIRED that you the above books—the hard copies, the actual books, not electronic versions. You will need the page numbers and to annotate and you will read more critically with paper books! I will check that you have them in Week Two’s class meeting, and they will be worth 8 HW points!)

RECOMMENDATION:

You will get the most out of this class if you have already successfully completed EWRT 1A.

COURSE DESCRIPTION:

ELIT 10 is a 4-unit literature representing a wide range of human experience and literary expression, short stories, short shorts, longer short stories, a graphic memoir and, of course, the novel. We will read about all kinds of human experiences, experiences we can relate to directly or indirectly, from the autobiographical to the surreal. This course is designed to expose you to a wide range of authors who will inspire, shape us, let us know the world more thoroughly, challenge or confirm beliefs, and allow you to feel and perhaps change, but mostly I hope that you find some enjoyment here and pursue these writers or genres even further. Along the way we’ll also consider the social, political and historical landscapes that our readings bring up.

Reading improves our empathy and understanding of different people and cultures, so through reading we improve ourselves.

Are you interested in families and exploring complex relationships and conflicts? Looking at stories that show external conflicts, like what happens when expectations from society do not mesh with individual desires? Do you like the idea of connecting with characters who share similar experiences or who have completely different lives that you can imagine? Do you like the idea of exploring stories as symbolic journeys to discover the self and truth? These are just a few of the themes we'll explore in short stories during the first half of the course.

We'll look closely at how the distinctive qualities of each text—plot, character, theme, style, point of view—help the writer to tell their story. Pay particular attention to where these elements show themselves in more than one reading, as these rich connections can be revealing. Your careful reading of our texts along with your creation of thoughtful **online and in person discussions and activities reading responses and questions** will allow us all to get the most out of this class and all that fiction can offer us.

COURSE GOALS:

- Read fiction with pleasure and analytical delight
- Interpret texts using multiple, clearly defined critical methods
- Write responses and a paper that consider social and historical contexts
- Articulate personal as well as analytical responses to course texts
- Participate enthusiastically in a diverse community of critical readers
- Discover writers you will want to read more of on your own

COURSE REQUIREMENTS:

- ❖ Active participation in class discussions and activities on Canvas and in our classroom
- ❖ Regular attendance
- ❖ Keeping up-to-date on the readings and assignments.
- ❖ Annotations, reading journals, group discussions, reading quizzes
- ❖ A creative project on the graphic memoir
- ❖ 3 ½ - 5 page essay on the novel
- ❖ Group project on flash fiction (Final Exam in weeks 11 & 12)

ATTENDANCE:

Late arrivals (more than 5 minutes late) and early departures will count as half of an absence. If you miss 4 meetings or the equivalent before the drop deadline, you will be dropped from the course. If your absences total 4 or more after the drop deadline, you will receive a grade, but it will reflect a substantial penalty in participation.

PARTICIPATION:

Class discussion allows you to work through your understanding of our texts, deepen your ideas, and maybe even change your perspective by listening to others. Active—not passive--- contributions to our discussions is crucial to your ability to succeed and earn your desired grade in this class. Your participation grade will be calculated by averaging your attendance record and your participation record. If you are shy, try to challenge yourself to speak up. Likewise, be aware not to dominate class discussions. I will honor De Anza's mutual respect policy.

GRADING:

97.6-100% = A+	97.5-92.6% = A	92.5-89.6% = A-
89.5-87.6% = B+	87.5-82.6% = B	82.5-79.6% = B-
79.5-77.6% = C	77.5-72.6% = C	72.5-69.6% = C-
69.5-67.6% = D+	67.5-62.6% = D	62.5-59.6% = D-
58.5% and below = F		

Essay: 100 points

Reading Journals (about 5 total): 10 points each for a total of 50 points

Annotated Stories (a few to submit but you should annotate ALL texts)

Reading Discussions (each week, 10 points): some will be completed or started during class time in groups while others will be completed individually

Quizzes: 40-50 points

Participation and Attendance: approximately 50 points

Assignment on our graphic memoir (mid term): 40 points

Group presentations, our final: 40 points

ASSIGNMENT GUIDELINES:

- All essays must be at least 4-6 pages, typed and double spaced on 8 1/2" X 11" paper.
- Each essay must have your full name, due date and title on the first page.
- **Late essays** will be marked down a 1/2 grade if the paper is turned in one class period later. For each class meeting that the essay is not turned in subsequent to this, your grade will go down another 1/2 grade. If you are turning a paper in late, you'll need to inform me of this, and we'll set up an appropriate due date.
- An essay with excessive proofreading errors will be returned ungraded for your correction and counted as a late paper.

GROUP PROJECT:

With a group a 3-5 other students, you will be responsible for presenting crucial information about our novel or a longer short story towards then end of the quarter. (More on this later.)

PLAGIARISM AND ACADEMIC INTEGRITY:

Any time you use writing or ideas that are not your own in an essay, you must cite your source(s). This includes essays you may have written yourself for any previous course. We will be going over how to do this in class, and I'll be happy to answer any questions about how and why we cite. Using others' words or ideas in part or whole without acknowledgment is plagiarism, will certainly result in a failing essay and could result in failing the course. And, while it's always fine to seek help with your writing and reading in the Writing and Reading Center or from me, it is not acceptable to have anyone else correct your errors for you. If you receive a NO PASS on an essay due to plagiarism, you will *not* be able to rewrite it. Repeated plagiarism will result in failing the course. I expect that you will not copy other people's work and pretend it is your own, have someone else write your essays, have someone else correct your writing errors for you, and/or use AI to write your essays or other assignments for you. If you feel stuck, or need help at any time, please come talk to me.

ACCOMMODATIONS:

If you have received accommodations for testing from another school or college, or want to find out more, please visit this website: <https://www.deanza.edu/dsps/dss/index.html> . Note that accommodations do not automatically transfer from a prior school to De Anza; students must request to receive them. If there is any way I can assist you, please let me know.

COMPUTER LABS:

- ATC 309 (inside the WRC),
- ATC 305 or 307 when class not in session
- LCW 102 (Learning Center West, behind the Library, downstairs)
- Laptop borrowing privileges from De Anza library—ask at the Information desk.
- De Anza computing resources: <https://www.deanza.edu/students/computers.html>

OFFICE HOUR VISITS:

You are each welcome to come to my office hours—on campus and by Zoom (see above) any time you have a question or want help with your reading or writing!

IMPORTANT FALL 2023 DATES:

November 10 -- Veterans Day holiday – no classes; offices closed

November 17 -- Last day to [drop classes](#) with a W

November 23-26 -- Thanksgiving holiday – no classes; offices closed

December 11-15 -- [Final exams](#)

IMPORTANT CONTACTS:

Financial Aid: 864-8718, Hinson Campus Center Web Site: <http://www.deanza.fhda.edu/financialaid/>

Counseling: 864-5400: **Second floor of the new Student and Community Services Building --located on the Stevens Creek Blvd side of campus.** Web Site: <http://www.deanza.fhda.edu/counseling/>

>>>>Consider this virtual and actual classroom safe spaces and please do your part to keep it a safe space. For starters, you should feel free to share your ideas and express yourself without judgment from me. **There are no stupid questions!** If anything is ever unclear, feel free to ask. You never know; others might have the same question.

I look forward to working with you this quarter! 😊