

## Term Information

Effective Term Summer 2017  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We propose to add an online version of English 2261 to our curriculum to complement the standard in-person offering of the same course.

### What is the rationale for the proposed change(s)?

The online version will provide access to a GE literature course for those in all-online programs in other colleges, those with scheduling difficulties for whatever reason, and students with disabilities. The online version is an alternative delivery method for the existing course, which we plan to continue to teach in an in-person format across campuses.

### What are the programmatic implications of the proposed change(s)?

#### (e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We will measure how this online course will impact enrollments on our regional campuses, some of which teach sections of 2261. The plan for the moment is to offer the online version only in summer in 2017 and 2018 and then to assess its effect on regional campus enrollment. For fiscal reasons, we also intend to promote online versions of courses only on the home campus of the instructor teaching the course at least until the course is more than half-filled with students from the home campus. For this reason, the two versions of the syllabus attached to the proposal are both designed for summer teaching, one as a twelve-week summer course and one as a six-week summer course.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2261
Course Title	Introduction to Fiction
Transcript Abbreviation	Intro to Fiction
Course Description	Examination of the elements of fiction -- plot, character, setting, narrative, perspective, theme, etc. -- and their various interrelations; comparisons with nonfictional narrative may be included.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<i>Previous Value</i>	<i>14 Week, 12 Week</i>
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade

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Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

Prerequisites/Corequisites	Prereq: 1110.01 (110.01) or equiv.
Exclusions	Not open to students with credit for 2261H (261H) or 261.

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	23.1401
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## **Requirement/Elective Designation**

General Education course:  
Literature  
The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

**Course goals or learning objectives/outcomes**

- 1.) Students analyze, interpret, and critique significant literary works. 2.) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

[Previous Value](#)

**Content Topic List**

- Narrative voice
- Time in/and narrative
- Characterization
- Narrative and reading experience
- Metafiction
- Portrait narratives
- Lyric narratives
- Point of view
- Close reading
- Metaphor
- Symbolism
- Protagonists/antagonists
- Denotation and connotation
- Foreshadowing
- Style, tone, framing, allusion, allegory, irony, flashback, parable

**Attachments**

- Bernadette Vankeerbergen.3.docx: Cover Letter  
*(Cover Letter. Owner: Lowry,Debra Susan)*
- English 2261 online rationale and GE assessment plan.docx: Rationale and Assessment Plan  
*(GEC Course Assessment Plan. Owner: Lowry,Debra Susan)*
- English 2261 Summer 2017 Online\_updated111716 12 weeks.docx: Sample Online Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*
- English 2261 Summer 2017 Online\_updated111716 6 weeks.docx: Sample Online Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*
- Tech Check English 2261 Leavitt (12 week SU term) (1).pdf: Tech Checklist  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- Tech check English 2261 Leavitt 6 week.pdf: Tech Checklist  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- English 2261 in person - AU 16\_updated 91316.docx: In-Person Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	11/22/2016 11:33 AM	Submitted for Approval
Approved	Lowry,Debra Susan	11/22/2016 12:13 PM	Unit Approval
Approved	Heysel,Garett Robert	11/22/2016 12:27 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/22/2016 12:27 PM	ASCCAO Approval





November 21, 2016

Bernadette Vankeerbergen  
Arts and Sciences Curriculum Assessment Committee  
Arts and Humanities Panel

**Course Delivery Change request: English 2261 online and English 3372 online**

Dear Bernadette:

Attached is a request for a course change to offer online versions of English 2261 (Introduction to Fiction) and English 3372 (Special Topics in Science Fiction and Fantasy) in addition to our regularly taught sections of the course. This proposal was approved both by the English Department's Undergraduate Studies Committee and the English Department Council. We are forwarding for each course:

- (1) Two versions of the online syllabus for different semester lengths
- (2) A syllabus for each course as taught as an in-person section
- (3) A brief rationale explaining each course's role in our curriculum, with GE assessment plan
- (4) A technical report on each course from Mike Kaylor of ASC. The version you are receiving recommends minor revisions, which have been done and resubmitted to Mike.

We are hoping to offer these courses in Summer semester 2017 if they are approved, so we hope that you can review them very soon. If you require further information, please let me know.

Sincerely yours,

Clare A. Simmons  
Professor and Director of Undergraduate Studies  
Department of English

## **Rationale for English 2261, Introduction to Fiction (Online Delivery Method)**

**Bulletin Description:** Examination of the elements of fiction -- plot, character, setting, narrative, perspective, theme, etc. -- and their various interrelations; comparisons with nonfictional narrative may be included.

Prereq: 1110.01 (110.01) or equiv. Not open to students with credit for 2261H (261H) or 261. GE lit course.

**Reasons for an online version of English 2261.** The Department of English is responding to a request from Arts and Sciences to create online General Education courses. English 2261, Introduction to Fiction, seems to us a good option for online course development because teaching methods and learning goals tend to be very similar, yet it gives instructors scope to assign readings that match their own interests. It is one of our highest enrolled General Education courses. The proposal has been reviewed and approved by the Department of English's Undergraduate Studies Committee and by the English Department Council.

We teach English 2261 primarily as a service to students who need General Education credit in literature. The online version will provide access to a GE literature course for those in all-online programs in other colleges, those with scheduling difficulties for whatever reason, and students with disabilities. The online version is an alternative delivery method for the existing course, which we plan to continue to teach in an in-person format across campuses. The bulletin course description will remain the same.

Our concern in creating this course is how it will impact enrollments on our regional campuses, some of which teach sections of 2261. The plan for the moment is to offer the online version only in summer in 2017 and 2018 and then to assess its effect on regional campus enrollment. For fiscal reasons, we also intend to promote online versions of courses only on the home campus of the instructor teaching the course at least until the course is more than half-filled with students from the home campus. For this reason, the two versions of the syllabus attached to the proposal are both designed for summer teaching, one as a twelve-week summer course and one as a six-week summer course.

**Methods of delivery:** The syllabus follows the ODEE template and has been reviewed and approved by Mike Kaylor of ASC Tech and Mike Bierschenk, the point-person for online course development in the Department of English. The instructor will create video lectures and slide presentations with audio. We will work with ASC Tech to develop an archive of materials that might be used in a variety of iterations.

**Enrollment:** At least for the first iterations, we plan to limit enrollment to 40 students per section. Should demand be strong, we will add additional 40-person sections, each taught by a different instructor who will follow the template and use the course archive but create his/her own reading selections, related lectures, and assignments.

**Who can teach this course:** Any of our regular instructors for 2261 (who comprise regular and associated faculty and GTAs) and who feel they have the technical expertise can volunteer to teach the course. The course is supervised by the 2261 Course Director—the current course director Frank Donoghue helped develop this proposal—and by the Director of Undergraduate Studies.

### **Assessment of Online Components**

We will measure the effectiveness of the online delivery method by:

Comparing course completion rates and grade spread with the in-person 2261s

Comparing pretest/posttest scores with the in-person sections of 2261, which will use the same questions

Reviewing students' discursive comments, GE outcome scores, and SEI scores.

**General Education Assessment: English 2261**

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs</b>
<b>ELO 1</b> Students analyze, interpret, and critique significant literary works.	Direct Method: Pre/posttest passage analysis question (see below)  Indirect Method: Course evaluation question	Improvement from pretest to posttest of all median scores on grading rubric; At least 75% receiving a 3 or 4 on the 4-point grading rubric  Indirect: a mean score of at least 4 on a 5-point scale in student responses to "This course helped me meet this objective."	Results will be shared with instructors, course director, and undergraduate studies committee, which will recommend improvements if appropriate
<b>ELO 2</b> Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.	Direct Method: Pre/posttest reading experience question (see below)  Indirect Method: Course evaluation question	Improvement from pretest to posttest of all median scores on grading rubric; At least 75% receiving a 3 or 4 on the 4-point grading rubric  Indirect: a mean score of at least 4 on a 5-point scale in student responses to "This course helped me meet this objective."	Results will be shared with instructors, course director, and undergraduate studies committee, which will recommend improvements if appropriate

**a) Direct Measure**

The main assessment will take the form of a pretest/posttest, assessed with the English Department’s GE grading rubric (below). We will use the same pretest/posttest for all iterations of English 2261 in the semester, which will provide additional comparison data between online and in-person sections.

**Assessment goals:** Improved median scores in each category; at least 75% of posttest responses at rubric levels 3 and 4.

**Part One** (GE Goal: Students analyze, interpret, and critique significant literary works) will ask students to show their awareness of the conventions of fiction by responding to questions about a 150-word passage from a novel or short story. Typical questions: What is the narrative point of view of this excerpt, and why do you think the author chose it? What does [character x]’s dialogue tell the reader about x’s personality and values? How would you describe the emotional mood of this passage, and what specific uses of language guide you to this interpretation?

**Part Two** (GE Goal: Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures) will ask for a brief discussion of the student’s reading experience. For example: “Give the title and author of a work of fiction you have read that was written from a first-person point of view. As you read, did you identify with the assumptions and values of the narrator? Please explain your response.”

**b) Indirect Measure**

Students will be directed to complete this evaluation online together with the posttest; they will not be able to submit their final projects until they have completed it.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

**Literature ELO 1**

**Students analyze, interpret, and critique significant literary works.**

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

**Literature ELO 2**

**Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.**

This course provided opportunities for me to meet this objective.



Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

**Department of English Rubric for assessing GE literature courses**

<b>(ELO 1) Students analyze, interpret, and critique significant literary works</b>	<b>Capstone (4)</b> Students show interpretative skill and critical thinking in analyzing a literary work.	<b>Milestone (3)</b> Students show some critical thinking in analyzing a literary work.	<b>Milestone (2)</b> Students attempt an analysis of the literary work beyond mere summary.	<b>Benchmark (1)</b> Student attempts at a reading of the literary work show lack of comprehension, or provide only summary.
	Students use knowledge of literary terms, genre conventions, or historical context to support their reading of the text.	Students show awareness of literary terms, genre conventions, or historical context in responding to the text.	Students show some awareness of literary terms, genre conventions, or historical context.	Students show little or no awareness of literary terms, genre conventions, or historical context.
<b>(ELO 2) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.</b>	Students are able to develop a thoughtful critical position responding to the social, cultural, and/or aesthetic values represented in the literary work.	Students are able to express a critical position with awareness of the social, cultural, and/or aesthetic values represented in the literary work.	Students are able to express a position with acknowledgment of the social, cultural, and/or aesthetic values represented in the literary work.	Students show no critical position and/or little awareness of the social, cultural, and/or aesthetic values represented in the literary work.
	Students clearly articulate historical thinking and/or a self-awareness about their own subject-positions as readers.	Students effectively show some historical thinking and/or awareness of their own subject-positions as readers.	Students communicate some awareness that the values expressed in the text may differ from their own.	Students show little awareness that the values expressed in the text could differ from their own; and/or the level of writing makes it difficult to determine what they think.





# ENGLISH 2261 (# \_\_\_\_\_) INTRODUCTION TO FICTION SUMMER 2017 (ONLINE)

## Course overview

### Instructor

Instructor: **Joshua Benjamin Leavitt**

Email address: [Leavitt.39@osu.edu](mailto:Leavitt.39@osu.edu)

Office hours: Please e-mail me to schedule online or in-person office hours

### Course description

Why read fiction? What insights and perceptions can we gain by reading, discussing, and writing about fiction? How can we tap into the intellectual enterprise and the personal experience that fiction poses to readers?

This online course will acquaint you with fiction by reviewing elements of fiction such as character, setting, theme, symbolism, and perspective, and by demonstrating some of the techniques of literary analysis. Specifically, this course will focus on contemporary American short stories as a form of literature that is particularly fruitful for honing the skills of critical thinking and analytical writing. You will also scrutinize recent essays about the very act of reading to contemplate the multifaceted purposes of fiction itself. As an online community, we will use those stories to engage with social politics along the lines of race, class, gender, sexuality, spirituality, age, mental health, and the environment.

In addition to short stories and criticism assigned to the class, you will also discover some short stories on their own. Over the course of the term, you will develop an original argumentative essay presenting a rigorous interpretation of a story of your choosing.

### Course learning outcomes

General Education Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes: 1.) Students analyze, interpret, and critique significant literary works. 2.) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

## Course materials

### Required

- Katherine O. Acheson, *Writing Essays about Literature: A Brief Guide for University and College Students* (Broadview Press, 2011). Print or digital copies acceptable. Visit [broadviewpress.com/product/writing-essays-about-literature/](http://broadviewpress.com/product/writing-essays-about-literature/) or the OSU bookstore.
- Jay Neugeboren, *Max Baer and the Star of David: A Novel* (Mandel Vilar Press, 2016). Print or digital copies acceptable. Visit <http://mvpress.org/index.php/gallery/23-jewish-american-fiction/133-max-baer-and-the-star-of-david-by-jay-neugeboren> or the OSU bookstore.

### Required supplemental materials

\* All assigned readings available on Carmen

- Ted Chiang, "The Great Silence" (*E-flux*, 2015)
- Junot Diaz, "Drown" (*New Yorker*, 1996)
- Ben Fowlkes, "You'll Apologize If You Have to" (*Crazyhorse*, 2015)
- Dara Horn, "Passover in New Orleans" (*Granta*, 2007)
- Caille Millner, "The Politics of the Quotidian" (*Zyzyva*, 2015)
- ZZ Packer, "Drinking Coffee Elsewhere" (*New Yorker*, 2000)
- John Edgar Wideman, "Williamsburg Bridge" (*Harper's*, 2015)
- Critical essays

### Optional materials

- *Blunderbuss Magazine*: <http://www.blunderbusmag.com/category/fictionandpoetry/>
- *Granta: The Magazine of New Writing*: [granta.com](http://granta.com)
- *Guernica Magazine*: [guernicamag.com/fiction/](http://guernicamag.com/fiction/)
- *Harper's Magazine*: [hazlitt.net/fiction](http://hazlitt.net/fiction)
- *Hazlitt*: [hazlitt.net/](http://hazlitt.net/)
- *Narrative Magazine*: [narrativemagazine.com/](http://narrativemagazine.com/)
- *The New Yorker*: [newyorker.com/magazine/fiction](http://newyorker.com/magazine/fiction)
- *Library of America* (classics): [storyoftheweek.loa.org/p/stories-sorted-by-author.html](http://storyoftheweek.loa.org/p/stories-sorted-by-author.html)
- *Bartleby* (classics): [bartleby.com/fiction/](http://bartleby.com/fiction/)

## Course structure

This online course will be delivered entirely through Ohio State’s learning management system, Carmen ([carmen.osu.edu](http://carmen.osu.edu)), over six weeks. I will upload to our course page all of the assigned readings, accompanied by instructor presentations that will discuss those stories in terms of their governing concepts and their formal features. Instructor presentations—which will take the form of Prezis with a voiceover by me, complete with a transcription of the audio—will constitute the mode of delivery for the course content. Students must log in to Carmen to view all assigned readings and presentations. In addition to the assigned readings, you will also be asked to do independent reading by finding short stories published in the literary magazines or web archives listed under the “Optional Materials” heading above.

Students will also have to post to the discussion board every week about the assigned readings and/or independent readings. In the place of class conversations that would take place in person, everyone will reply to their classmates’ posts and, in that way, converse with one another about the various texts.

Toward the end of the term, you will choose one your independent readings and develop a presentation and an analytical essay about the story you have chosen. Every student will peer review a draft of another student’s essay through the discussion board. In that way, you will have not only an introduction to fiction, but also an introduction to writing about fiction.

See the course schedule below for assignment due dates and descriptions of the assignments on Carmen.

## Course technology

For help with your BuckID and password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

If you have trouble with Prezi, whether viewing instructor presentations or creating your own, please visit Prezi’s support and troubleshooting pages at <https://prezi.com/support/> and <https://prezi.com/support/article/troubleshooting/>.

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

# Course assignments

*\* Guidelines for all course components can be found on Carmen under the “Prompts” module.*

## Discussion board posts (40%)

Students must post to the Carmen discussion board according to the schedule below. Posts will cover assigned readings as well as your independent reading. Each discussion board post will ask you to take a certain approach to a given text. The tasks for each post are explained in the “Discussion Board Prompts” document on Carmen. Throughout the term, the discussion board will serve as a forum for class conversation, as students will reply to your posts and you will reply to some of your classmates’ posts. Toward the end of the term, the discussion board will also function as the space in which you and your classmates will discuss a rough draft of your respective final essays. Each discussion board post will be about 500 words in length.

## Participation (25%)

Since this section of English 2261 takes place entirely online, the discussion boards function as a kind of virtual classroom. Accordingly, students are expected to earn participation credit with thoughtful, substantive replies to four of their classmates’ discussion board posts each week. The guidelines for replies are specified in “Discussion Board Prompts.” In addition, you are expected to view my instructor presentations as a part of class participation.

## Presentation (10%)

Toward the end of the term, every student will select one of the short stories they found as part of their independent reading to write about further for their final project. Part of this final project will consist of a presentation, uploaded to the discussion board, that will introduce the class to the story they’ve chosen, why they selected it, and ideas they have for their essay.

## Essay (25%)

Ultimately, this course will require students to compose an essay of 8 pages that advances an interpretive argument both about the short story they’ve chosen and about reading fiction in the first place. Students must submit their final essays to the instructor through Carmen.

## Late assignments

Since this section of English 2261 takes place over a compressed timeframe, submitting work on time is vital. Discussion board posts submitted one day late will be eligible only for half credit. After that, zero. Essay grades will be deducted by a full letter grade for each day the essay is late. However, exceptions or accommodations will be made for documented emergencies.

## Grading scale

The grades given on assignments in English 2261 will involve qualitative, letter grades as well as quantitative, numerical grades. (See the assignment descriptions for specific information about how coursework will be evaluated.) Ohio State's standard grading scale, listed below, should give a sense of how letter grades correspond to percentage grades in this course.

93–100: A    90–92.9: A-    87–89.9: B+    83–86.9: B    80–82.9: B-    77–79.9: C+  
 73–76.9: C    70–72.9: C-    67–69.9: D+    60–66.9: D    Below 60: E

## Course policies

### Academic integrity

#### Ohio State's academic integrity policy

Academic integrity is essential to learning and to maintaining an educational environment. Ohio State and its Committee on Academic Misconduct expect all students to familiarize themselves with the university's *Code of Student Conduct* and to understand that failing to follow the rules specified in the *Code of Student Conduct* and/or established by an instructor may constitute "academic misconduct." In this course, academic misconduct includes (but is not limited to):

- Plagiarism: the unauthorized use of the words or ideas of another person by presenting them as one's own. Any research done for the assignments in this course must carry proper citations. Consult the instructor, an Ohio State librarian, the Writing Center, or resources like Purdue OWL ([owl.english.purdue.edu/owl/section/2/](http://owl.english.purdue.edu/owl/section/2/)) for information about citing sources. Committing plagiarism constitutes a serious offense that could result in a failing grade on the assignment or in the course or (depending on the circumstances) even suspension or dismissal from Ohio State.
- Collusion: unauthorized collaboration with another student or a third party. While students in this course are welcome to help each other with course assignments, a student may not turn in work that has been written wholly or in part by someone else.

Please note that instructors are required to report any suspicions of academic misconduct to the Committee on Academic Misconduct, under Faculty Rule 3335-5-48.7. Please bear in mind also that COAM does not accept ignorance of the *Code of Student Conduct* as a viable defense against substantiated allegations.

If you have any questions about what constitutes academic misconduct in this course, please e-mail the instructor. For more information on academic integrity and misconduct, view:

- The *Code of Student Conduct* (<http://studentlife.osu.edu/csc/>.)
- The Committee on Academic Misconduct web pages ([www.oaa.osu.edu/coam](http://www.oaa.osu.edu/coam))

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Trigger Warning**

This course will traverse topics that may cause distress to students who are coping with trauma (for example, suicidal thoughts). If you feel concerned about how the assigned texts may affect your mental health, please speak with me, debrief with a friend, and/or consult a professional. Counseling and Consultation services can be reached at 614-292-5766.

## **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)



## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

**Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue; telephone 614-292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).**

### **Accessibility of course technology**

This online course requires use of Carmen and, potentially, other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me. Visit [Carmen \(Canvas\) accessibility](#) for more information.

Prezi is not accessible by screen readers. I will provide Prezi lectures in alternate formats upon request; formats might include a flattened, alt-texted PDF, a captioned video, or another format as needed.

## Additional resources

### The Writing Center

The Writing Center provides professional writing tutoring and consultation for students at no additional cost. Make an appointment for an in-person or online through [cstw.osu.edu/writing-center](http://cstw.osu.edu/writing-center) or by calling 614-688-4291. The satellite locations around campus offer short walk-in sessions, no appointment necessary. Writing tutors can offer constructive feedback at any stage of the writing process, from formulating ideas to revising drafts.

### Student Advocacy Center

The Student Advocacy Center is here "to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University." Should you experience a personal, family, or medical crisis that affects your ability to attend class or complete your work, please inform me and consider contacting Student Advocacy. The information you give to this office is protected under the Federal Educational Rights and Privacy Act. Student Advocacy: 1120 Lincoln Tower (Monday through Friday, 8:00 a.m. – 5:00 p.m.); 614-292-1111; [advocacy@osu.edu](mailto:advocacy@osu.edu); <http://studentlife.osu.edu/advocacy/>.

### Counseling and Consultation Services

If you feel overwhelmed with coursework and/or life outside the classroom, or if you simply want to enjoy this time more, consider scheduling an appointment with someone at Counseling and Consultation Services by calling 614-292-5766.

### Veteran Learning Community

Student veterans should get in touch with the Veterans Learning Community to access various resources available to them: <http://cfs.osu.edu/veteranslc/resources>. The Writing Center, for example, sets additional tutoring time aside exclusively for student veterans.

### Arts & Sciences Advising and Services

Reach out to Arts & Sciences Advising and Services on OSU's main campus if you have questions about fulfilling General Education requirements, exploring or declaring a major, planning your degree progress, applying to graduate, or other aspects of your academic career. You can make appointments with Arts & Sciences Advising and Services by calling 614-292-6961, or you can seek walk-in help at 100 Denney Hall (West Lobby), 164 Annie & John Glenn Ave. Please visit <http://artsandsciences.osu.edu/about/college/contacts/advising> for more information.

## Student Services—Buckeye Link

Buckeye Link (<http://buckeyelink.osu.edu>) is the online portal where students manage course enrollments, make tuition payments, view course grades, and more. If you experience trouble with your Buckeye Link account, e-mail [buckeyelink@osu.edu](mailto:buckeyelink@osu.edu) or call 614-292-0300, 614-292-5587, or 800-678-6440 (toll free). Should any concerns arise with respect to your status as a student in this course, contact Student Academic Services by phone at 614-292-6446 or in person at 281 W. Lane Ave. (Monday-Thursday, 9 a.m. – 5 p.m.; Friday, 9 a.m. – 4 p.m.) Visit <http://ssc.osu.edu> for more information.

## Course schedule

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Maria Popova, “Neil Gaiman on Why We Read and What Books Do for the Human Experience”</li> <li>• Adam Gidwitz, “Books for Life”</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #1: Reader biography (due _____ at 11:59 p.m.)</li> <li>• <b>Video: Taking an online course</b></li> </ul>
2		<p><b>Reading:</b></p> <p>Junot Diaz, “Drown”</p> <ul style="list-style-type: none"> <li>• Caille Millner, “The Politics of the Quotidian”</li> <li>• Ben Fowlkes, “You’ll Apologize If You Have To”</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #2: Text-to-text / -self / -world: Diaz, Millner, Fowlkes (due _____ at 11:59 p.m.)</li> </ul>
3		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Jay Neugeboren, <i>Max Baer and the Star of David: A Novel</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #3: Close reading: <i>Max Baer and the Star of David</i> (due _____ at 11:59 p.m.)</li> </ul>
4		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Jay Neugeboren, <i>Max Baer and the Star of David: A Novel</i></li> </ul>

		<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #4: Broad-scope analysis: <i>Max Baer and the Star of David</i> (due _____ at 11:59 p.m.)</li> </ul>
5		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Dara Horn, “Passover in New Orleans”</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #5: Horn (due _____ at 11:59 p.m.)</li> </ul>
6		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• John Edgar Wideman, “Williamsburg Bridge”</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #6: Wideman (due _____ at 11:59 p.m.)</li> </ul> <p>(due _____ at 11:59 p.m.)</p>
7		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Ted Chiang, “The Great Silence”</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #7: Chiang (due _____ at 11:59 p.m.)</li> <li>•</li> </ul>
8		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• ZZ Packer, “Drinking Coffee Elsewhere”</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #8: Chart Your Evidence: Packer (due _____ at 11:59 p.m.)</li> </ul>
9		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Katherine O. Acheson, Ch. 1, 2, 6 (“The Purpose of an Essay about Literature,” “Research Within the Text,” and “Inventing Your Argument”)</li> <li>• Independent reading 1</li> </ul> <p><b>Writing:</b></p>

		<ul style="list-style-type: none"> <li>• Post #9: Chart Your Evidence: Independent reading 1 (due _____ at 11:59 p.m.)</li> </ul>
10		<ul style="list-style-type: none"> <li>• <b>Reading:</b> Acheson, Ch. 7, 8 (“Composing Your Argument,” “Writing the Body of Your Essay”)</li> <li>• Independent Reading 2</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #10: Chart Your Evidence: Independent reading 2 (due _____ at 11:59 p.m.)</li> </ul>
11		<p><b>Reading:</b> Acheson, Ch. 9 (“Editing and Proofreading Your Essay”)</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #11: Presentation: Essay project (due _____ at 11:59 p.m.)</li> </ul>
12		<p><b>Reading:</b> Student work in your assigned group</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #12: Draft of final essay (due _____ at 11:59 p.m.)</li> </ul>

**Final essay due \_\_\_\_\_ at 11:59 p.m.**



# ENGLISH 2261 (#\_\_\_\_\_) INTRODUCTION TO FICTION SUMMER 2017 (ONLINE)

## Course overview

### Instructor

Instructor: **Joshua Benjamin Leavitt**

Email address: [Leavitt.39@osu.edu](mailto:Leavitt.39@osu.edu)

Office hours: Please e-mail me to schedule online or in-person office hours

### Course description

Why read fiction? What insights and perceptions can we gain by reading, discussing, and writing about fiction? How can we tap into the intellectual enterprise and the personal experience that fiction poses to readers?

This online course will acquaint you with fiction by reviewing elements of fiction such as character, setting, theme, symbolism, and perspective, and by demonstrating some of the techniques of literary analysis. Specifically, this course will focus on contemporary American short stories as a form of literature that is particularly fruitful for honing the skills of critical thinking and analytical writing. You will also scrutinize recent essays about the very act of reading to contemplate the multifaceted purposes of fiction itself. As an online community, we will use those stories to engage with social politics along the lines of race, class, gender, sexuality, spirituality, age, mental health, and the environment.

In addition to short stories and criticism assigned to the class, you will also discover some short stories on their own. Over the course of the term, you will develop an original argumentative essay presenting a rigorous interpretation of a story of your choosing.

### Course learning outcomes

General Education Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes: 1.) Students analyze, interpret, and critique significant literary works. 2.) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

## Course materials

### Required

- Katherine O. Acheson, *Writing Essays about Literature: A Brief Guide for University and College Students* (Broadview Press, 2011). Print or digital copies acceptable. Visit [broadviewpress.com/product/writing-essays-about-literature/](http://broadviewpress.com/product/writing-essays-about-literature/) or the OSU bookstore.
- Jay Neugeboren, *Max Baer and the Star of David: A Novel* (Mandel Vilar Press, 2016). Print or digital copies acceptable. Visit <http://mvpress.org/index.php/gallery/23-jewish-american-fiction/133-max-baer-and-the-star-of-david-by-jay-neugeboren> or the OSU bookstore.

### Required supplemental materials

\* All assigned readings available on Carmen

- Ted Chiang, "The Great Silence" (*E-flux*, 2015)
- Junot Diaz, "Drown" (*New Yorker*, 1996)
- Ben Fowlkes, "You'll Apologize If You Have to" (*Crazyhorse*, 2015)
- Dara Horn, "Passover in New Orleans" (*Granta*, 2007)
- Caille Millner, "The Politics of the Quotidian" (*Zyzyva*, 2015)
- ZZ Packer, "Drinking Coffee Elsewhere" (*New Yorker*, 2000)
- John Edgar Wideman, "Williamsburg Bridge" (*Harper's*, 2015)
- Critical essays

### Optional materials

- *Blunderbuss Magazine*: <http://www.blunderbusmag.com/category/fictionandpoetry/>
- *Granta: The Magazine of New Writing*: [granta.com](http://granta.com)
- *Guernica Magazine*: [guernicamag.com/fiction/](http://guernicamag.com/fiction/)
- *Harper's Magazine*: [hazlitt.net/fiction](http://hazlitt.net/fiction)
- *Hazlitt*: [hazlitt.net/](http://hazlitt.net/)
- *Narrative Magazine*: [narrativemagazine.com/](http://narrativemagazine.com/)
- *The New Yorker*: [newyorker.com/magazine/fiction](http://newyorker.com/magazine/fiction)
- *Library of America* (classics): [storyoftheweek.loa.org/p/stories-sorted-by-author.html](http://storyoftheweek.loa.org/p/stories-sorted-by-author.html)
- *Bartleby* (classics): [bartleby.com/fiction/](http://bartleby.com/fiction/)

## Course structure

This online course will be delivered entirely through Ohio State’s learning management system, Carmen ([carmen.osu.edu](http://carmen.osu.edu)), over six weeks. I will upload to our course page all of the assigned readings, accompanied by instructor presentations that will discuss those stories in terms of their governing concepts and their formal features. Instructor presentations—which will take the form of Prezis with a voiceover by me, complete with a transcription of the audio—will constitute the mode of delivery for the course content. Students must log in to Carmen to view all assigned readings and presentations. In addition to the assigned readings, you will also be asked to do independent reading by finding short stories published in the literary magazines or web archives listed under the “Optional Materials” heading above.

Students will also have to post to the discussion board every week about the assigned readings and/or independent readings. In the place of class conversations that would take place in person, everyone will reply to their classmates’ posts and, in that way, converse with one another about the various texts.

Toward the end of the term, you will choose one your independent readings and develop a presentation and an analytical essay about the story you have chosen. Every student will peer review a draft of another student’s essay through the discussion board. In that way, you will have not only an introduction to fiction, but also an introduction to writing about fiction.

See the course schedule below for assignment due dates and descriptions of the assignments on Carmen.

## Course technology

For help with your BuckID and password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

If you have trouble with Prezi, whether viewing instructor presentations or creating your own, please visit Prezi’s support and troubleshooting pages at <https://prezi.com/support/> and <https://prezi.com/support/article/troubleshooting/>.

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen



# Course assignments

*\* Guidelines for all course components can be found on Carmen under the “Prompts” module.*

## Discussion board posts (40%)

Students must post to the Carmen discussion board according to the schedule below. Posts will cover assigned readings as well as your independent reading. Each discussion board post will ask you to take a certain approach to a given text. The tasks for each post are explained in the “Discussion Board Prompts” document on Carmen. Throughout the term, the discussion board will serve as a forum for class conversation, as students will reply to your posts and you will reply to some of your classmates’ posts. Toward the end of the term, the discussion board will also function as the space in which you and your classmates will discuss a rough draft of your respective final essays. Each discussion board post will be about 500 words in length.

## Participation (25%)

Since this section of English 2261 takes place entirely online, the discussion boards function as a kind of virtual classroom. Accordingly, students are expected to earn participation credit with thoughtful, substantive replies to four of their classmates’ discussion board posts each week. The guidelines for replies are specified in “Discussion Board Prompts.” In addition, you are expected to view my instructor presentations as a part of class participation.

## Presentation (10%)

Toward the end of the term, every student will select one of the short stories they found as part of their independent reading to write about further for their final project. Part of this final project will consist of a presentation, uploaded to the discussion board, that will introduce the class to the story they’ve chosen, why they selected it, and ideas they have for their essay.

## Essay (25%)

Ultimately, this course will require students to compose an essay of 8 pages that advances an interpretive argument both about the short story they’ve chosen and about reading fiction in the first place. Students must submit their final essays to the instructor through Carmen.

## Late assignments

Since this section of English 2261 takes place over a compressed timeframe, submitting work on time is vital. Discussion board posts submitted one day late will be eligible only for half credit. After that, zero. Essay grades will be deducted by a full letter grade for each day the essay is late. However, exceptions or accommodations will be made for documented emergencies.

## Grading scale

The grades given on assignments in English 2261 will involve qualitative, letter grades as well as quantitative, numerical grades. (See the assignment descriptions for specific information about how coursework will be evaluated.) Ohio State's standard grading scale, listed below, should give a sense of how letter grades correspond to percentage grades in this course.

93–100: A    90–92.9: A-    87–89.9: B+    83–86.9: B    80–82.9: B-    77–79.9: C+  
 73–76.9: C    70–72.9: C-    67–69.9: D+    60–66.9: D    Below 60: E

## Course policies

### Academic integrity

#### Ohio State's academic integrity policy

Academic integrity is essential to learning and to maintaining an educational environment. Ohio State and its Committee on Academic Misconduct expect all students to familiarize themselves with the university's *Code of Student Conduct* and to understand that failing to follow the rules specified in the *Code of Student Conduct* and/or established by an instructor may constitute "academic misconduct." In this course, academic misconduct includes (but is not limited to):

- Plagiarism: the unauthorized use of the words or ideas of another person by presenting them as one's own. Any research done for the assignments in this course must carry proper citations. Consult the instructor, an Ohio State librarian, the Writing Center, or resources like Purdue OWL ([owl.english.purdue.edu/owl/section/2/](http://owl.english.purdue.edu/owl/section/2/)) for information about citing sources. Committing plagiarism constitutes a serious offense that could result in a failing grade on the assignment or in the course or (depending on the circumstances) even suspension or dismissal from Ohio State.
- Collusion: unauthorized collaboration with another student or a third party. While students in this course are welcome to help each other with course assignments, a student may not turn in work that has been written wholly or in part by someone else.

Please note that instructors are required to report any suspicions of academic misconduct to the Committee on Academic Misconduct, under Faculty Rule 3335-5-48.7. Please bear in mind also that COAM does not accept ignorance of the *Code of Student Conduct* as a viable defense against substantiated allegations.

If you have any questions about what constitutes academic misconduct in this course, please e-mail the instructor. For more information on academic integrity and misconduct, view:

- The *Code of Student Conduct* (<http://studentlife.osu.edu/csc/>.)
- The Committee on Academic Misconduct web pages ([www.oaa.osu.edu/coam](http://www.oaa.osu.edu/coam))

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Trigger Warning**

This course will traverse topics that may cause distress to students who are coping with trauma (for example, suicidal thoughts). If you feel concerned about how the assigned texts may affect your mental health, please speak with me, debrief with a friend, and/or consult a professional. Counseling and Consultation services can be reached at 614-292-5766.

## **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

**Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue; telephone 614-292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).**

### **Accessibility of course technology**

This online course requires use of Carmen and, potentially, other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me. Visit [Carmen \(Canvas\) accessibility](#) for more information.

Prezi is not accessible by screen readers. I will provide Prezi lectures in alternate formats upon request; formats might include a flattened, alt-texted PDF, a captioned video, or another format as needed.

## Additional resources

### The Writing Center

The Writing Center provides professional writing tutoring and consultation for students at no additional cost. Make an appointment for an in-person or online through [cstw.osu.edu/writing-center](http://cstw.osu.edu/writing-center) or by calling 614-688-4291. The satellite locations around campus offer short walk-in sessions, no appointment necessary. Writing tutors can offer constructive feedback at any stage of the writing process, from formulating ideas to revising drafts.

### Student Advocacy Center

The Student Advocacy Center is here "to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University." Should you experience a personal, family, or medical crisis that affects your ability to attend class or complete your work, please inform me and consider contacting Student Advocacy. The information you give to this office is protected under the Federal Educational Rights and Privacy Act. Student Advocacy: 1120 Lincoln Tower (Monday through Friday, 8:00 a.m. – 5:00 p.m.); 614-292-1111; [advocacy@osu.edu](mailto:advocacy@osu.edu); <http://studentlife.osu.edu/advocacy/>.

### Counseling and Consultation Services

If you feel overwhelmed with coursework and/or life outside the classroom, or if you simply want to enjoy this time more, consider scheduling an appointment with someone at Counseling and Consultation Services by calling 614-292-5766.

### Veteran Learning Community

Student veterans should get in touch with the Veterans Learning Community to access various resources available to them: <http://cfs.osu.edu/veteranslc/resources>. The Writing Center, for example, sets additional tutoring time aside exclusively for student veterans.

### Arts & Sciences Advising and Services

Reach out to Arts & Sciences Advising and Services on OSU's main campus if you have questions about fulfilling General Education requirements, exploring or declaring a major, planning your degree progress, applying to graduate, or other aspects of your academic career. You can make appointments with Arts & Sciences Advising and Services by calling 614-292-6961, or you can seek walk-in help at 100 Denney Hall (West Lobby), 164 Annie & John Glenn Ave. Please visit <http://artsandsciences.osu.edu/about/college/contacts/advising> for more information.

## Student Services—Buckeye Link

Buckeye Link (<http://buckeyelink.osu.edu>) is the online portal where students manage course enrollments, make tuition payments, view course grades, and more. If you experience trouble with your Buckeye Link account, e-mail [buckeyelink@osu.edu](mailto:buckeyelink@osu.edu) or call 614-292-0300, 614-292-5587, or 800-678-6440 (toll free). Should any concerns arise with respect to your status as a student in this course, contact Student Academic Services by phone at 614-292-6446 or in person at 281 W. Lane Ave. (Monday-Thursday, 9 a.m. – 5 p.m.; Friday, 9 a.m. – 4 p.m.) Visit <http://ssc.osu.edu> for more information.

## Course schedule

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Maria Popova, “Neil Gaiman on Why We Read and What Books Do for the Human Experience”</li> <li>• Adam Gidwitz, “Books for Life”</li> <li>• Junot Diaz, “Drown”</li> <li>• Caille Millner, “The Politics of the Quotidian”</li> <li>• Ben Fowlkes, “You’ll Apologize If You Have To”</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #1: Reader biography (due _____ at 11:59 p.m.)</li> <li>• Post #2: Text-to-text / -self / -world: Diaz, Millner, Fowlkes (due _____ at 11:59 p.m.)</li> </ul>
2		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Max Baer and the Star of David</i></li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #3: Close reading: <i>Max Baer and the Star of David</i> (due _____ at 11:59 p.m.)</li> <li>• Post #4: Broad-scope analysis: <i>Max Baer and the Star of David</i> (due _____ at 11:59 p.m.)</li> </ul>
3		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Dara Horn, “Passover in New Orleans”</li> <li>• John Edgar Wideman, “Williamsburg Bridge”</li> <li>• Ted Chiang, “The Great Silence”</li> </ul> <p><b>Writing:</b></p>

		<ul style="list-style-type: none"> <li>• Post #4: Horn (due _____ at 11:59 p.m.)</li> <li>• Post #5: Wideman (due _____ at 11:59 p.m.)</li> <li>• Post #6: Chiang (due _____ at 11:59 p.m.)</li> </ul>
4		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Katherine O. Acheson, Ch. 1, 2, 6 (“The Purpose of an Essay about Literature,” “Research Within the Text,” and “Inventing Your Argument”</li> <li>• ZZ Packer, “Drinking Coffee Elsewhere”</li> <li>• Independent reading 1</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #7: Chart Your Evidence: Packer (due _____ at 11:59 p.m.)</li> <li>• Post #8: Chart Your Evidence: Independent reading 1 (due _____ at 11:59 p.m.)</li> </ul>
5		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Acheson, Ch. 7, 8 (“Composing Your Argument,” “Writing the Body of Your Essay”)</li> <li>• Independent reading 2</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #9: Chart Your Evidence: Independent reading 2 (due _____ at 11:59 p.m.)</li> <li>• Presentation: Essay project (due _____ at 11:59 p.m.)</li> </ul>
6		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Acheson, Ch. 9 (“Editing and Proofreading Your Essay”)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Post #10: Draft of final essay (due _____ at 11:59 p.m.)</li> </ul>

**Final essay due \_\_\_\_\_ at 11:59 p.m.**

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** English 2261

**Instructor:** Joshua Leavitt

**Summary:** (12 week SU) Online course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported by the course tools used in this course in the following ways.</p> <ul style="list-style-type: none"> <li>• Weekly response discussion posts to peer posts</li> <li>• Weekly readings</li> <li>• Weekly lecture presentations</li> <li>• Topic based essay writing assignment</li> <li>• Virtual presentation</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor in the following ways to promote active learning.</p> <ul style="list-style-type: none"> <li>• Carmen discussion boards</li> <li>• Prezi audio (captioned) presentations</li> <li>• OSU email (instructor communication)</li> <li>• Carmen Dropbox</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. The course materials section of the syllabus provides the students the needed information to access all technologies.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>Currently, Prezi is the only external tool being used for this course. An account is not required to view the Prezi presentations so a privacy policy is not required for this course.</p>
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		✓		<p>Recommend that a link to the technical support available for Prezi be listed in the "Course technology" section of the syllabus. It is</p>



				not clear if a student has a problem playing a Prezi presentation who they should contact for technical support. (instructor or Prezi?)
7.2 Course instructions articulate or link to the institution's accessibility policies and services.		✓		a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		✓		b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		✓		C
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.				Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.				It is recommended that a link be provided in the syllabus for any accessibility information available for Prezi (e.g. Will a screen reader work with this tool?)
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.				Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability				Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

### Reviewer Information

- Date reviewed: 11/9/2016
- Reviewed by: Mike Kaylor

### Notes

<sup>a</sup>The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register

with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://artsandsciences.osu.edu/about/college/contacts/advising>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** English 2261

**Instructor:** Joshua Leavitt

**Summary:** (6 week) Online course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported by the course tools used in this course in the following ways.</p> <ul style="list-style-type: none"> <li>• Weekly response discussion posts to peer posts</li> <li>• Weekly readings</li> <li>• Weekly lecture presentations</li> <li>• Topic based essay writing assignment</li> <li>• Virtual presentation</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor in the following ways to promote active learning.</p> <ul style="list-style-type: none"> <li>• Carmen discussion boards</li> <li>• Prezi audio (captioned) presentations</li> <li>• OSU email (instructor communication)</li> <li>• Carmen Dropbox</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. The course materials section of the syllabus provides the students the needed information to access all technologies.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>Currently, Prezi is the only external tool being used for this course. An account is not required to view the Prezi presentations so a privacy policy is not required for this course.</p>
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		✓		<p>Recommend that a link to the technical support available for Prezi be listed in the "Course technology" section of the syllabus. It is</p>

				not clear if a student has a problem playing a Prezi presentation who they should contact for technical support. (instructor or Prezi?)
7.2 Course instructions articulate or link to the institution's accessibility policies and services.		✓		a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		✓		b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		✓		C
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.				Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.				It is recommended that a link be provided in the syllabus for any accessibility information available for Prezi (e.g. Will a screen reader work with this tool?)
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### Reviewer Information

- Date reviewed: 11/9/2016
- Reviewed by: Mike Kaylor

### Notes

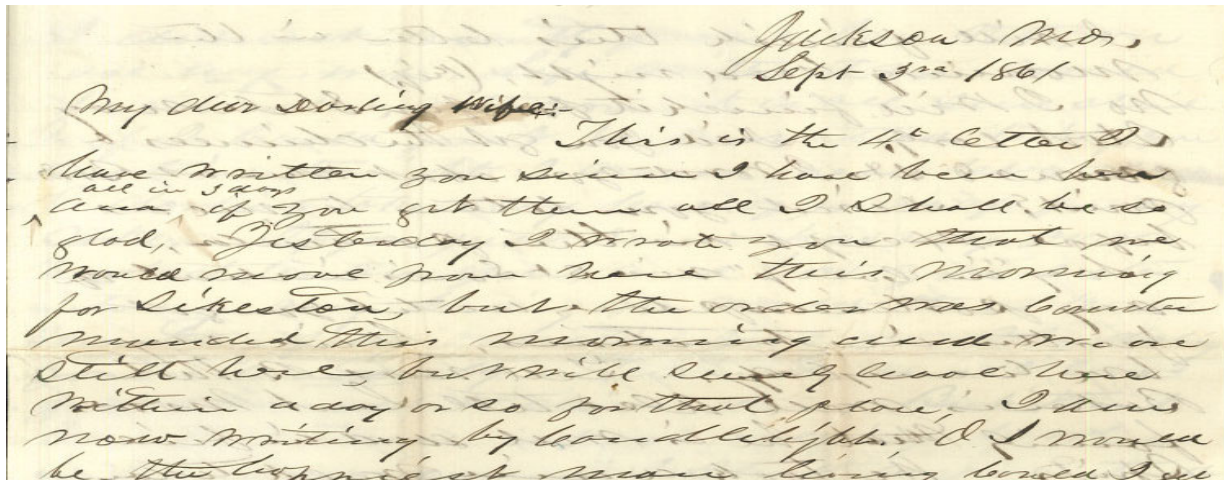
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with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

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## English 2261: Introduction to Fiction

Autumn 2016 | Tu Th 12:45-2:05 p.m. | Campbell Hall 213

Instructor: Joshua Benjamin Leavitt

E-mail: [Leavitt.39@osu.edu](mailto:Leavitt.39@osu.edu)

Office Hours: Tu Th 4:00-6:00 p.m., Denney 449

### General Education Goals and Expected Learning Outcomes – Literature

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes: 1) Students analyze, interpret, and critique significant literary works. 2) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

### Course Description

(Re-)Imagining the Civil War: History and Speculation in Contemporary American Novels

At a moment when the nation is revisiting the question of what exactly the Civil War was about, it is important to consider how American authors have recently depicted the years surrounding the "War Between the States." How do fact and fiction, reality and imagination, seem to have informed and challenged one another for these authors? How has the Civil War era been represented in different genres? Why read fiction about real people and events? Why speculate about alternate histories?

In examining elements of fiction such as character, theme, setting, and narrative structure, students will practice the techniques of literary analysis and critical discussion. We will apply those skills to explore how the conventions of historical fiction, speculative fiction, detective fiction, the bildungsroman, and the picaresque have framed contemporary novels about one of the most pivotal moments in American history. Moreover, we will consider the politics of historical memory about slavery and other topics in these stories along the lines of race and ethnicity, gender, class, and spirituality.

### Required Texts

- All Other Nights* by Dara Horn (9780393338324)
- Beloved* by Toni Morrison (9781400033416)
- Cold Mountain* by Charles Frazier (9780802142849)
- Fire on the Mountain* by Terry Bisson (9781604860870)
- The Secrets of Mary Bowser* by Lois Leveen (9780062107909)

\* You may use either print or digital format (audiobook only if necessary). While I recommend these editions of these novels, you may use alternate editions of your choosing. Please bring the assigned text to each class.

### Assignments

Written Exams (2).....60%

This course will entail two written exams, each worth 30% of your final grade. One exam will cover two of the novels assigned for the course, and the other will cover the remaining three. The first exam will take place in class during the term, and the second will take place during Finals Week.

Discussion Board Posts (3) .....30%

Students will be expected to post three times to the course’s discussion board on Carmen. A discussion board post might advance an analysis of an intriguing passage, theme, character, or other aspect of a given text; or, it might get creative (e.g., a reader response, a listicle, a poem inspired by the reading). Each post is worth 10%.

Participation.....10%

Students in English 2261 should contribute thoughtfully to class discussions and put forth a genuine effort in group activities. Participation is not limited to speaking up in class, however. Students can also earn participation credit by replying to at least one discussion board post in all three discussion board threads. Another possibility is to come to office hours to ask questions about and discuss the course material. Conversely, students can lose participation credit by arriving to class extremely late, distracting others, or checking out.

Extra Credit.....max 4%

Students can earn up to four percentage points added to their final grade by writing a fourth discussion board post. It must appear on Carmen before the final exam.

## Ohio State's Standard Grading Scale

A	93	B+	87	C+	77	D+	67
A-	90	B	83	C	73	D	60
		B-	80	C-	70		

### Course Policies

**Attendance:** You are permitted two absences from class with no questions asked. Each unexcused absence after two will bring down your final grade by a third of a letter grade (e.g., from a B+ to a B). Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for collegiate athletics, will not affect your grade. Please contact the instructor as soon as possible if you miss or anticipate missing class.

**Student work:** Turn in written assignments at the time indicated on the syllabus and in the format designated by the instructor. Submitting a discussion board post late will result in the deduction of three points for each day past the due date. This grade will not be affected, though, when the assignment is late for reasons that would've resulted in an excused absence. To request an extension on a discussion board post, e-mail or speak with me at least 48 hours before the due date with a proposed deadline. Each student can receive one extension with no questions asked; he/she/they must justify any additional extensions.

**Plagiarism:** Plagiarism is the unauthorized use of the words or ideas of another person by presenting them as one's own. Any research done for the writing assignments in this class must carry proper citations. Plagiarism constitutes a serious offense that could result in a failing grade on the assignment or in the course, or (depending on the circumstances) even suspension or dismissal from OSU. Faculty Rule 3335-5-48.7 states that instructors must refer suspicions of academic dishonesty to the Committee on Academic Misconduct. COAM does not accept ignorance as a viable defense against substantiated allegations. For more information about what constitutes academic misconduct at Ohio State, view the *Code of Student Conduct*: <http://studentlife.osu.edu/csc/>.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**Make-up exams:** There are no make-up exams in this course. However, students who miss either exam—for a documented emergency—may write an analysis of at least 5 pages, the topic assigned by the instructor. The essay grade would take the place of the exam grade.

**Trigger warning:** This course will traverse topics that may cause distress to students who



are coping with trauma (for example, warfare and sexual violence). If you feel concerned about how the assigned texts may affect your mental health, please speak with me and/or consult a mental health professional. As appropriate, we can privately make an alternative arrangement for a given reading or class session.

**Class cancellation:** Class cancellations may be dictated by the Office of Administration & Planning in cases of extreme weather or an emergency on campus. For updates about campus closures, check <http://ap.osu.edu/emergency/>. Should I need to cancel class, I will inform you via e-mail and try to arrange for someone to place a note on the classroom door. **The Writing Center** provides professional writing tutoring and consultation for students at no additional cost. You can make an appointment for an in-person or online session through <http://cstw.osu.edu/writing-center> or by calling 614-688-4291. Satellite locations around campus offer short walk-in sessions, no appointment necessary. Writing tutors can offer constructive feedback at any stage of the writing process.

### HELPFUL RESOURCES

(614 area code except where noted)

#### Student Life Departments

<b>Counseling and Consultation Service</b> (students) .....	<b>292-5766</b>
ccs.osu.edu	
<b>Disability Services</b> .....	<b>292-3307</b>
ods.osu.edu	
<b>Multicultural Center</b> .....	<b>688-8449</b>
mcc.osu.edu	
<b>Student Advocacy Center</b> .....	<b>292-1111</b>
studentaffairs.osu.edu/advocacy	
<b>Student Conduct</b> .....	<b>292-0748</b>
studentconduct.osu.edu	
<b>Student Health Center</b> .....	<b>292-4321</b>
shc.osu.edu	
<b>Student Life, Office of the Vice President</b> .....	<b>292-9334</b>
studentlife.osu.edu	
<b>Student Wellness Center</b> .....	<b>292-4527</b>
swc.osu.edu	
<b>University Housing</b> .....	<b>292-8266</b>
urds.osu.edu	

#### Faculty/Staff Resources

<b>Employee Assistance Program</b> .....	<b>800-678-6265</b>
osuhealthplan.com/OhioStateEAP	

**Additional Resources**

<b>BART</b> (to report bias or discrimination) ..... studentaffairs.osu.edu/bias	<b>688-8449</b>
<b>BRAVO</b> (for cases of violence against GLBTQI) ..... bravo-ohio.org	<b>294-7867</b>
<b>Campus Suicide Prevention Program</b> ..... suicideprevention.osu.edu	<b>688-5829</b>
<b>Military and Veterans Services</b> ..... veterans.osu.edu	<b>247-VETS (8387)</b>
<b>Psychological Services Center</b> ..... labs.psy.ohio-state.edu/psc	<b>292-2059</b>
<b>(at OSU Harding Hospital)</b> ..... Medicalcenter.osu.edu/patientcare/healthcare_services/mental_health/harding/Pages/Index.aspx	<b>293-9600</b>
<b>Sexual Assault Response Network of Central Ohio</b> ..... ohiohealth.com/sexualassaultresponsernetwork	<b>566-4770</b>
<b>SVES (Sexual Violence Education and Support)</b> ..... swc.osu.edu/about-us/staff/sexual-violence-education-and-support	<b>292-4527</b>

**Disability statement:**

Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: [slds@osu.edu](mailto:slds@osu.edu)

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## Schedule

### **Week 1**

Tu 8/23 Introduction to “Introduction to Fiction”

Th 8/25 “How to Analyze Fiction” [Carmen]; Maria Popova, “Neil Gaiman on Why We Read and What Books Do for the Human Experience” [Carmen]

### **Week 2**

Tu 8/30 Dara Horn, *All Other Nights* (Part 1 – Part 2)

Th 9/1 *All Other Nights* (Part 3 – Part 4)

### **Week 3**

Tu 9/6 *All Other Nights* (Part 5 – Part 7)

Th 9/8 *All Other Nights* (Part 8 – end)

### **Week 4**

Tu 9/13 Lois Leveen, *The Secrets of Mary Bowser* (Prologue – Ch. 3)

Th 9/15 *The Secrets of Mary Bowser* (Ch. 3 – 6)

### **Week 5**

Tu 9/20 *The Secrets of Mary Bowser* (Ch. 7–13)

Th 9/22 *The Secrets of Mary Bowser* (Ch. 14 – 17)

### **Week 6**

Tu 9/27 *The Secrets of Mary Bowser* (Ch. 18 – 23)

Th 9/29 *The Secrets of Mary Bowser* (Ch. 24 – end)

**\* Discussion Board Post #1** due 10/2 before midnight

## **Week 7**

Tu 10/4 **Written Exam #1**

Th 10/6 Substitute class: Sex Ed (no additional reading)

## **Week 8**

Tu 10/11 Charles Frazier, *Cold Mountain* (“the shadow of a crow” – “the ground beneath her hands”)

Th 10/13 **No class** (Autumn Break)

## **Week 9**

Tu 10/18 *Cold Mountain* (“the color of despair” – “source and root”)

Th 10/20 *Cold Mountain* (“to live like a gamecock” – “in place of the truth”)

## **Week 10**

Tu 10/25 *Cold Mountain* (“the doing of it” – “black bark in winter”)

Th 10/27 *Cold Mountain* (“footsteps in the snow” – “epilogue: October of 1874”)

**\* Discussion Board Post #2** due 10/30 before midnight

## **Week 11**

Tu 11/1 Toni Morrison, *Beloved* (Foreword – p. 59 [“...three people held hands.”])

Th 11/3 *Beloved* (– p. 99 [“Real pretty.”])

## **Week 12**

Tu 11/8 *Beloved* (– p. 158 [“Higher. Deeper.”])

Th 11/10 *Beloved* (– p. 195 [“...the far side of the trees.”])

### **Week 13**

Tu 11/15 *Beloved* (- p. 278 ["Why?"])

Th 11/17 *Beloved* (- end)

### **Week 14**

Tu 11/22 Toni Morrison, "The Art of Fiction" interview with *The Paris Review* [Carmen]

Th 11/24 **No class** (Thanksgiving)

### **Week 15**

Tu 11/29 Terry Bisson, *Fire on the Mountain* (Epigraphs - p. 67 ["...hound eyes."])

Th 12/1 *Fire on the Mountain* (- p. 115 ["Home?"])

### **Week 16**

Tu 12/6 *Fire on the Mountain* (- end)

\* **Discussion Board Post #3** due 12/7 before midnight

Th 12/8 **No class** (End of regularly scheduled semester)

### **Finals Week**

Tu 12/13 **Written Exam #2** (2:00 - 3:45 p.m. in Campbell 213)

\* According to the university registrar: "The University does not have a policy regarding students with multiple final exams on the same day. Upon request, accommodations may be made for students at the discretion of the instructor."