Welcome to Eng 104. This term you will be reading, discussing, and writing about a variety of stories that reflect a wide range of styles, voices, subjects, and points of view. You will develop your skills of analysis, interpretation, evaluation, reflection, and connection as you read these stories. Why read stories? Here is one view expressed by Robert DiYanni:

“We read stories for pleasure; they entertain us. And we read them for profit; they enlighten us. Stories draw us into their imaginative worlds and engage us with the power of their invention. They provide us with more than the immediate interest of narrative—of something happening—and more than the pleasures of imagination: they enlarge our understanding of ourselves and deepen our appreciation of life.” (From *Fiction: An Introduction*, p.1)

This term, you will develop and/or refine your own version of why we read stories. I am looking forward to reading and hearing your thoughts and reflections.

A special note: Success in this class requires college-level reading and writing skills (reading and writing at the WR121 level). **If you have not yet taken WR121 (or aren’t taking it this term), please see me right after class today.**

“Literature explores what it means to be human from the inside. It’s the inside story. It’s a million and one snapshots of the human heart in all its mystery and perfection and imperfection. It’s philosophy, psychology, sociology, ideology, and history rolled together without any attempt to clear up the unanswered questions. It’s the questions, it’s the questioner. It’s you and what you make of it.”

—Stacy Tartar Esch
About your text: Your book is a great resource. Consider exploring these sections (some will be assigned):
1. **The authors and their stories** are listed in alphabetical order in the first 1389 pages.
2. **Commentaries** by authors are on pp. 1395-1572.
3. **Casebooks for five major authors** are on pp. 1575-1586.
4. A casebook on graphic storytelling is on pp. 1687-1733.
5. A section to help you formally analyze short stories is on pp. 1737-1757.
6. **A brief history of the short story** is on pp. 1758-1767.
7. **A section on writing about short stories** is on pp. 1768-1797.
8. Descriptions of various critical perspectives are on pp. 1798-1805.
9. An excellent **glossary of literary terms** can be found on pp. 1806-1816.
10. A **chronological listing of all the authors and their stories** is on pp. 1817-1820.

**COURSE ASSIGNMENTS**

1. **Story responses (500 pts)** Class discussions are richer and more interesting if students come to class each time having read the assigned story for the day. Therefore, each time a story is assigned, you will bring in an informal writing that reflects your thoughtful response/analysis/interpretation/evaluation of that story. Every Thursday, I will provide response questions for the following week’s stories. Complete your responses for the same day the stories are assigned. (If a story is assigned for a Tuesday, bring your response on Tuesday. If the story is assigned for Thursday, you don’t need to bring in your response until then.)
   - **Late responses will only earn half of the original score, but you may turn in two free late responses per term.** I will drop the lowest two response scores at the end of the term.
   - PLEASE TYPE OR WORD-PROCESS ALL RESPONSE WRITING (Times New Roman, 12 font preferred)
   - You must hand in your response at the beginning of each class period.

2. Midterm Essay 1 (200 pts)

3. Final Essay 2 (250 pts)

4. Commitment grade (50 pts)

**BEHAVIOR AND EXPECTATIONS**

I’ll do my part to make the learning atmosphere supportive, interesting, and safe, and you do your part to support a good learning environment for all of us. If you are experiencing an uncomfortable situation with any other student (where you have felt threatened or harassed, for example), please come talk with me as soon as possible. You will be participating in many small group conversations this term. While you may not always agree with what fellow students say (and I hope you don’t!), please listen respectfully to other points of view and offer your own views in a civil manner. Civil discourse is key to a successful college class!

LBCC Comprehensive Statement of Nondiscrimination: LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, or any other status protected under applicable federal, state, or local laws.
How to be successful in this class:
• Be your best reader. Develop excellent reading and writing strategies.
• Come to class.
• Come to class prepared, with assigned readings, questions, and writings completed before class.
• Plan to participate actively in class—in small groups, and in class discussions. Be willing to listen with respect and to share your own ideas with generosity.
• Do your work on time.
• Do your own work. Using someone else’s work as your own or using information or ideas from other sources—including the Internet—without proper citations is called plagiarism and can lead to your failing the assignment.
• Ask questions.
• Ask for help when you need it.
• Make use of our library and computer resources.

ADDITIONAL NOTES, BUT VERY IMPORTANT:
• Please turn off your cell phone or put in silent mode (no vibrating please!). If you have a compelling reason why you need to leave your ringer on, let me know ahead of time.
• I will be putting all course information (syllabus, etc.) and assignments on Moodle this term. More information on that to follow.

Disability Services
You should meet with your instructor during the first week of class if:
✓ You have a documented disability and need accommodations,
✓ Your instructor needs to know medical information about you, or
✓ You need special arrangements in the event of an emergency.
If you have not accessed services and think you may need them, please contact Disability Services, 917-4789

For the next class, Thursday, March 31st:
✓ Read:
  • “Introduction,” (3-5)
  • “Reading Short Stories,” (1737-1741)
  • “The Importance of the Single Effect in a Prose Tale” (1661-1663)

✓ Browse the table of contents, noticing the book’s organization and familiar or favorite writers. Consider reading a story or two that catches your interest.

✓ Skim: the appendices on pp.1737-1816.

✓ Complete Response #1.