



FIGS 100-03: Tales of Terror and Madness

1 credit / 15 contact hours

Fall 2016; Mondays 7:30 - 9:55;

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Office: Preble

Office Hours: Tuesday & Thursday:12:30-2:00, Monday & Friday by appointment

Course Description:

Stories of madness and the macabre have been thrilling readers for centuries. Whether exploring the supernatural or exposing the terrors in everyday life, short fiction's focus on the grotesque reveals our fascination with mystery and the unknown. This course will examine how stories work so that students may gain a clearer understanding of readers' attraction to these themes across time and cultures. Particular attention will be paid to critical thinking and active reading skills, as well as the writing process: research, drafting, revising, and editing. Weekly readings will be discussed, and primary course focus will include effective note taking, research skills, time management, accessing college resources, and successful study habits.

Content Objectives:

After successfully completing the course, the student will be able to:

- Describe and apply effective study skills, test taking, and time management strategies
- Explore career and academic opportunities using a variety of tools
- Develop and articulate achievable academic goals
- Demonstrate proper note taking techniques using the Cornell method
- Apply the concept of SQ3R to reading a textbook

Writing Objectives

1. Show ability to communicate clearly, with a specific purpose and to a specific audience, utilizing strategies for varying contexts and logical organization methods.
2. Demonstrate knowledge of literary analysis and comparison/contrast rhetorical modes and identify appropriate uses for each.
3. Apply revision methods to achieve polished final draft/presentation, using standard academic format and conventions of grammar.
4. When necessary, utilize information-literacy skills, including analysis of print and web-based materials and proper MLA and/or APA documentation.
5. Use critical thinking and listening skills in written and oral communication as a tool for learning.

Required Texts and Materials:

- Staley, C. (2012), *Southern Maine Community College: Focus on Success*, Cengage Learning, ISBN # 9781285117058
- A notebook or binder for class notes and handouts

Companion Blackboard Site:

In addition to the readings assigned from our primary text, I have also posted several reading assignments on Blackboard which you'll be required to print and bring to class for discussion. There you'll also find essential course documents including the syllabus, class schedule, and assignments. To access Blackboard, go to www.smccme.edu and click "Blackboard".

Grading/Assignments:

I use a system of points in this class. You have the ability to earn up to 1000 points, which then corresponds to your final letter grade. This is transferable to SMCC's grading policy. (A = 93-100 [930-1000 points], A- = 90-92 [900-920 points], B+ = 87-89 [870-890 points], B = 83-86 [830-860 points], etc.) Keep track of your points this semester. The break-down of the points is as follows:

First Writing Sample:	50 points (5%)
SALT financial literacy assignment	50 points (5%)
My Career Center assignment	50 points (5%)
Reading Quizzes:	100 points (10%)
Attendance & Participation:	300 points (30%)
Research Assignment:	400 points (40%)
Exit Writing Sample:	50 points (5%)

First Writing Sample: There will be a brief, in-class writing assignment that will take place during our first class meeting. I will present a prompt, a time limit, and will collect the samples for evaluation.

Reading Quizzes: There are four reading quizzes worth 25 points each. Missed quizzes will result in a score of 0/25.

Attendance/Participation: Both attendance and active, thoughtful participation are evaluated, so come to class ready to engage. This class meets just seven times. **Do not miss more than one class. After one absence, your final grade will be lowered by a full letter for every additional class you miss.** On the other hand, if your attendance is outstanding, I will take that into account when considering your attendance grade. If you miss a class, you will be held responsible for the material covered, and you will be expected to be fully prepared for the next class session. The mood of the class is largely informal; open discussion is encouraged. However, the following is considered a distraction to my teaching: repeatedly arriving late (more than two late arrivals or early departures will lead to an absence for subsequent occurrences), talking when others are talking, in-class phone use, sleeping, etc. Please turn off phone ringers prior to class. If you wish to use a laptop during class, please see me, as I have specific guidelines for in-class laptop use.

Research Assignment: There will be one research assignment due on the final day of class worth 400 points. Search the SMCC Library's Articles and Databases for a scholarly article written about any one of the short stories we read in class this semester. Print the article, and hand it in with the following:

1.) Annotate the article.

2.) Write a **summary** of the article. Your summary should be about half a page long and include the following:

a.) Start your summary with a clear identification of the type of work, title, author, and main point in the present tense.

Example: In the feature article "Four Kinds of Reading," the author, Donald Hall, explains his opinion about different types of reading.

b.) Include the main claim(s) of the article, as well as the central points.

c.) Never put any of your own ideas, opinions, or interpretations into the summary. This means you have to be very careful of your word choice.

d.) Write using "summarizing language." Periodically remind your reader that this is a summary by using phrases such as *the article claims*, *the author suggests*, etc.

e.) Write a complete bibliographic citation at the beginning of your summary. A complete bibliographic citation includes as a minimum, the title of the work, the author, the source. Use MLA format.

3.) Write a **response** to the article. Do you agree/disagree with the author's claims? Be specific in your explanations and use direct quotations as support/illustration documented with MLA format where appropriate. Your response should be up to a page in length.

Exit Writing Sample: There will be a brief, in-class writing assignment that will take place during our final class meeting. I will present a prompt, a time limit, and will collect the samples for evaluation.

Essay Assignment:

Essay must be 4 to 6 pages, typed (standard 12 point font), double spaced, stapled, and written in MLA format including a unique title. **Always use passages from the text to support your claims.** In addition to the text, you're required to use at least one scholarly source (no Wikipedia or .com sites), the form and function of which is up to you depending on your essay's needs. Please do not hand in essays with separate title pages, folders, colored ink, binders, etc. **The topics below are only options. Feel free to come up with your own unique or creative topic for the essay, but please clear it with me in advance. At some point in the process, your essay must be taken to the Writing Center in the Learning Commons for a session with a writing tutor. You must get the tutor's signature on your draft and include it in the portfolio. The Portfolio will incur a 50 point grade reduction if this is not done.**

Option #1: Part of our class discussions have revolved around "moments of awakening" which take place in stories and have varied effects on the main characters. These moments often come as a result of some trauma, emotional or physical, but not always. Sometimes it's a sudden

realization. Choose two characters from two different stories we've read and answer/explain the following: A) Describe in detail the character's moment of awakening. B) Explain how this moment affects and/or changes the character. C) What could be the author's message about these moments and how people should or shouldn't react? Include passages from the texts when supporting your point.

Option #2: Of all of the short stories we've read in this class, choose the one that you think best represents the category of "tales of terror and madness". Set forth some specific criteria with an overall main point, identify your choice, and explain in detail how your selection meets these criteria using evidence from the text. You may also choose to approach this option from the other side, crafting an essay which argues against any one representation of the category. Include passages from the texts when supporting your point.

Plagiarism Statement:

Adherence to ethical academic standards is obligatory. Cheating is a serious offense, whether it consists of taking credit for work done by another person or doing work for which another person will receive credit. Taking and using the ideas or writings of another person without clearly and fully crediting the source is plagiarism and violates the academic code as well as the Student Code of Conduct. If it is suspected that a student in any course in which s/he is enrolled has knowingly committed such a violation, the faculty member should refer the matter to the College's Disciplinary Officer and appropriate action will be taken under the Student Code of Conduct. Sanctions may include suspension from the course and a failing grade in the course. Students have the right to appeal these actions to the Disciplinary Committee under the terms outlined in the Student Code of Conduct.

SMCC Pay-for-Print Policy:

Students can print 100 pages per semester for free. If you print over 100 pages, you will be charged 10 cents per page to your Beacon Bucks account. Left over pages will roll over to the following semester but will zero out at the end of the academic year. A pilot project tracking public printing has shown that this amount of free printing meets the needs of the vast majority of students. The College's pay-for-print system monitors printing on all public printers (i.e., those in general access labs, library printers, the AAC, and technology labs). Each time you log in to the system, the print station displays the remaining print quota. Once the printing quota has been exceeded, users will be charged \$0.10 per page on their Beacon Bucks accounts. Color printouts will be charged at 11-page units. This means each color printout will count as 11 pages toward the quota and cost \$1.10. Students can add money to their cards using a credit card online.

Add-Drop Policy:

Students who drop a course during the one-week "add/drop" period in the fall and spring semesters and the first three days of summer sessions receive a 100% refund of the tuition and associated fees for that course. Please note any course that meets for less than the traditional

semester length, i.e., 15 weeks, has a pro-rated add/drop period. There is no refund for non-attendance.

Withdrawal Policy:

A student may withdraw from a course only during the semester in which s/he is registered for that course. The withdrawal period is the second through twelfth week of the fall and spring semesters and the second through ninth week of twelve-week summer courses. This period is pro-rated for shorter-length courses. To withdraw from a course, a student must complete and submit the appropriate course withdrawal form, available at the Enrollment Service Center (no phone calls, please). The designation “W” will appear on the transcript after a student has officially withdrawn. A course withdrawal is an uncompleted course and may adversely affect financial aid eligibility. Failure to attend or ceasing to attend class does not constitute withdrawal from the course. There is no refund associated with a withdrawal.

End-of-Course Evaluation:

In order to gain access to final course grades, students must complete evaluations for all courses. Students can now evaluate their SMCC courses online and anonymously by going to Academics on the SMCC homepage and choosing Course Evaluations. This feature is typically available the last two weeks of every class (in most cases, this will be the last two weeks of the semester).

Americans With Disabilities Act (ADA) Notification:

Southern Maine Community College is an equal opportunity/affirmative action institution and employer. For more information, please call 207-741-5798. If you have a disabling condition and wish to request accommodations in order to have reasonable access to the programs and services offered by SMCC, you must register with the Disability Services Coordinator, Sandra Lynham, who can be reached at 741-5923. Further information about services for students with disabilities and the accommodation process is available upon request at this number. Course policies about online testing are modified to suit each individual's accommodations.

Class Schedule and Topical Outline (subject to change)

- Reading Assignments are to be completed by the class period immediately following the date they are assigned. For example, the reading assignment listed for week one will be discussed during week two.
- “BB” refers to readings available on our course’s companion Blackboard website.
- “Focus” refers to readings in *Focus on Success*

Week One: 8/29

Class Introduction and First Writing Sample

Active Reading Skills

Assignment: Chapters 2 & 5 (Focus)

Poe, “The Tell Tale Heart” (BB)

Week Two: 9/5

Labor Day: No Class

Week Three: 9/12

Critical Thinking

Essay Writing

Assignment: Chapter 7 (Focus)

Gilman, “The Yellow Wallpaper” (BB)

Week Four: 9/19

Effective Note Taking

Accessing College Resources

Library Orientation & Research Skills

Assignment: Hawthorne “Young Goodman Brown” (BB)

Week Five: 9/26

Continue with Active Reading Skills & Note Taking

Assignment: Chapter 8 (Focus)

Jackson, “The Lottery” (BB)

Week Six: 10/3

Continue with Research Skills & Accessing College Resources

Research Sharing and Exit Writing Sample

Assignment: King, “Trucks” (BB)

SALT Financial Literacy Exercise

Week Seven: 10/10

Columbus Day: No Class

Week Eight: 10/17

Class Wrap-up and review

Research Assignment Due