ACT- Spring I 2019

Module title	English 221 Short Fiction
Module tutor	Dr. Eleni Godi egodi@act.edu

2. Rationale for the module and its links with other modules
This is an English elective that focuses on a particular category of short fiction, the novella, in which students examine the conventions and the innovations of this literary genre. This module relates specifically to English 120 taught in the foundation year, as well as other literature modules where prose fiction is taught.

3. Aims of the module
The course focuses on novellas selected from over one century of literary production (19th to 20th) and offers students the opportunity to study this genre's technical and thematic variety. Through the study of both classic and contemporary examples of the genre, students will become acquainted with the work of influential prose fiction writers, gain an insight into its particular features and be able to draw comparisons with the genres of both the short story and the novel.

4. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy

At the end of the module, learners will be expected to:	
A1: Discuss stylistic features and thematic concerns of each writer	Lectures, class readings, audiovisual, exam, short responses
A2: Compare thematic and technical features in the works studied	Class discussions, exams

B. Cognitive skills	**Learning and teaching strategy**
At the end of the module learners will be expected to:	
B1: Display a critical understanding of the nature of the genre as they engage with confidence in discussions on the subject both orally and in writing.	Lectures, class discussions, exam, short responses

C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to:	
C1: Develop critical and reflective skills	Short responses, exam, class discussions
C2: Manage a range of resources for evaluative and synthetic purposes	Short responses, presentations

D Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to:	
D1 : Improve their own learning and performance	Class discussions, short responses, exam
D2: Work independently	Short responses, presentations

5. Indicative content.

This module focuses on the critical reading of novellas within the context of the traditions and innovations typical of this genre, and with respect to the standard elements of prose fiction. Through the in-depth study of seminal short novel practitioners such as Herman Melville, Henry James, James Joyce, Franz Kafka, Philip Roth, Gabriel Garcia Marquez and Alice Munro, students learn to recognize both the stylistic features distinct to each writer as well as the common thematic and technical threads that group them together. To this end, we will do an overview of the genre of the novella, examining its origin and discussing its literary classification and evolution; we will study the implications of diverse narrative choices within each text and across texts; we will analyze why the novella is considered a suitable genre for the study of fictional character; we will consider the central role of communities in novellas, both as a technique and as a theme; we will identify and evaluate the presence of recurrent novella themes, and we will finally ask what makes a short story writer or a novelist turn to this genre, and in the process consider the similarities and differences of the prose fiction genres themselves. Whenever possible, we will supplement our readings with their film adaptations (for example, the adaptation of Joyce's "The Dead" in John Huston's 1987 film *Dubliners* and Gabriel Garcia Marquez's *The Incredible and Sad Tale of Innocent Erendira and her Heartless Grandmother* in Ruy Guerra's 1983 film *Erendira*).

6. Assessment strategy, assessment methods and their relative weightings

Summative Assessment

Paper 1 (15%)
Paper 2 (15%)
Paper 3 (15%)
Students will be asked to respond critically to texts studied, choosing from a list of topics provided by the module tutor. The length of each response will be approx. 1,000 words.

2-hour Comprehensive Final Exam   55%
The exam will consist of short essay-type questions on material covered in class, either on individual texts or of a comparative nature.

Formative Assessment

Class Participation
Short Assignments
Midterm Test
Presentation

All formative assignments and learning tasks aim to prepare students for their summative work while enhancing their confidence and ability for critical learning.

7. Assessment tasks	A1	A2	B1	C1	C2	D1	D2								
Final Exam	x	x	x			x									
Short Responses	x		x	x	x	x	x								

8. Teaching staff associated with the module	
Tutor's name and contact details	**Contact hours**
Dr. Eleni Godi, Office #2	M 2-3, F 11-12
egodi@act.edu, +302310 398229	

9. Key reading list				
Author	**Year**	**Title**	**Publisher**	**Location**
Jerome Beaty, ed.	1999	The Norton Introduction to The Short Novel, 3rd ed.	Norton	Bissell Library

Herman Melville, *Bartleby, the Scrivener: A Story of Wall Street* (1853)
Henry James, *Daisy Miller* (1878)
James Joyce, *The Dead* (1914)
Franz Kafka, *The Metamorphosis* (1915)
Philip Roth, *Goodbye, Columbus* (1959)
Gabriel Garcia Marquez, *The Incredible and Sad Tale of Innocent Erendira and her Heartless Grandmother* (1972)
Alice Munro, *The Love of a Good Woman* (1996)

SYLLABUS

Introduction
The short story, the novella, the novel
Overview of elements of fiction

Narrative games
Philip Roth, *Goodbye, Columbus*
critical discussion

Gabriel Garcia Marquez, *The Incredible and Sad Tale of Innocent Erendira and her Heartless Grandmother*
critical discussion

FIRST SHORT RESPONSE DUE

Alice Munro, *The Love of a Good Woman*
critical discussion

The novella as a study of character
Henry James, *Daisy Miller*

critical discussion

Herman Melville, *Bartleby, the Scrivener: A Study of Wall Street*
text and critical discussion

<u>SECOND SHORT RESPONSE DUE</u>

<u>On death, dying and awakening</u>
James Joyce, *The Dead*
critical discussion and film

Franz Kafka, *The Metamorphosis*
critical discussion

<u>THIRD SHORT RESPONSE DUE</u>

<u>Class notes:</u>
Critical commentary as found both in books and electronic or other articles must be used for discussions and various forms of assessment. Detailed guidelines will be handed out for written assignments or uploaded on Moodle.
When necessary, questions will be distributed in advance to facilitate understanding of the texts and class discussions.
Any **three (3)** of the total texts studied can be chosen by each student individually to satisfy the Short Responses (45%) part of the course, preferably one from each thematic category.
All assignments must be typed and styled according to citation guidelines (Harvard or MLA). **You are strongly advised to take your drafts to the Learning Hub.**

10. Other indicative text (e.g. websites)

11. GRADING & ACADEMIC POLICIES

ASSESSMENT DEADLINES

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC.

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)

Same method of assessment, i.e. only "summative" assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all "summative" assessments, without requirement of passing all summative assessments to pass the course.

ACADEMIC INTEGRITY

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus:

"**A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course**".

Revised Absence Policy – Effective Spring 2017

Maximum Allowed Number of Absences
The maximum allowed number of absences for all ACT courses stands at **6 (six) hours per course**.

Excusing Absences
To excuse absences for good cause (such as medical reasons or personal crises), the student should contact the Registrar's office and, ahead of time or **at the latest within a week from the time the absences took place**, provide written proof of the cause of the absences. The documents submitted are then evaluated by the Associate Dean for Administration and Student Affairs, who decides whether there are valid grounds for excusing the absences.

Successful Attendance
A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, **the maximum number of absences (excused or not) stands at 11 hours per course**. In case of an unsuccessful attendance, the student is administratively withdrawn from the course. The student has the right to appeal the decision to be administratively withdrawn from a course due to excessive absences and seek reinstatement. In this case, the student, **within three working days**, must fill in a 'mitigating circumstances' form in the Registrar's office, where the reasons of the appeal should be explained. Following this, a formal hearing of the Academic Standards and Performance Committee (ASPC) takes place. The decision of the Committee is final.

Grading scale

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70-100	A	4.0

Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0

Papers/Projects will be graded according to the following Grade Descriptors:

Excellent (70-100)**:** *Superior performance*; excellent understanding, interpretation and critical analysis of topic supported by precise and pertinent scholarly references; meaningful and highly effective application of course-related material; high level of independent thought demonstrated; highly effective organization of ideas with excellent coherence and development; language use is clear, precise and appropriate with very minor lapses only; where relevant, highly original and creative while linking to material in a superb way.

Very Good (65-69 points High / 60-64 points Low): *Very good performance*; very good understanding, interpretation and critical analysis of topic supported by precise and pertinent scholarly references; meaningful and effective application of course-related material; very good level of independent thought demonstrated; effective organization of ideas with very good coherence and development; language use is clear and appropriate with minor lapses only; where relevant, original and creative while linking to material in a very good way.

Good (55-59 points High / 50-54 points Low): *Good performance*; good understanding, interpretation and critical analysis of selected topic supported by precise and pertinent scholarly references; relevant application of selected course-related material; evidence of independent thought demonstrated; good organization of ideas with satisfactory coherence and development; language use is mostly clear and appropriate with some lapses; where relevant, quite original and creative while linking to material in a good way.

Satisfactory (45-49 points High / 40-44 points Low): *Satisfactory performance-passable*; adequate understanding, interpretation and critical analysis of topic supported by precise and pertinent scholarly references; adequate attempt to apply selected course-related material; little evidence of independent thought demonstrated; adequate organization of ideas but with lapses in coherence and development; language use is fairly clear and mostly appropriate, but significant lapses are noticeable; where relevant, some attempt at originality and creativity with minimum linking to material

Fail: (0-39): *Clearly below the pass standard*; basic understanding of the chosen topic shown with little or no attempt at interpretation or critical analysis, supported by few or no scholarly references; superficial or no attempt at application of course-related material; no evidence of independent thought; no coherent organization and development of ideas; language use is rarely clear or appropriate; where relevant, poor in originality and creativity with insufficient linking to material.