Course Information

Critical Intro Literature (HU)

ENGL 2600-001

Fall 2025

Course Section Information

Class Days/Times: Outside of the two required instructor consultations at the end of Modules 1 and 2 (schedules for these consultations are TBD), there is no required synchronous component for this course. ***Each new week begins Monday and has both Thursday and Sunday deadlines, so you should plan to participate in the course on several days throughout the week.***

Campus: SLCC Online

Classroom: Canvas

Meeting Dates: 26 August-18 December

Final Exam Period: 13-18 December

Course Description

English 2600 explores literature across fiction, drama, poetry, and essays through critical analysis and appreciation of diverse texts. Examining different genres and contexts, students will develop a deeper understanding of literature's role in reflecting and shaping human experience. This course encourages reflective engagement with texts to uncover the intricate interplay of language and life.

Semester(s): All

Course Prerequisites/Co-requisites

There are no required prerequisites or co-requisites for this course.

Textbooks, Readings, and Course Materials

Title: There is no required text that you need to purchase for this class. All of our readings will be available free online, with links provided in the weekly pages under Modules.

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Transfer, Certification, Licensure, and Employment Information

SLCC's ENGL 2600 is equivalent to the following courses with the Utah System of Higher Education (USHE):

- University of Utah, ENGL 2600 (accepted on an agreement but not on UTG/Utah Transfer Guide)
- Weber State, ENGL 2200
- Utah State, ENGL 2200
- Utah Tech, ENGL 2600

Course Student Learning Outcomes

- Recognize, describe, and apply strategies of critical reading to perform analysis of literary and theoretical texts using discipline appropriate forms.
- Identify and apply disciplinary approaches to the study of diverse literature, including aesthetics, canon formation, literary movements, genres, and critical theories.

- Recognize and describe genres of fiction, drama, poetry, and nonfiction and the connections between genre and aesthetics.

- Identify the complex cultural, historical, social, and ideological contexts surrounding the production and reception of literary texts. Demonstrate awareness of these contexts through writing and discussion.

- Identify appropriate research databases, find relevant literary criticism, and explain how it supports critical reading and interpretation.

- Recognize and reflect on personal biases in reading and writing.

- Explain how diverse perspectives on literature, literary history, aesthetic evaluation of texts, and canon formation contribute to our understanding of human experience.

College Wide Student Learning Outcomes & USHE General Education Outcomes

Just as there are learning outcomes for this course, the college has also identified learning outcomes for your time here at SLCC. These College-wide learning outcomes are met through taking general education courses, like this one, that build a foundation of broad knowledge and skills that help you in your further career and life. This course also fulfills the second writing requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

ENGL 2600 meets the following college-wide student learning outcomes for SLCC:

- Communicate effectively

- Think critically and creatively

- Develop the knowledge and skills to work with others in a professional and constructive manner

- Develop computer and information literacy

ENGL 2600 also meets the following USHE (Utah System of Higher Education) outcomes for Humanities GenEd courses:

- **Examine** how humanities artifacts (such as literature) express the human condition;

- **Explain** how humanities artifacts take on meaning within networks or systems (such as languages, cultures, values, and worldviews) that account for the complexities and uncertainties of the human condition;

- **Analyze** humanities artifacts according to humanities methodologies, such as a close analysis, questioning, reasoning, interpretation, and critical thinking;

- **Compare and contrast** diverse humanistic perspectives across cultures, communities, and/or time periods to explain how people make meaning of their lives; and

- Using humanities perspectives, reflect on big questions related to aesthetics, values, meaning, and ethics and how those **apply** to their own lives.

Grading Scale

Grade Distribution by Percentage

This is the percentage breakdown for individual assignments & final grades in English 2600 online.

A	A-	B+	B	B-	C+
94-100%	90-93%	87-89%	84-86%	80-83%	77-79%
C	**C-**	**D+**	**D**	**D-**	**E**
74-76%	70-73%	67-69%	64-66%	60-63%	0-59%

Assignment Points Breakdown

Your grade in English 2600 this semester will be based on the following areas:

Participation (3 quizzes & 2 course surveys @ 10 points/ea) - 50 points

Analysis Essays (3 @ 100 points/ea) - 300 points

Notebooks (15 @ 20 points/ea) - 300 points

Discussions (15 @ 20 points/ea) - 300 points

GE - Signature Assignment - 100 points

Total Points = 1050 points

How to Succeed in the Course

Even though each person will be responsible for their own learning and grades will be based on each individual's efforts and writing, much of the work of this course can best be done together with the full participation of every member of our community. I would like to offer the following ideas as guidelines for how you might successfully engage with our online community:

- **Log into our Canvas site at least twice a week.** ***Each new week begins Monday and has both Thursday and Sunday deadlines, so you should participate in the course on several days throughout the week.*** *I'd recommend an initial visit to Canvas on Monday/Tuesday and then coming back on Thursday to make your initial response to the weekly discussion posts and then again Saturday/Sunday each week to post your notebook responses and post feedback to classmates on their discussion work.*
  - This course is <u>not</u> self-paced. There are important weekly deadlines that you will need to meet in order to be successful with the work.
  - I will post updates about class, including any changes to deadlines, to the **Announcements** page of our Canvas site. The three most recent announcements will appear at the top of the homepage.
- **Manage your time and don't fall behind on your work.**

- Each activity in the course is meant to build your knowledge as we work towards an understanding of the course concepts.
- Falling behind on the weekly work -- especially during our quick-paced 8-week summer semester -- will cause you to fall behind on understanding later readings, contributing meaningfully in group discussions, and completing major projects.
- If you ever have concerns with deadlines for class and/or the work we're doing for class, please know that I am here to help and am always happy to chat. Message me through the Inbox here in Canvas with questions and/or a request to set up a Zoom chat. You can also text my office number at 801-957-3445.

- **Be present and prepared to participate in the assigned readings and writing assignments.**
  - Our course this semester takes place fully online so you will not need to be physically present anywhere, however you will need to be "virtually present" in this online course, submitting work by posted deadlines, etc.
  - If you have questions about assignment deadlines or any of the readings and activities for class, please communicate with me. I am here and happy to help, but I can't be aware of your concerns unless you let me know what they are.

- **Take the time to read and respond to your classmates' ideas carefully, with as much thought, integrity, and respect as you would like others to give to your own work.**
  - I expect everyone to be prepared to discuss the readings in a mature and respectful way. If you think a particular reading or topic might be especially challenging or unsettling, please let me know so that we can talk through your concerns.
  - If you are struggling to keep up with the work because of the course content or another personal reason, please reach out to me through the Inbox here in Canvas so we can work together to craft a plan for you to continue engaging with the course. I will never ask you to share anything you're not comfortable sharing, but would welcome the opportunity to chat, so I know how to best help you.
  - Above all, please be respectful even -- perhaps especially! -- when you strongly disagree, and be mindful of the ways that our identities position us in the classroom.

General Education Information

HU

This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Engagement Plan

This course will invite both engaged discussion and serious, authentic personal reflection. Because we will often express contrasting views, it will be essential to be respectful by listening and asking questions of those with whom we disagree. It is equally as important that each member of this class is willing to carefully consider and respond to any questions that may be asked of them.

Expectations for Students

Even though each person will be largely responsible for their own learning and grades will be based on each individual's efforts and writing, much of the work of this course can best be done together, with the full participation of every member of the community. I would like to offer the following ideas as guidelines for creating and maintaining such a community:

- Check Canvas regularly for updates, emails, announcements, etc.
- Submit coursework on time
- Be present and prepared to participate in the assigned discussions, readings, and writing assignments

- Take the time to read and respond to your classmates and their ideas carefully, with as much thought, integrity, and respect as you would like others to give to your own work.
- **FYI:** The **Netiquette** section here in Simple Syllabus offers some helpful guidelines for working with and responding to each other in an online environment.

Expectations for the Instructor

As your instructor, I hold myself to the same expectations that I've set forth for you here. In addition, I also promise to:

- Respond to all Canvas emails in a professional and timely manner (generally within 24 hours, M-F; response times over the the weekend and holidays/school breaks will be longer).
- Treat you and the ideas and work you'll share this semester with respect.
- Return feedback and grades on both weekly discussions and essays in a timely manner (generally within a week of the submission deadline, though feedback on longer writing assignments may take more time).
- Notify you ASAP of any changes and/or disruptions to the posted schedule on the **Announcements** page and via the **Inbox** here in Canvas.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the Institutional Syllabus page.

Additional Class Policies

Generative Software/AI Statement

Generative AI software systems like Chat GPT/Open AI, Copilot, and Bard can be powerful tools for generating ideas and evaluating research, however, please understand that they are **not** a substitute for doing the work yourself.Using AI programs to brainstorm ideas or as a way to review and revise your assignment draft is a fantastic way to engage with these systems. I am also fine if you quote from these programs and clearly identify where you have done so in the work you submit for this course.

Where I do have concerns is if students use information from a generative software program and submit it as if they wrote the text themselves. As noted in SLCC's Code of Student Right and Responsibilities statement on [plagiarism](#), "presenting within one's own work the ideas, representations, or words of another person without customary and proper acknowledgment of that person's authorship is considered plagiarism."

Full disclosure: I often do a sentence spot check when I am reviewing longer writing assignments, and sometimes the shorter weekly discussion responses. If I ever have a question with whether or not something is your own work, I will reach out to you privately through the Canvas Inbox to discuss the issue. If it's determined that the work was not wholly yours and/or was AI-generated, you will have an opportunity to revise the work and resubmit the assignment.

Copying and pasting content from generative AI programs and presenting it as your own work is a violation of academic integrity. If you use generative AI in your work, please remember to indicate when and how you have done so. Thank you!

Listening to Understand

While each student will be graded on their individual work, discussion and interactions with classmates also play a vital role in this course.

Too often, it seems as if people are listening to respond, not to truly understand another's point of view. As Professor Lee Knefelkamp noted in a 2006 article "Listening to Understand," each person's "background and life experiences make up an important part of the class." Our discussions and other interactions with each other are "essentially intercultural encounters -- among individuals in the class, between the readers and any given author, among the authors and the students and the professor" where were are learning how to learn both with and from each other.

Because many of our readings and discussions will ask you to examine and challenge your own perspectives, as well as respond to the ideas of your classmates, here are a few ideas to help us all practice listening to understand:

- listen for the meaning/point of view of both others and yourself
- be willing to communicate, even when you feel confused and/or afraid
- resist the urge to immediately respond, to try and convince others that you/your views are right
- thoughtfully consider an appropriate response
- acknowledge that understanding does not necessarily equate to agreement
- take responsibility for your own perspectives and actions

The above ideas were adapted from information generously shared by Prof. Brittany Stephenson and from Prof. Lee Knefelkamp's 2006 article, "Listening to Understand."

Personal Gender Pronouns

Asking about and then correctly using someone's pronouns is one of the most basic ways to show your respect for someone's gender identity. Misuse of pronouns can make people feel disrespected, invalidated, dismissed, or alienated (often all of the above.)

Canvas allows users to self-select their personal gender pronouns and link this info to their account. This is **not** a requirement for our course, however if you are comfortable identifying your pronouns, more information is available at "How do I select personal pronouns in my user account as a student?".

The information above is adapted from an online text published by the University of Wisconsin at Madison's Lesbian, Gay, Bisexual, Transgender, Queer Plus (LGBTQ+) Resource Center.

Honoring Diversity Through Honoring Language

One way people continue to be marginalized is through the practice of ignoring or reading over their native tongues. According to the Endangered Languages Project, when languages disappear, "a unique vision of the world is lost. With every language that dies we lose an

enormous cultural heritage; the understanding of how humans relate to the world around us; scientific, medical and botanical knowledge; and most importantly, we lose the expression of communities' humor, love and life. In short, we lose the testimony of centuries of life."

Honoring the native languages of authors is one important way we can honor them, their writing, and their histories.

Some of the texts we'll read this semester may include passages written in the authors' native tongues. Rather than simply skipping over words or passages you may not understand, I encourage you to use a source such as Google Translate or DeepL to help find definitions and build some context for the work. This extra step in your reading is a great opportunity to both honor the authors' languages, as well as educate yourself by pausing and focusing on specific elements of the texts we will study.

Academic Integrity

Using another person's ideas without giving them credit is considered plagiarism and will affect your grade for this course. This includes using AI to generate work that you then submit as your own. Please review the **Generative Software/AI Statement** under the **Additional Course Policies** section here in Simple Syllabus for more details about how you might ethically use AI in this class.

For a more detailed discussion of SLCC's policy on Academic Integrity, review Section II.A "Academic Misconduct, Academic Integrity & Professional Behavior" in SLCC's Code of Student Rights and Responsibilities.

Full disclosure: I often do a sentence spot check when I am reviewing longer writing assignments, and sometimes the shorter weekly discussion responses. If I ever have a question with whether or not something is your own work, I will reach out to you privately through the Canvas Inbox to discuss the issue. If it's determined that the work was not wholly yours and/or was AI-generated, you will have an opportunity to revise the work and resubmit the assignment.

Course Content Advisory

Because it is never my intention to distress anyone or cause emotional harm, please be advised that this course may include discussions, readings, and other content that some students might

find upsetting or triggering. Specifically, some of the readings we engage with this semester may address any of the following topics:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Any other specific content relevant to the course

I will never select readings just for "shock value." Rather, our aim in English 2600 this semester is to explore topics thoughtfully and respectfully, understanding their importance in our field of study. However, I do recognize that such material can be challenging.

If you ever have concerns about your ability to engage with certain course materials due to past experiences or other personal reasons, I encourage you to reach out to me through the **Inbox** here in Canvas and/or by **voicemail/text** at **801-957-3445**. I will <u>never</u> ask you to share something you're not comfortable divulging, but I would appreciate the chance to have a conversation so that we can work together to explore alternative ways that you might engage with the material while ensuring your educational experience is not compromised.

While I will always be sympathetic to concerns you may be experiencing outside of class, please know that I am not professionally qualified to assist you beyond the scope of this course. Outside of answering questions about assignments and deadlines for our class, what I can do is direct you to resources which offer assistance to members of the SLCC community. Please review the links posted in the **Self Care Statement** on the **Announcements** page for those details. Your well-being is vital, and additional support services are available through SLCC's Center for Health and Counseling should you need them.

Important Dates to Remember for Fall 2025

Important dates to remember for fall semester.

Salt Lake Community College

Fall 2025
(26 August-18 December)

Salt Lake Community College

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(26 August-18 December)

Classes Begin	Tuesday, August 26
Labor Day (No classes, College closed)	Monday, September 1
Last Day to Add (Wait list ends)	Thursday, September 4
Last Day to Drop With 100% Refund (No refunds or adjustments after this date)	Tuesday, September 16
Fall Break (No classes)	Thursday, October 16 - Friday, October 17
Last Day to Withdraw (No refunds) & Last Day to Audit	Tuesday, October 28
Thanksgiving Holiday (No classes)	Wednesday, November 26 (College pen) & Thursday, November 27 - Saturday, November 29 (College closed)
Last Day of Classes	Thursday, December 11
Reading Day	Friday, December 12
Final Exams	Saturday, December 13 - Thursday, December 18
Last Day to Submit Late Work for English 2600 Online	**Monday December 15 @ 12:00 pm**
Last Day to Initiate an Incomplete Grade Contract	Wednesday, December 24
Grades Available	Thursday, December 25

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points

Due Date	Assignment Name	Assignment Type	Points
	What Questions Do You Have? (optional)	Discussion	0
8/31/25	Discussion 1	Discussion	20
8/31/25	Notebook 1	Discussion	20
9/4/25	Discussion 2	Discussion	20
9/7/25	Early Course Feedback	Quiz	10
9/7/25	Notebook 2	Assignment	20
9/11/25	Discussion 3	Discussion	20
9/14/25	Notebook 3	Assignment	20
9/14/25	Poetry Terminology - Quiz 1	Quiz	10
9/18/25	Discussion 4	Discussion	20
9/21/25	Notebook 4	Assignment	20
9/28/25	Discussion 5: Consultation	Assignment	20
9/28/25	Notebook 5	Assignment	20
10/2/25	Discussion 6	Discussion	20
10/5/25	Notebook 6	Assignment	20
10/5/25	Poetry: Analysis Essay	Assignment	100
10/9/25	Discussion 7	Discussion	20
10/12/25	Fiction Terminology - Quiz 2	Quiz	10
10/12/25	Notebook 7	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
10/15/25	Discussion 8	Discussion	20
10/19/25	Notebook 8	Assignment	20
10/26/25	Discussion 9: Consultation	Assignment	20
10/26/25	Notebook 9	Assignment	20
10/30/25	Discussion 10	Discussion	20
11/2/25	Fiction: Analysis Essay	Assignment	100
11/2/25	Notebook 10	Assignment	20
11/6/25	Discussion 11	Discussion	20
11/9/25	Drama Terminology - Quiz 3	Quiz	10
11/9/25	Notebook 11	Assignment	20
11/13/25	Discussion 12	Discussion	20
11/16/25	Notebook 12	Assignment	20
11/20/25	Discussion 13	Discussion	20
11/23/25	Notebook 13	Assignment	20
11/30/25	Drama: Analysis Essay	Assignment	100
11/30/25	End of Course Student Survey	Quiz	10
12/3/25	Discussion 15	Discussion	20
12/4/25	Discussion 14	Discussion	20
12/7/25	Notebook 14	Assignment	20
12/11/25	Notebook 15	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
12/13/25	GenEd Signature Assignment Submission	Assignment	100

Coursework & Assignment Descriptions

Essay One: Explicating Poetry

Assignment Overview and Guidelines for Essay One:

For this assignment, you will apply your critical/literary theory and analysis skills to one of the poems we have read in class and write an essay that explicates (analyzes) the poem. You should include at least one mode of critical/literary theory in your explication. You may also choose to analyze another poem of your own choosing; just give me a heads up if you choose this option.

As you begin brainstorming ideas for this assignment, I encourage you to review the different links about explicating poetry that are posted on the Supplemental Resources tabs throughout the poetry unit.

Remember to document any quoted, paraphrased and/or summarized material within the body of your paper and on a list of works cited at the end of the paper. This includes both the actual text of the poem/s and any additional research that you may choose to incorporate into your analysis. Please let me know if you have any questions about how or when to document a source.

- Review the poems found on the individual weekly pages for the poetry unit in Canvas.
- Choose one poem to focus on, along with at least one mode of critical/literary theory that you will incorporate into your analysis. If you are interested in comparing/contrasting two different poems that will be fine as well – just give me a heads up if you choose this option. In that same vein, if you want to review a poem that is not found on our reading/assignment schedule, just let me know. Thanks!

- After you have selected your topic, go back and review the different links about explicating poetry that are posted on the Supplemental Resources tabs throughout the poetry unit. Use these sources as guides for brainstorming and composing your explication.

- You don't need to respond to ALL the points that are outlined on those sites; they are simply guides to help you with the assignment. You should, however, try to cover some of the major points listed there.

- As part of your poetry explication, you should consider the different critical/literary theories that we've been working with this semester. Do any of them seem to especially apply to the poem/s you've chosen to analyze? If so, you should consider incorporating aspects of that theory into your work for this essay.

- It would also be helpful to review the links for sample poetry essays which are posted on the Supplemental Resources tabs throughout the poetry unit.

- You should refer to the text of the poem/s you are analyzing to support your ideas, but you do not need to quote long passages. Please cite the author's name and the page number in parentheses after the quoted material. If you are quoting a poem from an online source, use the author's last name, followed by online, in parentheses after the quoted material.
    - MLA: (Browning online)
    - APA: (Browning,1842)

- Include at least one mode of critical/literary theory in your explication. Resources are available on the Supplemental Resources tabs throughout the poetry unit.

Formatting Notes for Essay One:

This essay should be between 800-1350 words in length (approx. 3-5 double-spaced pages) and should follow either current MLA or APA guidelines for formatting papers (1" margins, 12 pt. font, parenthetical citations, etc.).

For more info on MLA/APA format, please visit the links posted on the Supplemental Resources tabs throughout the poetry unit.

Essay Two: Critical Analysis of Fiction/Short Stories

Assignment Overview and Guidelines for Essay Two:

By now, you have read a variety of short stories in the fiction unit. This essay assignment asks you to draw on the reading you've done and pick something you loved (or even a text you hated) and use this assignment as a chance to give it another look.

As you begin brainstorming ideas for this assignment, I encourage you to review the "Literary/Critical Theory" links that are posted on the supplemental resources tabs throughout the fiction unit.

Please remember to clearly document any material that you have either quoted or paraphrased/summarized both within the body of your essay and on a list of works cited at the end of the essay. This includes both the text of the story you are analyzing, as well as any additional research you may choose to incorporate into your analysis. Please let me know if you have any questions about how or when to document a source. I also encourage you to review the MLA/APA Format and Citation notes that are posted on the supplemental resources tabs throughout the fiction unit.

Using the short stories that we discussed in the fiction unit as your guide, choose one text as the focus of your work for this critical analysis essay. You might also opt to compare/contrast elements of two different stories.

If you choose to work with a text that we did not read together as a class, please keep in mind that it should be a short story **NOT** an entire novel. Also, please include a link to this story with your essay so that I can review it too. Thank you!

You should include at least one mode of critical/literary theory in your analysis of the short story/stories. Take some time and review the "Literary/Critical Theory" links that are posted on the supplemental resources tabs throughout the fiction unit. Pick at least one of those theories and use it as the basis for your analysis of the text/s you will focus on in this assignment.

Formatting Notes:

Your critical analysis essay should be 800-1350 words in length (approx. 3-5 double-spaced pages). It should follow either current MLA or APA guidelines for formatting papers (1" margins, 12 pt. font, parenthetical citations, etc.).

For more info on MLA/APA format, please visit the Format and Citation notes that are posted on the supplemental resources tabs throughout the fiction unit.

Essay Three Critical Analysis of Drama

Assignment Overview and Guidelines for Essay Three:

By now, you have read a variety of dramatic works, ranging from one-act plays to a longer Shakespearean drama. This essay assignment asks you to draw on the reading you've done and pick something you loved (or even something you hated) and use this assignment as a chance to give it another look.

As you begin brainstorming ideas for this assignment, I encourage you to review the "Literary/Critical Theory" links that are posted on the Supplemental Resources tabs throughout the drama unit.

Please remember to clearly document any material that you have either quoted or paraphrased/summarized both within the body of your essay and on a list of works cited at the end of the essay. This includes both the text of the story you are analyzing, as well as any additional research you may choose to incorporate into your analysis. Please let me know if you have any questions about how or when to document a source. I also encourage you to review the MLA/APA Format and Citation notes that are posted on the Supplemental Resources tabs throughout the Drama Unit.

Choose **one** of the following plays as the focus for your essay:

- *Trifles* by Susan Glaspell
- *He Said, She Said* by Alice Gerstenberg
- *Richard III* by William Shakespeare
- If you want to compare/contrast different elements of drama (ex. plot, characterization, theme, etc.) of two different plays **OR** if you want to focus on another play of your own choosing, please let me know.

If you choose to work with a play that we did not read together as a class, please include a link to this text with your request so I can review it too. Thank you!

You should include at least one mode of critical/literary theory in your analysis of the short story/stories. Take some time and review the "Literary/Critical Theory" links that are posted on the supplemental resources tabs throughout the drama unit. Pick at least one of those theories and use it as the basis for your analysis of the text/s you will focus on in this assignment.

Formatting Notes for Essay Three:

This critical analysis essay should be between 800-1350 words in length (approx. 3-5 double-spaced pages) and should follow either current MLA or APA guidelines for formatting papers (1" margins, 12 pt. font, parenthetical citations, etc.).

For more info on MLA or APA format, please visit the Format and Citation notes that are posted on the Supplemental Resources tabs throughout the drama unit.

GE - Signature Assignment: Responding to Non-Fiction Essays

Assignment Overview:

A response to non-fiction/essays will be the signature assignment you will compose part for ENGL 2600 this semester. There are two parts to this final signature assignment: a course reflection and a reader-response to non-fiction essays.

As with past assignments, please document all quoted, paraphrased, and/or summarized material both within the body of your essay and on a list of sources at the end of your response. This includes both the text of the non-fiction essay/s you are responding to, as well as any additional research you may choose to incorporate into your response.

Please let me know if you have any questions about how or when to document a source.

Part I: GE - Reflection

This reflection should address the course outcomes for English 2600. To review them, please visit the **Course Outcomes** section of Simple Syllabus here on our Canvas site.

Additionally, please address the following points as part of your reflection:

- What did you learn about the Humanities this semester? Does it have any relevance to your life outside SLCC? Why or why not?

- What readings, activities or assignments made you think or feel differently? Why do you think that is? How does your answer relate to the Humanities?

Formatting Guidelines:

The reflection should be at least 300 words in length (approximately 1 page, double-spaced).

Part II: GE - Signature Assignment, Reader-Response

Before you begin crafting this response, please take some time to also review notes for Reader Response Criticism which are posted under "Literary Resources, Theory, and Criticism" on the Announcements page.

Next, review the following list of non-fiction essays we studied in Unit 4 and select **two** of them to respond to:

- David Sedaris: "Me Talk Pretty One Day"
- Alice Walker: "In Search of Our Mothers' Gardens"
- Elie Wiesel: "Hope, Despair, and Memory"
- Frederick Douglass: "What, to the Slave, is the Fourth of July?"
- Gloria Anzaldúa: "How to Tame a Wild Tongue"
- Amy Tan: "Mother Tongue"

Once you've decided which two essays you will focus on, craft a response to the text which addresses the following points:

- Keeping in mind the fact that Reader-Response Criticism is "not a subjective, impressionistic free-for-all"[1] but, rather, an individualized way to find/communicate meaning in a text, discuss why the text you've chosen to respond to is so meaningful. Because "a critic deploying reader-response theory can use a psychoanalytic lens, a feminist lens, or even a structuralist lens,"[2] you're welcome to bring another theory in if you choose to do so.
- As you brainstorm ideas for your reader-response work on this non-fiction/essay reflection, please consider at least two of the following questions[3]:

1. Copy a short passage from each essay that you found to be interesting. Explain
   what made it interesting for you.

2. What do these texts NOT tell you? What do they assume? What do they fail to assume?

3. Explain some of the things that you have learned from these texts that you are not likely to forget soon. Why were they so impactful to you?

4. What connections to your own life/experiences, world events, etc. did you make while reading these texts?

5. What, to you, are the most important messages of these texts?

As always, please be sure to use specific examples from the non-fiction essays that you've chosen to focus on as support for your writing. Please remember to use parenthetical citations to document any quoted/paraphrased/summarized passages. If you are analyzing an online text, simply use the author's last name and online in parentheses. Ex. (Gilman online). If you are using a text from a printed source, use the author's last name and page number in parentheses. Ex. (Kafka 625).

Formatting Guidelines:

Your reader-response should be between 550-800 words in length (approximately 2-3 pages, double-spaced) and should follow current MLA or APA guidelines for formatting papers (1" margins, 12 pt. font, parenthetical citations, etc.).

For more info on MLA or APA format, please visit the "Citation and Format" links that are posted on the Announcements page.

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[1] "Reader-Response Criticism," https://public.wsu.edu/~delahoyd/reader.crit.html

[2] "Reader-Response Criticism (1960s-present)," https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/reader_response_criticism.html

[3] "Reader Response Prompts for Nonfiction," https://www.dailyteachingtools.com/reader-response- questions.html and "Reading Response Prompts for Nonfiction"

https://theeducatorsroom.com/reading- response-prompts-nonfiction/

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the Institutional Syllabus page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the Institutional Syllabus page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:
https://www.slcc.edu/tutoring/index.aspx

If you have any additional questions reach out to elearningsupport@slcc.edu.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the **Student Academic Calendar**.

Critical Intro Literature (HU)

ENGL - 2600 001

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.