Moberly Area Community College
Common Syllabus

LAL250 History and Development of the Short Story

Current Term

Instructor: [Instructor Name]
Office number: [Office Number]
Office hours: [Office Hours]
Contact information: [Contact Information]
Classroom number: [Classroom Number]
Class days and time: [Class Days and Time]

Catalog Description: *LAL250 History and Development of the Short Story (3-0-3)
This course introduces the general reader with the literary genre of short stories, tracing the history and development of the short story. (FA, SP)

Prerequisite/Co-requisite: None

Text(s): Title: Art of Short Story
Author: Gioia
Edition: 2006
Publisher: Pearson

Other Required Materials: Small journal

Purpose of Course: This course covers the development of the short story from its earliest roots in myth, folk tales, legends, and parables to the First Age and Golden Age in the 1800's to the traditional and nontraditional contemporary age of the 1900's. The modern short story as a literary genre will be studied, as well as the various literary techniques.

The History and Development of the Short Story is primarily a discussion setting. Students will read and discuss in class a wide range of short stories. Lectures will be presented on the history, genre, and interpretation of short stories. Occasionally, videos and other multimedia will be incorporated into the discussion. A variety of authors and stories will be read and discussed with special emphasis on content, interpretation, writing style and techniques. Students will be able to discuss plot, theme, character, tone, style, symbolism, illusion, setting, point of view, and structure of selected short stories.

Course Objectives:
- To learn the history and development of the short story,
- To learn to recognize and understand theme, plot, character, etc.
• To improve critical thinking skills.
• To learn literary criticism and appreciation.
• To learn to read for enjoyment and to improve reading comprehension.

Course Content:
1. Lectures on plot, theme, character, tone, style, symbolism, illusions, setting, point of view, structure.
3. The Short Story Proper: The First Age
4. The Golden Age
5. Traditional and nontraditional characteristics of each historical era and biographies of each author as well as their stories will be studied: Boccaccio, Chaucer, Hawthorne, Poe, Melville, Bierce, Gogol, Flaubert, Maupassant, Chekhov, Crane, Anderson, Mansfield, Woolf, Aiken, Kafka, Fitzgerald, Faulkner, Hemingway, Joyce, Porter, Welty, Updike, Wilbur, Bambera, Cheever, O’Connor, Mishama, Ozick, Malamud, Schwaartz, Boll, and Barthelme.

Assessment of Student Learning: Grading will be based on tests (Midterm and Final), quizzes over the lectures and stories, class activities and journal writing, 2-3 page critical paper, library assignments, and one project.

<table>
<thead>
<tr>
<th>Tests</th>
<th>(100 / 75 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>(100 pts)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>(approx 100 pts)</td>
</tr>
<tr>
<td>In-class active</td>
<td>(approx 50 pts)</td>
</tr>
<tr>
<td>Journals</td>
<td>(approx 100 pts)</td>
</tr>
<tr>
<td>Critical paper</td>
<td>(100 pts)</td>
</tr>
</tbody>
</table>

Grading Scale:
100%-90% = A
89%-80% = B
79%-70% = C
69%-60% = D
59% or below = F

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): Students will extend their study by researching, writing, and presenting a discussion of one author, his/her story assigned from text as well as another of the author’s works. Research and study of any assigned short story will be the basis of one critical analysis paper. Daily journals will start discussions and spark paper ideas.
Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education Outcomes, the student who successfully completes this course will be able to:

• Valuing: Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
<tr>
<td></td>
<td>• Participation in threaded discussions</td>
</tr>
</tbody>
</table>

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

All students are expected to attend class each day. Excused absences are reserved for College excuses (a doctor's excuse, school activities or a Dean's excuse). A student will be permitted to make up an exam or turn in an assignment if the exam is taken or the assignment is turned in.
on the first day of return and if he or she has a College excuse in hand the day of return. In-class activities and quizzes cannot be made up for any reason. These points are reserved for those students in attendance only. If the student should miss class, it is the responsibility of the student to find out what was done, what was assigned, and to be prepared when he or she returns to class. This class will adhere to MACC policy for dropping the student if he or she misses two consecutive weeks of class or more than one-third of the total class periods (11 absences). Two extra credits may be earned by attending and writing on extracurricular activities approved by the instructor (visiting poets to the college, scheduled movies/discussions on campus, etc.)

Tardiness: Per instructor’s policy

Make-up and late work: Per instructor’s policy

Extra-credit work: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or Cheryllybarger@macc.edu.