

ENG242 Short Story Interpretation

(3 credit hours)

Course Syllabus

Course Description

This course examines the short story as a literary genre. Students will read a wide range of stories from around the world and from different time frames. Emphasis is given to an understanding and critical appreciation of the structure and function of the short story.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Gain an appreciation for short stories, their themes, and the social or political backdrops against which they were written.
2. Improve interpretive and critical thinking skills through reading, discussion, and writing.
3. Evaluate the works' importance to readers on emotional, artistic, social, and literary levels.
4. Research secondary, supporting sources for further opinions about the literature.
5. Develop analytical essays with a clear thesis for a defined audience.
6. Demonstrate competency in sophisticated sentence construction.
7. Present organized and coherent analyses and show technical control of writing skills

Required Textbook(s) and Resources

Charters, A. (2024). *The story and its writer: An introduction to short fiction* (10th.). Boston: Bedford St. Martin's.

Foster, T. C. (2014). *How to read literature like a professor: A lively and entertaining guide to reading between the lines*. New York: Harper Perennial.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this class you should plan your time wisely. With our accelerated, seven-week term, you should reserve roughly **twenty (20) hours per week** to complete readings and assignments. To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial forum discussion posts are due by **11:55 p.m. ET** on **Wednesdays** and response posts are due by **11:55 p.m. ET** on **Saturdays**.
4. Major assignments and reflections are due by **11:55 p.m. ET** on **Sundays**.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	15	15	15	15	15	15	15	210
	15	15	15	15	15	15	15	
Assignment	100	100	100	100	100	100	-	600
Course Project	-	-	-	-	-	-	180	180
Total	130	130	130	130	130	130	210	990

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: The Prose Tale	<ul style="list-style-type: none"><input type="checkbox"/> MON: Introductory Discussion – Introductory Post<input type="checkbox"/> WED: Week 1 Discussion 1 – Introductory Post<input type="checkbox"/> WED: Week 1 Discussion 2 – Introductory Post<input type="checkbox"/> SAT: Introductory Discussion – Secondary Post<input type="checkbox"/> SAT: Week 1 Discussion 1 – Secondary Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<ul style="list-style-type: none"> <input type="checkbox"/> SAT: Week 1 Discussion 2 – Secondary Post <input type="checkbox"/> SUN: Week 1 Assignment: Essay
Week 2: Setting and Its Impact on Character	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Week 2 Discussion 1 – Introductory Post <input type="checkbox"/> WED: Week 2 Discussion 2 – Introductory Post <input type="checkbox"/> SAT: Week 2 Discussion 1 – Secondary Post <input type="checkbox"/> SAT: Week 2 Discussion 2 – Secondary Post <input type="checkbox"/> SUN: Week 2 Assignment: Essay
Week 3: Short Romances – Love in the Prose Tale	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Week 3 Discussion 1 – Introductory Post <input type="checkbox"/> WED: Week 3 Discussion 2 – Introductory Post <input type="checkbox"/> SAT: Week 3 Discussion 1 – Secondary Post <input type="checkbox"/> SAT: Week 3 Discussion 2 – Secondary Post <input type="checkbox"/> SUN: Week 3 Assignment: Essay
Week 4: Irony and Deceit	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Week 4 Discussion 1 – Introductory Post <input type="checkbox"/> WED: Week 4 Discussion 2 – Introductory Post <input type="checkbox"/> SAT: Week 4 Discussion 1 – Secondary Post <input type="checkbox"/> SAT: Week 4 Discussion 2 – Secondary Post <input type="checkbox"/> SUN: Week 4 Assignment: Essay
Week 5: Tackling Illness, Madness, and Addiction in the Short Form	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Week 5 Discussion 1 – Introductory Post <input type="checkbox"/> WED: Week 5 Discussion 2 – Introductory Post <input type="checkbox"/> SAT: Week 5 Discussion 1 – Secondary Post <input type="checkbox"/> SAT: Week 5 Discussion 2 – Secondary Post <input type="checkbox"/> SUN: Week 5 Assignment: Essay
Week 6: Powerful Women and Symbolic Conditions	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Week 6 Discussion 1 – Introductory Post <input type="checkbox"/> WED: Week 6 Discussion 2 – Introductory Post <input type="checkbox"/> SAT: Week 6 Discussion 1 – Secondary Post <input type="checkbox"/> SAT: Week 6 Discussion 2 – Secondary Post <input type="checkbox"/> SUN: Week 6 Assignment: Essay

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 7: Characters on Missions – Fateful and Faulty	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Week 7 Discussion 1 – Introductory Post <input type="checkbox"/> WED: Week 7 Discussion 2 – Introductory Post <input type="checkbox"/> THU: Week 7 Assignment: Essay <input type="checkbox"/> SAT: Week 7 Discussion 1 – Secondary Post <input type="checkbox"/> SAT: Week 7 Discussion 2 – Secondary Post

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.