



## North Central State College

**MASTER SYLLABUS**

**2026-2027**

- A. Academic Division: Liberal Arts
- B. Discipline: English
- C. Course Number and Title: ENGL2090 Introduction to Fiction
- D. Assistant Dean: Laura Irmer, MFA, MA
- E. Credit Hours: 3
- F. Prerequisites: ENGL1010 (with a C- or above)
- G. Last Course/Curriculum Revision Date: Fall 2023 Origin date: 03/09/2011
- H. Textbook(s) Title:

*The Story and It's Writer: An Introduction to Short Fiction – Compact Edition*

- Authors: Ann Charters
- Copyright Year: 2024
- Edition: 10th
- ISBN: 9781319525422
- E-Book ISBN: 9781319525460

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description:

Introduction to Fiction is a survey course that introduces students to fiction, both the short story and the novel. Students will study the various modes of storytelling, from the historical context to the elements of fiction, through works by major authors from America and around the world. This course will allow students to gain a greater understanding of fiction than available in multi-genre literature courses through the study of the novel and investigation of major authors through readings in the text. Students will also be introduced to a variety of critical approaches as lenses through which they can view works of fiction.

- K. College-Wide Learning Objectives:

| College-Wide Learning Outcomes         | Assessments - - How it is met & When it is met                 |
|----------------------------------------|----------------------------------------------------------------|
| Communication – Written                |                                                                |
| Communication – Speech                 |                                                                |
| Intercultural Knowledge and Competence | Intercultural Knowledge & Competence VALUE Rubric, Final Exam. |
| Critical Thinking                      |                                                                |
| Information Literacy                   |                                                                |
| Quantitative Literacy                  |                                                                |

- L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

| <b>Outcomes</b>                                                                                                                        | <b>Assessments – How it is met<br/>&amp; When it is met</b>                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify and analyze the elements of fiction.                                                                                       | Homework, quizzes, and discussions throughout the first half of the term, 2 critical/literary analysis papers, middle of the term; as well as the mid-term and the final exam.                                                                                                                    |
| 2. Analyze the significance of several authors and their works.                                                                        | Homework, quizzes, and discussions throughout first half of the term, an in-depth research project in the second half of the term, discussion of other students' research, late in the term, as well as the mid-term and the final exam.                                                          |
| 3. Interpret works of fiction based on their cultural and historical contexts.                                                         | Homework, quizzes, and discussions throughout the first half of the term on the stories read as a class, research and discussion of other students' research in the second half of the term, 2 critical/literary analysis papers, middle of the term, as well as the mid-term and the final exam. |
| 4. Compose and revise literary analysis essays focused on specific works of fiction.                                                   | Two critical/literary analysis papers, middle and late in the term.                                                                                                                                                                                                                               |
| 5. Research, compile, and present relevant biographical information and literary criticism relating to one author and his or her work. | An annotated bibliography, a handout for the class, and an oral presentation in the second half of the term.                                                                                                                                                                                      |

M. Recommended Grading Scale:

| <b>NUMERIC</b> | <b>GRADE</b> | <b>POINTS</b> | <b>DEFINITION</b> |
|----------------|--------------|---------------|-------------------|
| 93–100         | A            | 4.00          | Superior          |
| 90–92          | A-           | 3.67          | Superior          |
| 87–89          | B+           | 3.33          | Above Average     |
| 83–86          | B            | 3.00          | Above Average     |
| 80–82          | B-           | 2.67          | Above Average     |
| 77–79          | C+           | 2.33          | Average           |
| 73–76          | C            | 2.00          | Average           |
| 70–72          | C-           | 1.67          | Average           |
| 67–69          | D+           | 1.33          | Below Average     |
| 63–66          | D            | 1.00          | Below Average     |
| 60–62          | D-           | 0.67          | Below Average     |
| 00--59         | F            | 0.00          | Failure           |

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.\* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences. Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

\* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

**Important information regarding College Procedures and Policies can be found on the syllabus supplement located at**

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



North Central State College  
SYLLABUS ADDENDUM

|                     |                     |                   |                         |
|---------------------|---------------------|-------------------|-------------------------|
| Academic Division:  | Liberal Arts        | Discipline:       | ENGLISH                 |
| Course Coordinator: | Thomas Shields      |                   |                         |
| Course Number:      | ENGL 2090-920A      | Course Title:     | Introduction to Fiction |
| Semester / Session: | Fall 2026 Session A | Start / End Date: | 8/17/2026 – 10/9/2026   |

**Instructor Information**

|                  |                     |                 |                           |
|------------------|---------------------|-----------------|---------------------------|
| Name:            | Kristina Butke, MFA | Phone Number:   | Not applicable            |
|                  |                     | E-Mail Address: | kbutke@ncstatecollege.edu |
| Office Location: | Online              | Office Hours:   | 12pm-1pm M-F              |

**I. Topical Timeline (Subject to Change):**

| Weeks | Topics                                                                                                                                                 |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Reading Literature vs. Other Writing; Genre Expectations; Plot, Theme, POV; Endings                                                                    |
| 2     | Characterization Through Action, Thought, & Dialogue; Point of View; Dialogue                                                                          |
| 3     | Gothic & Southern Gothic Literature; Setting as Meaning; Symbolism; Irony                                                                              |
| 4     | First-person Narration; POV & Reader Understanding; POV and How Story is Told                                                                          |
| 5     | Elements of Fiction to Interpret Text; POV; Fantasy vs. Reality; Gender & Adolescent Identity's Influence on a Text                                    |
| 6     | Realism, Sci-Fi, Utopia, Dystopia; Genre & Meaning; Physical & Psychological Burdens; Ethics and Philosophical Questions Raised by Speculative Fiction |
| 7     | Metafiction & Myth; Allegory; Literary Criticism; Deconstruction                                                                                       |
| 8     | Literature in Conversation                                                                                                                             |

**II. Course Assignments:**

1. Quizzes: Two
2. Tests: Two
3. Skills Testing: Writing assignments test various skill sets from critical thinking to grammar
4. Independent Studies: None
5. Homework: All preparatory assignments are connected to major assignments

**III. Grading and Testing Guidelines:**

Final Grade Calculation

| Activity                 | Qty | Points | Percentage |
|--------------------------|-----|--------|------------|
| Quizzes                  | 2   | 50     | TBA        |
| Discussion Responses     | 12  | 10     | TBA        |
| Exams                    | 2   | 100    | TBA        |
| Literary Analysis        | 2   | 100    | TBA        |
| Final Project/Final Exam | 1   | 100    | TBA        |

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1. **IV. Examination Policy:** The reasons for which a student will be excused from taking an examination:
  - a. Hospitalization (with documented verification)
  - b. Death in the immediate family (with documented verification)
  - c. Personal illness or illness in immediate family - (doctor's excuse required).
2. A student who misses an examination for any reason is responsible for making up the examination within 2 days of the return from absence, decided on a case-by-case basis.

**V. Class Attendance and Homework Make-Up Policy:**

1. Class attendance is necessary to acquire the knowledge required to succeed in this course and achieve knowledge objectives.
  - a. **Participate in class.** If you are in class for less than 90% of a class session, you will be counted absent. Students MUST attend the first class AND complete their first-week assignments before Friday of Week 2 of the term or you will be withdrawn for non-attendance. Absence for any reason is unexcused. However, instances of documented hospitalization, death in the immediate family, or other life-threatening issue causing one to miss class will be dealt with on an individual basis. This goes the same for late assignments. If you have work, childcare, or life issues which interfere with your attendance and/or work in this class, please reconsider your schedule and have back-up plans for your personal life. For each of the 3 credit hours of this class you should anticipate 2-4 hours of work outside the class.
  - b. **Participating will help you meet the expectations of the major and minor course assignments.** Participation is more than merely showing up. You are expected to take an active part in your own learning experience, participate in class discussions and group work, and keep up with assignments.
  - c. **Late assignment policy.** Assignments are due the date and time given, but the submission window remains open for a 12-hour grace period. Regardless of Canvas noting assignments late, only after the grace period is over and the submission window closes will the late paper penalty apply. For every day an assignment is late, a cumulative 10% off the assignment's point value will be deducted daily until you turn in the assignment or the assignment becomes a zero; whichever occurs first. Assignments that have been counted late with the point deduction knocking the score down to zero will not be accepted. If you are having difficulty with your paper, you may request an extension, but only before the assignment is due, and this will be granted on a case-by-case basis. **DO NOT EMAIL ASSIGNMENTS AFTER THE SUBMISSION WINDOW IS CLOSED.** Assignments emailed without instructor permission will NOT be opened, reviewed, or graded. Approved absences, as described above, will be granted an extension or alternative on a case-by-case basis.
  - d. **Tutoring is required in this course and earns points.** English 1010 courses tend to have embedded tutors. The Tutoring Center also has regular online hours during each term. Each writing coaching session does count as participation, whether writing coaching is online or in person at NCSC Tutoring Center.
  - e. **Online classroom etiquette.** Mute the microphone when not speaking. Video may be on or off while you are speaking (or not), but please upload a photograph to your Zoom profile as well as your student name so we may identify you while you speak. Be aware of delays and try not to talk over each other. You can ask questions during the session unless directed otherwise. Additionally, please always be appropriately clothed for public viewing in a setting appropriate for learning, and preferably be alone. Children, family, and pets interrupting you while you are in the Zoom course might be unavoidable, so in that situation, mute your microphone, turn off your camera, and deal with the issue. Then return to class as soon as possible. If there is a major issue preventing you from coming back to class, send an email or Canvas message.
  - f. **Photographing and recording-** photographing and recording any part of class work, lecture, etc., is strictly prohibited by students unless specifically requested by NCSC Specialized Services for adaptive learning requirements. Additionally, posting any part of class work, lecture, etc., on social media or any other internet organization is likely strictly prohibited in the spirit of FERPA privacy laws.
  - g. **Wi-fi issues-** If your Wi-fi boots you off or something else drops your signal, please reattempt to attend the course three times, and if it fails a fourth time, once you have signal again, email or Canvas message your

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professor about what happened and ask for what was missed. Your absence will be excused.

- h. Weather-related class attendance issues-** If the college is officially closed, in-person or online Canvas/Zoom classes will be cancelled and a recording of the class lecture and/or slides will be provided to students online in the Announcements section of Canvas.
- i. Classroom safety issues-**(NCSC recommended safety practices): Threatening situation in class: In the event that there is a situation involving a violent intruder or threatening situation, we need to be aware of some things we can do to protect ourselves. If something dangerous is happening to a student during online class, the recording will continue to run to document the incident for NCSC incident reporting purposes (as required by NCSC classroom policy). If the incident is a life or property danger, 911 will be called and appropriate follow-up measures will be taken (closing class early, recording for incident reports, etc.).

## **VI. Classroom Expectations:**

### **Growth Mindset**

Do you ever wonder why some students seem to not progress in their learning while other make amazing progress? Some students arrive in college with a fixed mindset while others have a growth mindset. A fixed mindset limits one's ability to see success and move toward it. A growth mindset opens one's vision and one's mind to use everything one knows, experiences, and learns to progress and reach their potential. Specifically, in this English course, we will be employing some growth mindset tools and some mindfulness focusing exercises. These will help us transition from the learning to write frame of a writing course and progressing to a writing learn understanding of college composition. This requires levels of critical thinking that we've perhaps never tried. All the exercises and activities help us create a set of tools for use in writing in any course in college, as well as any career position after college.

### **Respect your classmates and instructor.**

Some basic rules, include not interrupting or talking over anyone speaking to the entire class, having microphones muted when not speaking to avoid feedback, and eliminate distractions like chewing in the mic, dogs barking, screaming children, etc. Questions on topic, naturally, are acceptable. More importantly, classroom content and writing discussions require sincere respect and tolerance of ideas, concepts, beliefs, which may be very different from your own. Importantly, we must share a safe place to explore new and varied ideas within this class and course. The most challenging activity for this is our peer edits/reviews. Simply because you do not agree with the content of an essay does not mean that essay does not have strong merit in the overall continuing conversation on the topic in academia. Peer edits/reviews, like grading from an instructor, look at the successful or unsuccessful use of rhetorical tools and writing to effectively discuss an aspect of a topic. Whether a peer editor or instructor is persuaded to change one's position is NOT the goal; effective writing is the goal.

### **Communication**

All communication with the instructor MUST include the student's name and course name and number. The fastest method in which to contact your professor is to use email (preferred) or Canvas messaging, which will most likely be checked during office hours. Email in a professional or academic situation requires a specific format including a greeting, the body of the email in paragraphs, and a signatory note in the initial email and initial response. Subsequent responses in the same email thread do not require the formalities. I will not answer messages after 6:00pm or before 9am, no matter what format they are in. I will not answer messages on the weekends. Though I cannot guarantee a specific turnaround, I try my best to answer messages as soon as possible, and certainly within a day if they are within my open hours.

## **VII. Plagiarism and AI usage:**

**Plagiarism-**This course has a zero-tolerance policy for plagiarism. Whether you copy text word-for-word or mimic structure and vocabulary of another text, or fail to use citations for quotes, analysis, and summaries, any instance of plagiarism will mark the assignment, however weighted, as a zero, with no chance to redo the assignment. "I didn't know" is not an excuse. If you submit a paper with zero citations, it will be counted as plagiarism and scored as a zero.

**AI usage-**We will follow the college's AI policy on usage. It is as written:

The use of Artificial Intelligence (AI) tools includes, but is not limited to: Using AI to write entire essays or complete unfinished portions of the assignment, unless the use of AI is expressly allowed as part of the assignment. Using AI to rewrite significant portions

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of a text. Improperly crediting AI tools for any artistic piece used for illustrative purposes. Examples of acceptable AI use, application, or assistance includes but is not limited to the following:

- a. Brainstorming a topic
- b. Generating search terms or keywords for research
- c. Formatting citations (while AI can format citations, it often includes incorrect quotations and parenthetical citations within a text)
- d. Finding errors and receiving general suggestions for improving without using AI tools to explicitly compose an essay or text
- e. Searching for specific information as one would do with search engines, browsers, and databases with proper credits to the AI tool used (as with a database or search engine)
- f. Generating AI artwork, audio, images, or videos with proper credits to the AI tool used.

If you use AI to generate an entire paper or assignment, or even portions of it, it will be counted as plagiarism and be scored as a zero, with no chance to redo the assignment.

## Course Schedule

### Dates of Importance

August 17 – Fall semester classes begin  
September 7 – Labor Day – No classes  
September 16 – Midterm grades due by noon for session A  
October 5-9 – Final Examinations  
October 12 – Final grades due by noon for session A  
October 12-16 Fall Break – Offices open but no classes

## Week One

- Readings:
  - “How to Read Literature”
  - “A Good Man is Hard to Find”
  - “Paul’s Case”
  - “Sonny’s Blues”
- Discussions:
  - Discussion 1 – Wednesday, August 19
  - Discussion 2 – Friday, August 21

## Week Two

- Readings:
  - “Everyday Use”
  - “Hills Like White Elephants”
  - “Sweat:
- Discussions
  - Discussion 1 – Wednesday, August 26
  - Discussion 2 – Friday, August 28
- Quiz
  - Quiz #1 – Sunday, August 30

## Week Three

- Readings
  - “A Rose for Emily”

- “The Cask of Amontillado”
- “The Importance of the Single Effect in a Prose Tale”
- “The Lone Ranger and Tonto Fistfight in Heaven”
- “The Story of an Hour”
- Discussions
  - Discussion 1 – Wednesday, September 2
  - Discussion 2 – Friday, September 4
- Literary Analysis
  - Literary Analysis 1 – Sunday, September 6

## Week Four

- Readings
  - “Sonny’s Blues”
  - “Everyday Use”
- Exams
  - Exam #1 – Friday, September 11

## Week Five

- Readings
  - “Where Are You Going, Where Have You Been?”
  - “A&P”
  - “Araby”
- Discussions
  - Discussion 1 – Wednesday, September 16
  - Discussion 2 – Friday, September 18

## Week Six

- Readings
  - “The Things They Carried”
  - “The Ones Who Walk Away from Omelas”
- Discussions
  - Discussion 1 – Wednesday, September 23
  - Discussion 2 – Friday, September 25
- Quiz
  - Quiz #2 – Sunday, September 27

## Week Seven

- Readings
  - “Happy Endings”
  - “The Company of Wolves”
  - “Bartleby the Scrivener”
  - “A Deconstructive Reading of Melville’s ‘Bartleby the Scrivener’”
- Literary Analysis
  - Literary Analysis #2 – Friday, October 2
- Exams
  - Exam #2 – Sunday, October 4



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## Week Eight

- Final Project – Friday, October 9 (*Late submissions of the final project will not be accepted*)

## Course Schedule

### Dates of Importance

August 17 – Fall semester classes begin

September 7 – Labor Day – No classes

September 16 – Midterm grades due by noon for session A

October 5-9 – Final Examinations

October 12 – Final grades due by noon for session A

October 12-16 Fall Break – Offices open but no classes

### Week One

- Readings:
  - o “How to Read Literature”
  - o “A Good Man is Hard to Find”
  - o “Paul’s Case”
  - o “Sonny’s Blues”
- Discussions:
  - o Discussion 1 – Wednesday, August 19
  - o Discussion 2 – Friday, August 21

### Week Two

- Readings:
  - o “Everyday Use”
  - o “Hills Like White Elephants”
  - o “Sweat:
- Discussions
  - o Discussion 1 – Wednesday, August 26

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- o Discussion 2 – Friday, August 28
- [Quiz](#)
- o Quiz #1 – Sunday, August 30

### Week Three

- [Readings](#)
  - o “A Rose for Emily”
  - o “The Cask of Amontillado”
  - o “The Importance of the Single Effect in a Prose Tale”
  - o “The Lone Ranger and Tonto Fistfight in Heaven”
  - o “The Story of an Hour”
- [Discussions](#)
  - o Discussion 1 – Wednesday, September 2
  - o Discussion 2 – Friday, September 4
- [Literary Analysis](#)
  - o Literary Analysis 1 – Sunday, September 6

### Week Four

- [Readings](#)
  - o “Sonny’s Blues”
  - o “Everyday Use”
- [Exams](#)
  - o Exam #1 – Friday, September 11

### Week Five

## ENGLISH 2090 – 920A | SESSION A FALL SEMESTER COURSE SCHEDULE

- **Readings**
  - o “Where Are You Going, Where Have You Been?”
  - o “A&P”
  - o “Araby”
- **Discussions**
  - o Discussion 1 – Wednesday, September 16
  - o Discussion 2 – Friday, September 18

### Week Six

- **Readings**
  - o “The Things They Carried”
  - o “The Ones Who Walk Away from Omelas”
- **Discussions**
  - o Discussion 1 – Wednesday, September 23
  - o Discussion 2 – Friday, September 25
- **Quiz**
  - o Quiz #2 – Sunday, September 27

### Week Seven

- **Readings**
  - o “Happy Endings”
  - o “The Company of Wolves”
  - o “Bartleby the Scrivener”
  - o “A Deconstructive Reading of Melville’s ‘Bartleby the Scrivener’”
- **Literary Analysis**

## ENGLISH 2090 – 920A | SESSION A FALL SEMESTER COURSE SCHEDULE

- o Literary Analysis #2 – Friday, October 2
- Exams
- o Exam #2 – Sunday, October 4

### Week Eight

- Final Project – Friday, October 9 (Late submissions of the final project will not be accepted)