

COURSE AT A GLANCE:

<p>How do I get help from Brian?</p> <p>Email me anytime: malonebrian@fhda.edu</p> <p>There are no office hours during summer quarter, but you should email me if you have questions or need help. I will get back to you within 24 hours on weekdays. I do check my email sporadically on weekends, but I cannot guarantee a 24-hour response.</p> <p>For more info on contacting me, see p. 4 of this syllabus.</p>	<p>What texts do I need?</p> <p>Required: You will need two novels: 1. Chandler, <i>The Big Sleep</i> 2. Desai, <i>Witness the Night</i> The remaining readings will be available on Canvas.</p> <p>You will also need reliable, regular access to Canvas.</p> <p>For more info about Canvas, see p. 3 of this syllabus. For more info on texts, see p. 3 of this syllabus.</p>																
<p>What work do I have to do?</p> <ol style="list-style-type: none"> 1. You have to read. 2. You cannot pass if you do not write both essays. 3. A midterm and a final exam. 4. Ten discussion posts. 5. You are encouraged to attend the Wednesday class period on Zoom. <p>For more info on workload, see p. 2. For more info on assignments, see p. 6.</p>	<p>When is work due?</p> <p>This course is broken up into 6 weeks. Each weekly module will include some combination of readings, video lectures, slideshows, discussions, and (on occasion) papers and exams.</p> <p>There are two assignment deadlines every week:</p> <ul style="list-style-type: none"> • Monday by midnight • Thursday by midnight <p>If you miss two deadlines in a row without contacting me (meaning that you've missed a week of work), I will assume you are no longer part of the class and I will drop you.</p> <p>For more info on structure and deadlines, see pp. 5-6.</p>																
<p>How will the grades be calculated?</p> <p>The points breakdown is as follows:</p> <table border="0"> <tr> <td>Paper 1</td> <td>100 pts</td> </tr> <tr> <td>Paper 2</td> <td>100 pts</td> </tr> <tr> <td>Midterm</td> <td>100 pts</td> </tr> <tr> <td>Final Exam</td> <td>100 pts</td> </tr> <tr> <td>Discussion Posts</td> <td>100 pts</td> </tr> </table> <p>Final grades will be assigned as follows:</p> <table border="1"> <tr> <td>450-500 A range</td> <td>300-349 D range</td> </tr> <tr> <td>400-449 B range</td> <td>299 and below F</td> </tr> <tr> <td>350-399 C range</td> <td></td> </tr> </table> <p>THERE IS NO EXTRA CREDIT in this class.</p> <p>For more info on grading, see pp. 6-7.</p>	Paper 1	100 pts	Paper 2	100 pts	Midterm	100 pts	Final Exam	100 pts	Discussion Posts	100 pts	450-500 A range	300-349 D range	400-449 B range	299 and below F	350-399 C range		<p>Expectations</p> <ol style="list-style-type: none"> 1. You should understand my expectations and the kinds of help that I can provide you. See p. 3 for this information. 2. You will check your email and the course announcements every day. 3. You will always communicate with me and with your classmates with kindness and respect. See p. 5 for more information. 4. Do NOT engage in academic dishonesty. This includes not plagiarizing (even a sentence) in essays. My policies on academic dishonesty are strict and harsh. See p. 7 for more information.
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Introduction to Fiction: “But Officer...”

Course Overview

Chances are good that you encountered a detective story in the last month, whether on television at the movies, or in written form. It’s a genre that has become fundamental to American popular culture (and not just to American culture!).

In this course, we will approach fiction by way of a specific genre: detective fiction. We will survey detective fiction in English from the nineteenth century to the present, paying attention to some of the key developments in its history. Our texts will include short stories (by Conan Doyle, Christie, Moseley, and Poe), two novels (Chandler’s *The Big Sleep* and Desai’s *Witness the Night*), and an episode from a recent television adaptation (*Miss Fisher’s Murder Mysteries*). As part of our investigation, we will explore general characteristics of fiction. We will use detective stories to talk about plot, character, setting, theme, style, etc.

But our orientation in this course will also be critical. We will interrogate the historical, intellectual, and social contexts of this specific genre. The primary theme of our inquiries will be the ways in which detective fiction engages with (and is dependent upon) discourses of race, class, gender/sex, and sexuality. How does “investigation” function as a social practice? What does it mean to uncover secrets or provoke scandal? How does detection relate to the production of society and the regulation of bodies and emotions? In this way, we will read detective fiction in relation to questions of surveillance and social order. To guide this reading practice, we will introduce interpretive perspectives influenced by feminism, postcolonial theory, and queer theory.

Finally, I want you to know that I am extremely excited to be teaching this course! I am fascinated by detective stories and I’ve chosen works that I am excited to share with you. I’m also eager to see how your readings of these works will help me to understand them in different and deeper ways. I envision this class as a communal educational experience: we will read and think and learn together. Could anything be more fun? (No.)

A Note on Workload

This is an English literature course. Do I really need to tell you that you will be expected to read and write (in English) in this course?

For those of you who have experience with ELIT courses, the reading in this course may seem light. It is, after all, an introductory course. However, for those of you who have not taken ELIT courses, you will want to make an informed decision about whether you can manage this course. You cannot expect to blow off the reading and still pass this course.

For many of you, the amount of reading will likely require some adjustments in your study skills. In most cases, **you will not be able to put off the reading until the night before the deadline.** Rather, you will need to make a serious commitment to reading for this class *every day*. You may need to schedule blocks of uninterrupted time to read for this class. Indeed, with some of the more difficult works, you may need to develop new reading practices. But this is good! Improving your reading skills is useful! Besides: what else do you have to do this summer? ☺

Student Learning Outcome Statements (SLOs).

In this course, you will learn to:

- Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques.
- Analyze fiction in writing from multiple critical perspectives.

Required Texts

There are two required texts for this class:

1. Raymond Chandler, *The Big Sleep*, Vintage Crime, ISBN: 978-0-394-75828-5
2. Kishwar Desai, *Witness the Night*, Penguin, ISBN: 978-0-14-312097-1

The Big Sleep is available at the De Anza Bookstore and from the usual online retailers. Be careful about other editions of the Chandler novel. You are responsible for the text I assign. If you are not sure about an edition, check with me.

Witness the Night is out-of-print in the US. You can find used copies online, but they are sometimes expensive and often take a while to ship. **For this book, I encourage you to use the Kindle edition.**

There are additional texts, but these will be available online and posted on Canvas.

Online Instruction

Our class will be mostly asynchronous with up to two synchronous hours (optional) each week (Wednesdays, 12:30-2:30). This means the course will take place primarily on Canvas, with a Zoom class period on Wednesdays. **You will not be able to take this course without regular access to Canvas.**

If you have not used Canvas, you should familiarize yourself with it. You can log in to Canvas here: <https://deanza.instructure.com> Once you do so, you should take the Canvas Orientation Course (if you've never used Canvas before): <https://deanza.instructure.com/courses/1106>

You should also download the Zoom app for your computer, iPad, and/or phone. This is how we will hold our Wednesday class sessions. It's free. The Zoom download center is here: <https://zoom.us/download>

Here are some things you should know about this online class:

What this class will NOT do:	What this class WILL do:
Allow you to submit all of your work at once in big chunks.	Require you to pace yourself and turn in work twice a week.
Save you time.	Allow you to be more flexible with your time.
Allow you to be successful by taking shortcuts.	Provide the resources necessary for you to be successful by improving your skills at reading, analyzing, and discussion literature.
Require you to do LESS nor MORE work than a typical face-to-face class.	Provide the SAME AMOUNT of content and teaching that a face-to-face class and homework for that class would require.
Make you work entirely on your own.	Have a teacher available for questions and provide regular opportunities for you to discuss ideas with your classmates.

What You Should Expect

Contact with Me

Even though this class is almost entirely online, I want to be very clear that **you are not on your own** in this class and that there will be **opportunities to interact with and to get help from me.**

You should **email me if you have ANY questions or concerns.** My email is malonebrian@fhda.edu. I will also respond to messages that you send me on Canvas. You can expect that I will respond to a message within 24 hours on weekdays.

Because it is Summer Session, there are no scheduled office hours (as per De Anza policy).

What Kinds of Help I Provide

You should expect that I will provide clear lectures, handouts, and assignments. I will grade assignments twice a week (except for papers and exams, which may take me a full week to grade). I will provide written feedback on the assignments.

I will *glady* respond to questions about any assignment via email or Canvas message.

Working with Me

I have a specific pedagogical style in my writing classes. You should be clear that:

- **I do not read drafts** of any assignment (including papers) in advance.
- I do not provide tutoring or editing services for your essays. If you need these, you should seek additional help outside of this class. See the information about the Writing and Reading Center (WRC) on p. 8 of this syllabus.
- **I do not accept revisions or rewrites for any assignment, including papers.** Once an assignment has been submitted and graded, there is no way to improve the grade on that assignment. Please do not ask.
- I will consider accepting late work only with advance notice.
- There is no extra credit in this class.

Students who succeed in my class (and most students do!) succeed because they adjust to the expectations that I outlined above. Successful students:

- Watch my lectures/slideshows and pay close attention. While I am happy to explain via email *anything* in my lectures/slideshows that you do not understand, emailing me cannot *substitute* for actually watching/reading.
- Take every assignment seriously. If you do not understand the assignment, email me *before* it is due. Once it has been submitted, it is final.
- Pay careful attention to my written feedback, especially on the Discussion Posts and papers.

All of this is to say that I will provide you with plenty of help and feedback to succeed, but that you will have to work in such a way that you take full advantage of the help and feedback I am offering.

Fun!

You should also expect to enjoy this class. That's part of the point of it!

What I Expect

Communication

Because I may only see you (on Zoom) once a week (if that!), you **must** read communications from me regularly. **You will not succeed in this class if you do not remain in contact with me and read all of my messages/announcements.** This means:

- You must check your email and Canvas messages every day. If you do not like your email, that's unfortunate; however, it's also no excuse for not receiving my messages.
- You should check Announcements on Canvas every day. I recommend you set your Canvas notifications so that you receive an email every time that I post an announcement. These announcements will often be important—and will often help you with the work for that week.

Treating Each Other as People

Always keep in mind that online communication can be dehumanizing and that, in an online environment, we can all be tempted to respond to others in ways that are not kind, considerate, or respectful. It can be easy to fall into the assumption that, just because you don't see much of me, I am some kind of “grading robot,” rather than a real person with a real life. Similarly, it's easy to forget that your classmates are also real people who are—in all likelihood—going through the same life challenges and difficulties that you are.

I expect that you will *always* communicate with me and with your classmates as if you were speaking to us face-to-face in the classroom. You should only treat others in this course (me included) in the way that you yourself would want to be treated in a professional/academic environment. **This means you will treat *everyone* in this course with respect, kindness, and generosity.** If you fail to do so, I will call your attention to that lapse and I will expect you to respond appropriately. And, of course, you should expect that I will treat you with the same respect, kindness, and generosity in all of my communications.

When Life Happens... SEND ME AN EMAIL

We are currently living through unprecedented and difficult times. Even under normal circumstances, I know that unexpected and stressful things happen: illnesses, break-ups, losses of loved ones, family difficulties, financial challenges, legal troubles, and many other unpleasant surprises. I wish these things didn't happen (to you or to me) during the academic quarter, but they do. Often when these things happen to students, they “disappear”; they stop participating in class and ignore my emails until it is too late. But there is a better alternative: you can reach out to me and I can help you get through it—whatever “it” is. I have years of experience helping students through difficult times. I'm supportive, flexible, and understanding. Your success in this class is very important to me and I will do whatever I can to help you succeed. So please, if life happens to you this quarter, **SEND ME AN EMAIL.**

Course Details

Structure and Workload

This course is broken up into 6 weeks. Each weekly module will include some combination of video lectures, slideshows, readings, discussions, and other assignments (including papers and exams).

There are two deadlines for assignments each week:

- MIDNIGHT on Monday
- MIDNIGHT on Thursday

This means that you will need to turn in assignments twice a week.

If you miss a deadline without a very good reason, I may not accept your work. If you miss TWO deadlines in a row, I will assume you are no longer part of the class and I will drop you.

I generally do not accept late work, but if you have a **very good reason** for not being able to turn in an assignment on time, I will consider accepting it. *Students with family responsibilities are especially encouraged to contact me regarding missed or late work.* Please let me know in advance if possible. Late work may not receive feedback.

Wednesday Zoom class

There will be a synchronous class period held each Wednesday at 12:30 PM. Attendance is NOT required at this Wednesday class meeting. These meetings will last roughly 60-90 minutes, depending on what we feel the need to discuss.

These meetings will be an opportunity for several different types of activities:

- I may provide a brief lecture.
- I may show a video or video clips.
- I may put you into breakout rooms for small group discussions or activities.
- I will be available to answer questions in real time.

If the class period includes a brief lecture or any video clips, I will record those portions of the class and post them later. I will not record the group discussions/activities or any Q&A.

I would encourage you, if at all possible, to attend the Wednesday Zoom meetings. This is your chance to see and talk to other people and to feel like you're in a real class!

Assignments

Reading. There will be reading. You will need to do it.

Discussion Posts. Twice a week, you are required to post a discussion post (in the QHQ format, which we will discuss) and to respond to questions raised by your classmates.

Essays. There are 2 required essays. They will be relatively short (3 pages). **You cannot pass this class if you do not write both essays.**

Exams. There is a midterm and a final exam. Each will include writing *short* essays.

Extra Credit. There is no extra credit in this class.

Grading

The breakdown of points by assignment is as follows:

Paper 1	100 pts
Paper 2	100 pts
Midterm	100 pts

Final Exam 100 pts
Discussion Posts (10x10pts) 100 pts

Letter grades will be assigned based on the following points. I will assign traditional + (88-89) and – (90-92) grades (but note there is no C- at De Anza). I also do not award A+ grades.

450-500 A range	300-349 D range
400-449 B range	299 and below F
350-399 C range	

Classroom Environment

Safe Space. Consider this virtual classroom a safe space and please do your part to keep it a safe space. For starters, you should feel free to share your ideas and express yourself without judgment from us. **There are no stupid questions!** If anything is ever unclear, feel free to ask. You never know; others might have the same question. You will learn very quickly that **I do not make fun of students**, so do not fear asking questions.

Content Advisory. We will occasionally talk about sexuality (including queer sexuality) and other “adult” content. Your continued enrollment constitutes your agreement that you do not find this material objectionable.

Mutual Respect. In this course, we will discuss sensitive topics that will sometimes impinge on deeply held values or beliefs. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on her/his own experience. If you wish to disagree with a specific argument or claim, you must do so intelligently and respectfully. If you are respectful and intelligent, **I will have your back**—regardless of whether I personally agree with you.

Plagiarism and Academic Integrity

Academic integrity means being honest and open about the work you do for school. It means standing behind your own work and giving credit to the proper people when you borrow work from other sources. Academic dishonesty, also known as plagiarism, is when you use another person’s words without giving that person credit. **You will submit all of your essays on Canvas, which has built-in plagiarism detection using turnitin.com.**

Remember that plagiarism is a punishable offense. If I determine that significant plagiarism has occurred (and by significant, I mean *more than one sentence* in an essay that is not your work), the following things will happen:

1. I will automatically award the assignment a zero, with no re-write or re-submission.
2. I will submit a report to the office of the Dean of Student Development. That office will determine an appropriate administrative response.

There is no negotiation over these consequences. They will occur automatically. And note: the zero on that assignment may well result in you failing the class. Again, this is not negotiable. If you are not comfortable with this policy, you should not enroll in this class.

If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, you can always ask me for help.

Administrative Deadlines

Thursday, July 2: Last day for drops with a refund.

Tuesday, July 7: Last day to add.

Wednesday, July 8: Last day to drop without a “W.”

Friday, August 7: Last day for drops.

Additional Resources

Undocumented Students

This is a challenging time to be an undocumented student. First, I want to be very clear that **you belong here**—in this class, at De Anza, and in the broader community. There are many, many people who believe this and we will do everything we can to support you.

Second, I want to call your attention to De Anza’s **Resources for Undocumented Students**.

Check out this website: <https://www.deanza.edu/students/undocumented.html>

And let me know if you have any questions or concerns. I can help!

Food, Housing, or Transportation Resources

Food, housing, and transportation can be significant challenges for people living in our area. De Anza has resources available that may be able to help you. Check out this page:

<http://www.deanza.edu/resources/>

Student Success Center and Writing & Reading Center (WRC)

De Anza's Student Success Center is open Summer 2020 and available for Zoom tutoring and workshops.

- All SSC Zoom links and schedules are located in one convenient place. Go to <https://www.deanza.edu/studentssuccess/> and follow the links in the Service Updates to add yourself to the non-course [SSC Resources Canvas](#) site, then click on Modules to find current schedules and links. This is updated frequently, so please, ALWAYS access SSC Zoom tutoring and workshops from within SSC Resources.
- Support for remote learning: If you’d like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop. We get it and are going through the same things, so let’s support each other!

De Anza College DSPS Syllabus Statement

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course.

Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.

- **Exams** must be booked at least **five (5) business days in advance** of the instructor approved exam date/time.
- **Finals exams** must be scheduled **seven (7) business days/weekdays** in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- [Contact the DSS](#) if you cannot find or utilize your [MyPortal](#) Clockwork Portal.
- DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

DSS Location: RSS Building, Suite 141

Phone: 408-864-8753

On the web: <https://www.deanza.edu/dsps/dss/>

Email: DSS@fhda.edu

De Anza College Mental Health Statement

Life at college can get very complicated. You may sometimes feel overwhelmed or lost. You may experience stress, anxiety or depression, or struggle with relationship difficulties.

Many of these issues can be effectively addressed with a little help.

Psychological Services helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. **The services are FREE and completely confidential.** Find out more at <http://deanza.edu/psychologicalservices/> or by calling 408-864-8868.

A Note on Sexual Misconduct

De Anza encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, Lauren Balducci, at (408) 864-8945 or balduccilauren@fhda.edu

De Anza College is legally obligated to investigate reports of sexual misconduct, and therefore the college cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As an instructor, **I am also required by our school to report incidents of sexual misconduct** and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

Schedule of Readings and Assignments

Note: All assignments are due by 11:59 PM on the specified day.

	Class activity and/or READING due by that day	Assignments DUE by 11:59 PM on that day
Wk 1 Mon, Jun 29	Read: Conan Doyle, “The Red-headed League” (on Canvas)	
Wed, Jul 1	Zoom Class: 12:30-2:30 PM	
Thurs, Jul 2	Read: Conan Doyle, “The Adventure of the Blue Carbuncle,” “A Scandal in Bohemia,” and “The Adventure of the Speckled Band” (on Canvas)	1. Introduction Assignment 2. Discussion Post 1
Wk 2 Mon, Jul 6	Read: 1. Christie, “The Case of the Perfect Maid” and “Tape-Measure Murder” (on Canvas) 2. Knox, “Ten Commandments for Detective Fiction” (on Canvas)	Discussion Post 2
Wed, Jul 8	Zoom Class: 12:30-2:30 PM	
Thurs, Jul 9	Read: 1. Chandler, <i>The Big Sleep</i> 1-13 (pp. 3-76) 2. Chandler, “The Simple Art of Murder” (on Canvas).	1. Paper 1 due 2. Discussion Post 3
Wk 3 Mon, Jul 13	Read: Chandler, <i>The Big Sleep</i> , Chs. 14-24 (pp. 76-159)	Discussion Post 4
Wed, Jul 14	Zoom Class: 12:30-2:30 PM	
Thurs, Jul 15	Read: Chandler, <i>The Big Sleep</i> , Chs. 25-32 (pp. 159-231)	Discussion Post 5
Wk 4 Mon, Jul 20	Read: Desai, <i>Witness the Night</i> , Chs. 1-3 (1-59)	1. Midterm Exam due 2. Discussion Post 6
Wed, Jul 22	Zoom Class: 12:30-2:30 PM	
Thurs, Jul 23	Read: <i>Witness</i> , Chs. 4-8 (61-143)	Discussion Post 7
Wk 5 Mon, Jul 27	Read: <i>Witness</i> , Ch. 9-15 (145-242)	Discussion Post 8
Wed, Jul 29	Zoom Class: 12:30-2:30 PM	
Thurs, Jul 30	Read: Moseley, “Smoke” (on Canvas)	1. Paper 2 due 2. Discussion Post 9
Wk 6 Mon, Aug 3	Read: Poe, “The Man of the Crowd” (on Canvas)	Discussion Post 10
Wed, Aug 5	Zoom Class: 12:30-2:30 PM	
Thurs, Aug 6		Final Exam due

Let's work hard and have a fun quarter!