

<p style="text-align: center;">Course Syllabus English 102: Literature & Composition (CRN 3188) Online Fall 2014</p>

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Middlesex Community College

Office Hours: Mon. 3-6, Wed. 12:30-1:15 Middletown; T/Th 10-11, 2-2:30 Meriden

Course Description: Students will learn how to develop interpretations of literature through reading short fiction, poetry, drama, and essays. They will be introduced to literary terminology and to standard critical approaches. They will also learn how to use source materials in order to clearly express their views about literature in several argumentative essays, which includes at least one research essay. *Prerequisite: a grade of “C” or better in ENG*101, ENG*101E, or ENG*101ALP. This is an “L” course.*

Required Text:

McMahon, Elizabeth et al. *Literature and the Writing Process*. 10th edition.

Really Important Note: Think of this syllabus as a contract. It’s my best attempt to tell you honestly and accurately what you can expect in the course. All rules and expectations are clearly outlined (I hope), and unless you experience some major medical emergency and notify me asap there really won’t be any exceptions/modifications. You probably have jobs and family responsibilities and other classes and friends and such. So do I; so does everyone else in this class. That means that none of us are special, so none of us should expect special treatment. I will not change the following rules and expectations; you will either choose to meet them or not and be graded accordingly.

E-mail Policy: Never hesitate to e-mail me should you have any questions or concerns. I will get back to you as soon as possible and will always do my best to get back to you within 24 hours. Use the “BlackBoard Mail” link to send me any questions that are of a personal nature. Otherwise, **PLEASE** post any other, general questions (anything about the readings or the assignments or simply the course that is unclear) on the “Course Questions” discussion board. That way, other students can see both the question and the answer I post. (Note: Be sure to check both your BlackBoard mail and the “Course Questions” board as I expect you to know/follow any answers I post there whether or not you are the one who asked the question.)

Withdrawal Policy: You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a “W” on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran’s benefits. Please make this decision carefully and with the help of your advisor.

Structure of Course

On An Average Week You Can Expect:

- Each week you will be required to read about 50 pages.
- **The expected average workload per week is the same as a “ground” class: 9-12 hours per week. (Yes, really! That’s 3 hours “in class” and 6-9 hours of homework.)**
- Most weeks you will also be asked to review course notes, media files, PowerPoints (lectures) or other outside sources alongside your reading.
- **By Noon on Friday of each week** you will be required to complete two tasks. The first, is a short, multiple choice quiz on the readings. The second is a mini-essay (~250 words) on one of the readings; I call these **one page papers**. You will receive more precise directions and examples during the semester.
- **By Noon on Sunday of each week** you will be required to post a short response (~100 words) to a peer on the discussion board. The goal of these “response posts” is to challenge and further the analyses posted by your peers.

So....

- The rhythm of our course will be as follows:
 - ☐ **Friday at Noon:** All discussion posts and quizzes must be present and accounted for. No late posts accepted.
 - ☐ **Saturday at Noon:** I will “unlock” the following week’s assignment. I will allow you to work up to one week ahead of schedule.
 - ☐ **Sunday at Noon:** Your response to a peer must be posted. No late posts accepted.
 - ☐ Repeat. It goes on like this.

Weeks When A Paper Is Due

- You will have one week to write each paper for this course.
- During that week, there will be no reading assignments or discussions.
- I’m happy to *scan* drafts of papers during the week, but since I allow you to revise essays after I return them with detailed feedback, I generally won’t spend much time on your drafts. **All papers, regardless of grade, can be revised (except for late submissions).** More on re-writes and late work below.

Assignments:

10%	Short Story Test
15%	Short Fiction Essay (3-5 pages interpretive)
20%	Poetry Essay (3-5 pages interpretive)
25%	Drama Essay (5-8 pages researched)
17.5%	Discussion Posts
7.5%	Quizzes
5%	Final Exam

Grading: “A” and “B” papers are well above average in critical analysis, style, and mechanics. Ideas are engaging, original, well-developed, and *convincing*. “C” papers are average, with relatively minor grammar, organizational, or development problems that distract from the easy flow of the essay. Generally these lack true depth of thought. “D” or “F” papers are those that do not meet the assignment, contain numerous errors, are not organized logically, or have repetition rather than development. Note: An “F” can be anywhere from a zero to a 59, and I have given single digit grades to papers that earn single digit grades. Please follow directions and **proofread** (at least twice!)—the three papers make up 60% of your grade!

Because of the prerequisites for this course, I’m assuming everyone enrolled knows how to write at the college level (and I’m not going to be spending much time teaching or reviewing this skill). I also expect that all enrolled students have a basic facility with literary interpretation (though that skill will continue to develop over the course of this semester). Basically, I will echo the words of David Foster Wallace in one in his course syllabus: “If you are used to whipping off papers the night before they’re due, running them quickly through the computer’s Spellchecker, handing them in full of high-school errors and sentences that make no sense and having the professor accept them ‘because the ideas are good’ or something, please be informed that I draw no distinction between the quality of one’s ideas and the quality of those ideas’ written expression, and I will not accept sloppy, rough-draftish, or semiliterate college writing. Again, I am absolutely not kidding.”¹

More on Grading Papers: While all discussion posts should be written formally/academically, I’m even pickier on papers. Especially since I allow students to revise their papers, I do *not* consider myself an easy grader when it comes to big, formal essays. In fact, here is feedback I received from a student’s course evaluation last year for an online literature class: “[Professor Floridia] should also realize this is only a community college literature course, not a course on composition writing. He grades the papers harshly as if this was a composition writing course and should realize the objective of the course is to understand the concept of the writing.” I share this so that you are not entering the course under any false pretenses: this is a course where you will be learning about literature *and writing intelligent, thoughtful, insightful compositions* about the readings. This is a literature course, and this is a community college; however, a paper for a college English class needs to read like a paper for a college English class. English 101 is a prerequisite for a reason.

Rewrites: I really, sincerely believe that the best way to improve your writing (and the quality of your thinking/interpretation/analysis) is to learn from your own mistakes; that means carefully revising papers. Obviously, I do my best to make expectations clear before you write the paper. However, when I return your papers to you, I will give you far more than just a letter grade—I will give you detailed, specific feedback about what worked and what didn’t work on that paper.

I encourage you to rewrite papers that receive a “B-” or lower. You may re-write the paper regardless of the grade, BUT to earn a higher grade I need to see that you have made extensive improvements rather than simply minor revisions (which is often more difficult for a paper that has already earned an above-average grade). Your final grade for the paper will be determined by

¹ Roiphe, Katie. “The Extraordinary Syllabus of David Foster Wallace: What his Lesson Plans Teach Us About How to Live.” *Slate.com*. The Slate Group, 23 Nov. 2011. Web. 4 Dec. 2011.

averaging the grade of the original and that of the rewrite (remember what I mentioned above about the range of “F” papers before you think about handing in garbage because you know you can re-write it.) Think of it this way: if you do really well the first time you submit your essay, then you are done because you’re happy with your grade, and you don’t need to revise the paper at all; if you don’t do so well on the paper, then you’ll get a whole bunch of notes from me for how to revise it, which, if you follow carefully and take the time to revise, should allow you to earn back up to half of the points you lost on the paper. (It’s like failing a test and being able to re-take it and get half of your points back. Plus, I’m usually generous with the averaging of the two grades.) Finally, late papers are not eligible for a re-write (they’re just a big fat zero.)

Late Discussions/Quizzes: No late discussion posts/quizzes. You need to meet the deadlines stated in the syllabus. If you fail to submit a discussion post or quiz on time, then you will receive a zero with no “re-dos,” “revisions,” “exceptions because you feel special,” or “excuses: my computer died, I was sick, my dog ran away, my car won’t start, I’m lazy, etc.”

Any submission time-stamped one *second* past the deadline is a zero.

BlackBoard will automatically mark it late, and I will not accept it.

Plan ahead! Do NOT wait until the last minute to attempt to post your work. What if BlackBoard malfunctions and logs you off? Then you’ve got a zero. What if BlackBoard’s clock is five minutes faster than your clock? If BlackBoard marks your submission late, it’s a zero. What if...? Late work = zero. That’s it. Your best bet is to simply get the work in a day early—that way you have plenty of time to deal with whatever issues arise.

Late Papers: For every one hour (rounded *up*) that your paper is marked late by BlackBoard, you will receive a 3 point penalty. I will not provide nearly as much feedback on late papers, and, more importantly, you will not be allowed to revise late papers for a better grade.

Discussion Board Expectations

Each week during the first two units, you will choose one of the poems or stories assigned and write a **one page paper** on it and respond to a classmate's posting. Directions and samples will be found in week 1.

1) In **about 250 words**, you will select **one quotation from one of the readings and *explicate*** it fully to demonstrate your understanding of the text. This is your chance to show your capacity to interpret a text by referencing a specific passage. You are encouraged to take risks in your interpretations – just always base your analysis soundly in the text. Discussion board rubrics will be posted to the site so that you clearly understand how you are being graded/assessed. This is worth 10 points.

2) Write a **response to someone else's discussion** post. **Note:** You must choose a peer-response that addresses a **different reading from the one you chose to write on**. This should reflect real *engagement* with your classmate's ideas. This should be at least one solid paragraph (about 100 words) and should also contain some direct textual support. In other words, something like, "Wow, great post Adam. I totally agree with what you said. I thought the same thing about the reading. We're totally on the same page" will earn you a zero. I want thought and engagement, not fluff. This will be worth 5 points.

Discussion Board Grading Scale

Discussion board postings are graded on a scale from 1-10. You will also be expected to reply to a classmate's posting, which will be worth 5 points. That means each week, your total Discussion Board grade will be out of 15 possible points. **Discussion board posts are not revisable.**

- Please note that I rarely give out 10s on discussion board posts – your work must be truly extraordinary. Simply meeting the criteria for the assignment does not earn you an A.
- If you meet the criteria for the assignment and do average work, you will earn a C (a 7).
- 9s and 10s are reserved for those students who are going above and beyond basic course expectations and who are thus engaging in above average work.
- At the end of the semester, I will drop your lowest weekly discussion grade.

Guided Reading Questions: Each week I will post a set of Guided Reading Questions. Since I don't have the pleasure of talking to you in class about the important aspects of each reading, this is my attempt to help you focus on significant parts/concept/ideas/language. You do not need to answer these and I will **never collect or grade them**. However, they should be a valuable tool as you read each text, plan your discussion posting, and eventually review for the final exam. Really, these are my way of trying to help you get even more out of each reading assignment. If you ever have any questions or simply want to have more discussion on any given reading, please don't hesitate to start a discussion thread in the "Course Questions" section!

Online Rules:

1. No personal attacks are permitted. If there is a difference of opinion, mature discussion and conflict resolution are expected. Disagreement can lead to wonderful discussion and insight—just keep it civil!
2. If I have to delete your post from a discussion board (for personal attacks, inappropriate language or action, etc.), you will receive an automatic zero for that week's discussion. Basically, remember that even though you're a mysterious, semi-anonymous, online presence this is a college class. Appropriate behavior/interaction is expected.
3. ALL writing for the course should be academic in nature. Yes, you are writing in an online format; No, you are not writing an e-mail to friends. Wording, usage, development, thought, clarity, professionalism should all meet high academic standards.
4. You are expected to login several times over the course of the week (to watch lectures, to post and to respond). Logging in once a week for one hour will not lead to success in this course. **The expectation of this course is 9-12 hours per week of work (Remember? I mentioned this before, too).**

Finally: This is a rigorous course that requires you to manage your time well, employ good study habits, and keep ahead of assignments. I expect you to devote time and thought to the reading assignments and the discussion posts. Hopefully, this will make for an extremely interesting and enjoyable course, as it encourages you to explore your own thoughts and to learn about some of the greatest works of literature ever produced in the English language!

****“MxCC offers FREE TUTORING on campus (Chapman Hall 711), at the Meriden Center, and online (etutoring.org). For more information, visit the College Learning Center Website (click www.mxcc.edu/clc) or call (860) 343-5770.**

Take advantage of these services and excel in your classes!”**

Plagiarism and Academic Honesty:

1) “At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees Policy Manual. This policy prohibits cheating on examinations, unauthorized collaborations on assignments, unauthorized access to examinations or course materials, plagiarism and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.” (Board of Trustees’ Policy 5.2.1)

2) So that was MxCC’s official policy on plagiarism. Here’s how I apply it in my class. If you do any of the following:

- Turn in material you did not write,
- Turn in papers written by you for another class (either high school or college),
- Turn in papers you drafted but revised or edited by another,
- Fail to paraphrase, summarize, or quote sources properly,
- Turn in papers written by someone else and edited or revised by you, or
- Get any of your *ideas* from another source. (*Anywhere* on the internet, for example)
- Don’t understand something so get an explanation from a website

then you have plagiarized.

Presenting another person’s **ideas or language** as your own will result in an automatic “F” (zero). If you plagiarize any of the one page papers, then you will receive an “F” (zero) for that entire 15% of your grade. It may also result in an “F” for the course because I will report the incident to the Chair of the English Department and to the Academic Dean since it is a violation of the Student Code of Conduct.

Don’t do it. I’ll find out, and it’s *really* not worth the consequences. My sincere advice/plea/warning: Don’t succumb to the urge to see what Sparknotes (or any of the other online sites) say about what we’re reading. That will only open up the possibility that you will use *ideas* (maybe not even words) from that source, and that’s plagiarism. I want to challenge you to *think*, and I want to read *your* ideas. Basically, just STAY OFF THE INTERNET (I know, ironic advice for an online course)!

In the interest of full disclosure: I will use the computer to scan every single writing assignment turned in to see if *any* of it is plagiarized. Remember, if you can find something online, so can I. And I do check!

****Unfortunately, I have never taught this course without having to fail a student for plagiarizing.****

3) Because ENG 101 is a prerequisite for this course, I expect you to know how to use proper MLA citation. You **MUST** cite texts correctly. Failure to do so will either lower your grade or earn you a zero for plagiarism.

4) Again, plain and simple: Even if you don’t understand a reading, do not look up summaries/analyses somewhere else.

(The next three pages are college policies that I have to include—read at your own discretion)

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.



NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator
Dr. Adrienne Maslin
Dean of Students/Title IX and Section 504/ADA Coordinator
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|
- Secondary Title IX Coordinator
Ms. Mary Lou Phillips
Director of Human Resources, Middlesex Community College
mphilips@mxcc.edu; 860-343-5751; Founders Hall Room 115
- Secondary Title IX Coordinator
Ms. Queen Fordham
Coordinator of the Meriden Center Welcome Desk
qfordham@mxcc.edu; 203-608-3011

General Outcomes of the Course
(Statement identifying educational goals of the course)

Written Communication (full competency)

- Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Critical Analysis and Logical Thinking (full competency)

- Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

Continuing Learning/Information Literacy (full competency)

- Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

Historical Knowledge/Understanding (full competency)

- Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

Social Phenomena Knowledge/ Understanding (embedded 1-4)

- Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

Appreciation of the Aesthetic dimensions of Humankind (full competency)

- Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

Appreciation of the Ethical Dimensions of Humankind (full competency)

- Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social political problems.

Unit No	Instructional Unit	<i>Specific Objectives of Instructional Unit</i> (The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is then to be based on the student's accomplishment of these objectives. Assume that each statement is prefixed with "The student will be able to".)
Written and Oral Communications in English Committee	Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.	In written communication: <ol style="list-style-type: none"> Respond to Rhetorical Situations <ul style="list-style-type: none"> Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations. Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. Use Sources <ul style="list-style-type: none"> Locate and evaluate sources appropriate to the rhetorical situation. Read, comprehend, and summarize an argument from a complex piece of writing. Analyze, evaluate, and respond to an argument from a complex piece of writing. Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas. Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation. Craft Logical Arguments <ul style="list-style-type: none"> Generate a controlling idea or thesis.

		<ul style="list-style-type: none"> • Provide clear and logical evidence, support, or illustration for their assertions. • Choose appropriate and effective organizing methods, employing effective transitions and signposts. • Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes <ol style="list-style-type: none"> 4. Apply Language Conventions <ul style="list-style-type: none"> • Use diction, tone, and level of formality appropriate to audience, purpose, and situation. • Apply the conventions of Standard English grammar, spelling, and mechanics. 5. Formulate Effective Writing Strategies <ul style="list-style-type: none"> • Develop flexible strategies for generating, revising, editing, and proofreading their writing. • Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.
Critical Analysis and Logical Thinking Committee	Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.	<ol style="list-style-type: none"> 1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below: <ul style="list-style-type: none"> • Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works. • Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components. • Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and "reasoning to the best explanation"). 2. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below: <ul style="list-style-type: none"> • Distinguish fact from opinion. • Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance. 3. Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below : <ul style="list-style-type: none"> • Assess the reliability, reasonableness, and perspective of the sources of evidence. • Identify their own assumptions and minimize confirmation ("my-side") bias while considering viewpoints other than their own. • Apply criteria for evaluating the success of each kind of inference 4. Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion as outlined below: <ul style="list-style-type: none"> • Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and methodology.
Continuing Learning/ Information Literacy Committee	Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.	<ol style="list-style-type: none"> 1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. 2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). 3. Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work. 4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.
Historical Knowledge/ Understanding	Students will study the interrelatedness of various realms of human experience from multiple	<ol style="list-style-type: none"> 1. Interpret and differentiate types of historical sources including popular, academic, primary, and secondary. 2. Recognize ever-changing interpretations of history. 3. Examine the development of societies in national and/or international contexts. 4. Explain the influence and agency of race, class, gender, and other perspectives on historical events.

Committee	historical perspectives.	<ol style="list-style-type: none"> Describe the impact of the past on subsequent events, including the present. Examine the complex, dynamic, and interrelated nature of change.
Social Phenomena Knowledge/ Understanding Committee	Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.	<ol style="list-style-type: none"> Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups. Describe different theories and research methods used to investigate social phenomena. Recognize ethical issues pertaining to social contexts and phenomena. Explain issues of diversity within and across cultures.
Appreciation of the <u>Aesthetic</u> and Ethical Dimensions of Humankind Committee	Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.	<ol style="list-style-type: none"> Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, or other arts. Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts. Articulate ways in which literature, performance, the visual arts or related forms respond to and influence society and culture. Actively engage with the literary, performing or visual arts or other cultural forms through experience or creative expression. Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.
Appreciation of the Aesthetic and Ethical Dimensions of Humankind Committee	Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.	<ol style="list-style-type: none"> Respond critically to ethical issues. Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

Are you still reading this???

Go click on Unit 1 Week 1 and get started! 😊