

ENG 102 – CRN 2077 –LITERATURE AND COMPOSITION– SUMMER 2016

June 29 – August 5, 2016

Online - Blackboard

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**Students must activate and regularly check their MxCC E-mail addresses in addition to their Blackboard Mail. Important messages from this class and the college will be sent to MxCC e-mail addresses. **

Required Textbook: Mays, Kelly J., Editor. *The Norton Introduction to Literature, Portable 11th Edition*. (2014)

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:* ENG* 101 with a grade of “C” or better. This is an “L” course.

Blackboard: This course is an online course and thus, students will need consistent internet access in order to complete the coursework. As a system, Blackboard requires *at least* high-speed internet access (this access can be gained at various coffee shops or any place of business that offers free WiFi). Blackboard offers a network on which I will post the syllabus, quizzes, assignments, lectures, and discussion questions – all of which students will need to consistently access in order to complete. All students are encouraged to complete orientation for online classes. This orientation will help familiarize with the tools necessary to complete this course and can be completed [online if you click on this link](#). Please know that Blackboard is the ONLY way to submit assignments and the main source for contacting me during the course. Use MyCommnet in order to access to Blackboard. Students who experience technical difficulties should contact Distance Learning at 860-343-5756.

General Outcomes of the Course: Students who complete ENG 102 will generally meet the following outcomes:

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.

Course Goals: Students will learn fundamental elements of poetry, drama, fiction, and the literary essay. In addition, students will also learn fundamentals of literary criticism as a means of approaching literary texts, and how to incorporate both source materials and their own ideas in properly documented essays. Overall, the course aims to increase students’ appreciation of literature, their skill in reading it, and their ability to convey ideas about it.

The students in ENG 102 will:

- Read works of recognized merit in poetry, drama, fiction and the essay, the readings to be drawn from a variety of historical eras.
- Read works of literary criticism—both primary and secondary sources.
- Learn about the historical, social, cultural, and creative contexts that influence the writing of literature from period to period.

- Learn about the relationship between the literature and the lives of the writers.
- Learn to interpret literature on the basis of textual evidence.
- Learn to recognize and understand the value of standard literary elements and devices within literary works.
- Learn to recognize conventional themes within and among literary works learn to distinguish between generally-held and private interpretations, and to accept that there may be more than one valid interpretation of a given work.
- Learn about evaluating literature by means of various strategies of literary criticism.
- Write formal documented essays combining personal analysis with professional analysis gathered from critical texts.
- Write examinations in acceptable prose, demonstrating a grasp of the elements listed above.

Course Requirements:

Blackboard Messages: Students in this course are required to use Blackboard Messages, a class specific e-mail box, as their primary means of contact with the instructor. Sending me a Blackboard Message is the best way to contact me with questions or to schedule conferences. If you are unable to contact me via Blackboard, reserve use of MxCC e-mail as a back-up or emergency means for contact. I try to be as vigilant as possible in checking my e-mail and I do check it at least once a day, so I ask students to give me a 24-hour window for response. If I have not responded in 24 hours, please resend your request/e-mail. As a result, I ask that students also check their MxCC e-mails as I may send reminders or important messages. However, important messages will occasionally be sent to your MxCC e-mail address. Students should check that e-mail account regularly or they may forward it to an e-mail address that they do check regularly. See the link at start of the syllabus for information. Additionally, papers or assignments may not be messaged/e-mailed for credit, please post your papers and assignments to the appropriate place in Blackboard.

Textbook and Materials: It is required that students purchase a textbook to complete the course. Students should also have regular access to Blackboard in order to download the week's lecture notes, assignments, weekly quizzes, etc.

Modules - Lecture Notes: Each week I will post lecture notes to accompany the reading assignment (I will usually have these up and ready for you every Sunday). Within each week's notes, I will provide topic information, reading schedule, reading information, things to think about. Within these notes, I will also post weekly discussion questions and assignments within. **It is *imperative* for students to read each week's notes carefully in order to stay on top of deadlines and demands throughout the course.**

Discussion Posts: Online discussion is a very important tool for exploring literature. Using Blackboard, each student will post a discussion response to questions posed in lecture notes. Students will make **TWO** posts to the discussion forum each week. First, students are required to choose one of those discussion questions and post an initial response (by **THURSDAY** of that week). Later on in the week, students will post their second response to another student's discussion post for another/different question (this will be due by each **SUNDAY** at 12:00am of that week). These posts are due by 11:59pm on the date posted within the course schedule. Here are some guidelines for posting discussion responses:

- Discussion posts need to be elaborate. No post should ever be one or two sentences; they should be several paragraphs at the very least.
- Discussion posts should be clear, thesis driven, and coherent; every post should be adequately revised before publication on the discussion thread.
- All posts should reference the textbook or readings to which they refer. Quoting and providing page numbers is very helpful in terms of illustrating points. Do remember that if you quote, paraphrase or reference another source, it is imperative to explain the connection and reason(s) for which the reference is being made. This should be done in the MLA documentation style. (Additionally, to avoid plagiarism, please be sure to give credit to all authors and sources used – this will be further addressed later on.)
- Discussion posts and responses should be respectful. Respect is tremendously important in order for successful discussion to ensue. All insults, inappropriate remarks, etc. will be dealt with publicly and on an individual basis. As we are all adults, I hope that this will not be an issue.
- There are ways to politely and professionally disagree with another or present an opposing issue – please remember in these instances to be respectful and use tact. Should anyone need to discuss this further, please communicate with me individually.
- Please remember that I will be involved in the discussion thread as well; additionally, your discussion posts can/will be read by the entire class. With this in mind, please be sure to make your discussion posts relevant and thoughtful.

Deadlines for discussion posts are clearly outlined in the course schedule and will be clearly indicated within the lecture notes for each week. Each week's discussion will be given its own thread or forum (generally the week number and title of the literature at hand, see the course schedule). Each discussion thread or forum will be locked after the deadline. Any late postings (after the deadline and before it gets locked) will be given half credit. No postings will be accepted after a thread is locked. Please complete all discussions by the deadlines stated in the lecture notes and on the course schedule listed for the week. Since this course is online, your posts and participation in discussion are a considerable part of your grade. Each discussion post will be graded on:

- How the post addresses the question (clarity, thesis, support, etc.)
- How the post integrates the readings within the response to the question

- The quality and care put into the post (evidence of revision, citations, etc.)

In the event that a post does not meet requirements, students will be asked to revise it. This request will be made either publicly or privately depending upon the revision that needs to be made. It is necessary for students to fulfill such requests because failure to do so will result in a lowering of the discussion grade.

Quizzes: Each week there will be a reading quiz posted on Blackboard. These quizzes will be unlocked on **SUNDAY** at 12:00am (when the lecture notes are posted) and will be available until 11:59pm on **WEDNESDAY** of each week (timeframes may alter and if they do, it will be appropriately stated within the course schedule and lecture notes). At the deadline, the quiz will be locked and graded; thus, no student may access that quiz. No quiz may be completed or made up after it is locked. Sometimes, writing assignments will be given as quizzes – such instances will be detailed in the lecture notes for that week and are indicated on the course schedule. Quizzes will be averaged together at the end of the semester and factored into your final grade.

Projects: There will be three major projects, or essays, assigned throughout this course: a literary analysis essay, a critical analysis essay with research, and a comparison/contrast essay. All projects will be posted on Blackboard with explicit guidelines and deadlines. Each project will also involve a **Project Proposal** in which students will submit their choice of literature, their thesis statement, textual support and analysis, and other project-specific information. Project proposals will help provide students with instructor feedback on how to best complete their projects and the average of project proposal grades will serve as a project grade itself (see Grading Scale below).

Deadlines: All deadlines are posted within the course schedule and in the announcements section of Blackboard. Unless special arrangements have been made with me, penalties will be applied to late papers and papers will not be accepted one week from the original due date.

Formatting Papers: All essays, or projects, need to be posted to Blackboard by the stated deadlines. Basic requirements for assignments are as follows:

- All essays for this course must be typed and generated with a word processing program. This means that students need to save all work on a hard drive or flash drive (having this work saved will save all students extra, unnecessary work).
- Each project must be submitted with your name, class/course number, date, and the instructor's name (MLA heading) in the upper, left-hand corner of the first page.
- Page numbers and the student's last name will appear within the upper, right-hand corner of all pages but the first.
- All papers must be double spaced.
- All papers need to follow MLA Guidelines
- Papers may not be e-mailed outside of Blackboard. It is a student's responsibility to manage his/her time and post all assignments by the stated deadlines.

Office Hours and Conferences: You are welcome to schedule an appointment to meet with me in person. See my contact information on the first page and please provide adequate notice (24-48 hours) so that I may respond to your request. Since this is an online class, please know that I can also have Skype or phone conferences with students.

Academic Support

- Tutoring is available at the Learning Center in Chapman Hall. If you visit a tutor, please bring the assignment with you. Attach the drafts and the work that you did with the tutor to the back of your assignments when they are due in class.
- Computers are available in Wheaton Hall and Chapman Hall.

Grading Scale: Your final grade will be calculated according to the following percentages (I've also placed the number of points available to show the percentage conversion within the Blackboard Gradebook):

Projects (Major Essays) = 50%

#1 Literary Analysis/Close Reading Project

#2 Critical Analysis/Research Project

#3 Comparison/Contrast Project

#4 Project Proposal Average

Discussion Posts 25%

Quizzes = 25%

Final grades will be calculated according to the grading percentages listed above and the final grade of A-F will be determined by the following scale:

A = 93-100

B = 83-86

C = 73-76

A- = 90-92

B- = 80-82

C- = 70-72

F = 0-59

B+ = 87-89

C+ = 77-79

D = 60-69

Withdrawals: A student may withdraw from any course, but the student must take the responsibility for initiating and completing a withdrawal form. Withdrawal forms or college withdrawals are handled in The Records Office. A student who wishes to completely withdraw from MxCC must notify the Records Office of that intention. The College prefers the student to come in personally and obtain signatures as described above. However, notification may be made in writing. A withdrawal will be recorded as a “W” on the student’s transcript. Withdrawing from a course makes the student ineligible for Dean’s List recognition in that semester. A student who misses the withdrawal deadline, and who has extenuating circumstances, may choose to file an “Appeal for Late Withdrawal” form with the Dean of Academic Affairs. This form must be signed by the instructor indicating his/her permission for withdrawal before the appeal will be considered. Any student who stops attending a class and fails to complete a withdrawal form will receive a letter grade for that course (A – F).

ADDITIONAL SYLLABUS INFORMATION ON COLLEGE-WIDE POLICIES

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/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/

ENG 102 – 2077 – Summer 2016 Course Schedule

Week 1 (6/29 – 7/3) INTRODUCTION TO THE COURSE: DREAMS VIA POETRY AND SHORT FICTION

Introduction to Poetry and Short Fiction

Readings:

Week #1 Lecture Notes

Introduction to Literature (p. 1-10), “Writing about Literature” (p. 1228 – 1232), “Elements of the Essay” (p. 1233 – 1242), and “The Writing Process” (p. 1243 – 1257)

An Introduction to Reading and Writing about Poetry (this section appears in Week #1 Lecture)

An Introduction to Reading and Writing about Short Fiction (this section appears in Week #1 Lecture)

“Harlem,” by Langston Hughes (p. 689)

“A Rose for Emily,” by William Faulkner (p. 298).

Assignments:

- Write Introductory Assignment due Friday, 7/1 @ 11:59pm
- Discussion Post #1 by Sunday, 7/3 @ 11:59pm (No required Peer Response for this week)

Week 2 (7/4 – 7/10) INTRODUCTION TO DRAMA AND PROJECT #1

Introduction to Drama, *A Raisin in the Sun* and Introduction of Project #1: Thesis Statements, Textual Support, Essay Structure, Drafting and Revision.

Readings:

Week 2 Lecture Notes

Introduction to Drama and The Elements of Drama (p. 740 – 743 and 772 - 783)

A Raisin in the Sun (p. 918 - 994)

Assignments:

- Complete Quiz #1 (7/3 – 7/6 @ 11:59pm)
- Write Discussion Post #2: Initial Post due Thursday, 7/7 and Peer Response due Sunday, 7/10 (both by 11:59pm).
- **Submit Project Proposal #1 by Sunday, 7/10 @ 11:59pm**

Week 3 (7/11 – 7/17) CRITICAL ANALYSIS

Readings:

Week 3 Lecture Notes

“Story of An Hour,” by Kate Chopin (p. 277)

“The Cask of Amontillado,” by Edgar Allan Poe (p. 107)

“[Wild Nights – Wild Nights!],” by Emily Dickinson (p. 673)

Assignments:

- Complete Quiz #2 (7/10 – 7/13 @ 11:59pm)
- Write Discussion Post #3: Initial Post due Thursday, 7/14 and Peer Response due Sunday, 7/17 (both by 11:59pm)
- **Submit Project #1 by 11:59pm on Sunday, 7/17 @ 11:59pm**

Week 4 (7/18 – 7/24) PROJECT #2 – RESEARCH

Introduction of Project #2, Using Research to Support an Argument, and Essay Structure.

Readings:

Week 4 Lecture Notes

“The Research Essay and Effective Quotation” (p. 1258 -1288)

For Reference: List of Works Cited Models (p. 1288 – 1290)

Your Research Articles, Library Research Information

Assignments:

- Complete Quiz # 3 (7/17 – 7/20 @ 11:59pm)
- No Discussion this week
- **Project Proposal #2 due Sunday 7/24 @ 11:59pm**

Week 5 (7/25 – 7/31) COMPARING AND CONTRASTING**Readings:**

Week 5 Lecture Notes

“On Being Brought from Africa to America,” by Phyllis Wheatley (p. 461)

“A Letter from Phyllis Wheatley,” by Robert Hayden (p. 464)

“The Yellow Wallpaper,” by Charlotte Perkins Gilman (p. 307)

Antigone, by Sophocles (p. 1191 - 1227)

I will release information about Project #3 in this week’s lecture so that students can prepare for next week’s deadlines

Assignments:

- Quiz #4 (7/24 – 7/27 @ 11:59pm)
- Write Discussion Post #4: Initial Post due Thursday, 7/28 and Peer Response due Sunday 7/31 (both by 11:59pm)
- **Project #2 due Sunday 7/31 @ 11:59pm**
- Start working on Project Proposal #3 due Monday, 8/1

Week 6 (8/1 – 8/5) FINAL WEEK**Readings:**

Week 6 Lecture Notes

Assignments:

- Complete Quiz #5 (7/31 – 8/5 @ 11:59pm)
- **Project Proposal #3 due 8/1 @ 11:59pm**
- **Project #3 due 8/5 @ 11:59pm**

Disclaimer: Instructor reserves the right to change or modify any part of this syllabus or outline to meet instructional needs. All changes will be announced/distributed in class.