ENG 102 Late Start, Literature and Composition CRN: 3233
Fall 2019

Instructor: Riana Cornelius   **Meeting Times:** Online. Course opens Monday 9/23/19 – Monday 12/16/19 (exam make-up day). <u>Please Note</u>: No on-ground component.
Email: RCornelius@mxcc.commnet.edu
Credit: 3 credits
Office Hours: Message via Blackboard or email me for private concerns. Optional virtual conferences set up as needed.
Prerequisites: ENG*101, ENG*101E, or ENG*101ALP with a grade of "C" or better

Course Description:
ENG*102, 3 credits, Literature and Composition
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:
McMahan, Elizabeth, Ed. *Literature and the Writing Process*. 11th edition. Boston: Longman, 2017. Print. ISBN 978-0-13-411790-4. (*LWP*). A copy is on reserve at the MxCC library. Please note that IT IS NOT OPTIONAL whether or not to have this textbook - it is <u>an expectation</u> and it is one you need to meet at your earliest convenience, because your success in this class depends on your access to this textbook.

Additional readings as assigned (posted on Blackboard). You may need to print out articles from Blackboard.

Recommended Text:
Hacker, Diana. *A Writer's Reference*, 9th edition. ISBN 978-1-319-05744-2. A copy is on reserve at the MxCC library.

Structure of the Course:
- Weekly Journal entries
- Quizzes
- Discussion Board weekly participation (initial post and two responses)
- Two shorter essays (3-5 pages, excluding Works Cited page)
- One longer research paper (5-7 pages, excluding Works Cited page)
- Write to learn exercises and homework assignments
- Three exams: Fiction, Poetry, Final (including Drama).

Please do not submit completed assignments by email. All assignments must be uploaded into the class Blackboard shell in **Word¹.doc or docx format**.

Technology Use Expectations:

It is your responsibility to upload your work into the required assignment folders or discussion boards/journals. Please do not e-mail me papers. Please allow yourself time for contingencies.

Check your college email every day as college messages (and instructional messages) will be sent to that address. In addition to that, you should check your messages from within Blackboard each time you log on to the course. You will need to log in several times over the course of the week (to view multimedia files, to download PowerPoints and other files, to create discussion posts and upload assignments, etc.).

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 Wi Fi). 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 you with the tools necessary to complete this course and may 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.

Blackboard is reliable in the main, but there have been downtimes in the past. In the event that the system DOES become unavailable, you will receive an e-mail message from me telling you what to do. You should also have a contingency plan in case of prolonged power outages e.g. during unusual weather and loss of power at your house. We will deal with each situation as it arises, but, in general, I can be flexible when it affects a majority of students and you have first tried other avenues. Your first choice should be to make every effort to find an alternative way to participate in the course such as visiting a local library or campus or using a work computer or one at the home of a friend or family member. Computers are available at the MXCC computer lab in Wheaton Hall or MxCC Library in Chapman Hall.

Grading:

- **A and B papers** are well above average in critical analysis, style, and mechanics. Thoughtful content, researched material, clear organization, and accurate grammar and MLA format are required to earn an A or a B.
- **C papers are average**, with grammar, organizational, or developmental problems that distract from the easy flow of the essay.
- **D or F papers** do not meet the assignment, contain numerous errors, are not logically organized, or lack substantial development.

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¹ Please note: If you do not own a copy of MS-Word, it is available for free or at minimal cost to students through the IT department. Please convert your work to the correct format before submitting it electronically. Work submitted in the wrong format is considered late.

Grades: A = 93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 C+ = 77-79
C = 73-76 C- = 70-72 D+ = 67-69   D = 63-66 D- = 60-62 F = 0-59

Final Grades (points to be earned, with 1000 total points as the maximum)

Task	Points	
Discussions	120	
Journals	60	
Essay 1 incl. draft	100	Fiction
Essay 2 incl. draft	150	Poetry
Essay 3 incl. draft	200	Drama (Research paper)
Miscellaneous/Homework	140	Includes contract, community building, plagiarism tasks, research checkpoints
Quizzes	30	
Exams	200	Fiction, Poetry, Final incl. Drama

Essays and other writing assignments

You will write three text-based essays, one of which is a longer researched paper (5-7 pages). I will post details for all assignments. All papers must be typed and formatted in MLA manuscript format (see pp. 83-97 in *Literature and the Writing Process* for details).

You may rewrite either of the first two essays as long as you submitted the paper on time. Please submit revisions within a week of a paper's return. I also encourage you to visit our Academic Success Center for free tutoring and to use MxCC's free Virtual Online Tutoring and Essay Review service.

Due Dates:

Due dates for all assignments are noted in the syllabus. **Papers are due at 11:59 p.m. on the day noted on the syllabus.**

- Only if you have discussed your situation with me in advance, may I allow you to submit work late. Late drafts earn a penalty except in very extraordinary circumstances. I may require you to submit additional documentation to verify your situation.
- It is essential to plan your time. If a medical emergency occurs, communicate with me, and we'll work something out.
- If you know you're going to be otherwise engaged the day a paper is due, please submit the paper early.

Resources: The Academic Success Center offers free tutoring (usually by appointment). You may also request an online essay review session via Blackboard. This service requires some preplanning as tutors need 48 to 72 hours to respond. I urge you to seek assistance when writing your essays – even the best writers can benefit from an extra set of eyes. I am happy to give you additional guidance as well. We may set up a virtual session of our own or make an appointment on campus if that seems feasible from both our perspectives.

Plagiarism and Academic Honesty:
"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). Please note that it also constitutes plagiarism to submit a paper containing identical or substantially identical material in fulfillment of two separate assignments, in two different classes, whether to the same instructor or not, during the same semester or not, or at the same school or not. For detailed information on ways to avoid plagiarism, please consult *A Writer's Reference* and the resources I make available to you on Blackboard. You must use the techniques for citation taught in this class and classes that are prerequisites for taking ENG 102. Often students plagiarize because of deadline stress or confusion regarding an assignment. I am here to help you if you are confused, but it is your responsibility to ask for help. Plagiarism is treated in a serious manner, e.g. an automatic failing grade (i.e. an F for the paper without the right to revise it and/or an F for the course) and may, in addition, result in a referral to the office of the Dean (possible suspension, or expulsion from the college). As stated in the catalog, "Both plagiarism and cheating are grounds for a student's immediate dismissal from the college."

Policy on missed assignments, tests, quizzes, or exams
Work is due on the dates stated in the course outline. I reserve the right to amend due dates, but will not accept late work without penalty. I do not accept assignments by e-mail. Late work will receive a grade, but it may not receive instructor feedback. In addition, you may not revise late work. I do not expedite the grading of late work. NO make-up quizzes or exams.

Changes in the course outline
Adjustments in the course outline are at my discretion and I will communicate any such changes to you via announcements or posts in the course itself.

ADDITIONAL SYLLABUS INFORMATION
For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: Academic Policies. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: Non-discrimination Policy

Disabilities
Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will

provide assistance and/or accommodations <u>only to those students who have completed this process</u>. For more information, contact Disability Support Services (D.S.S) at 860-343-5879.

Religious Accommodations:

If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, please provide a calendar that shows the published date(s) of your religious observance(s)/holiday(s).

Withdrawal Policy

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. ***The withdrawal deadline for accelerated courses (late start/early end, winter, and summer) is the date at which 75% of the total course time has been completed.*** In the case of this class, that date is Nov. 25. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeros 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. See the Academic Calendar and the College Catalog to confirm specific dates and for procedures regarding the withdrawal process.

General Course Objectives:

- Students will learn the fundamental elements of poetry, drama, and fiction;
- Students will learn about literary criticism as a means of approaching literary works;
- Students will learn how to incorporate both source materials and their own ideas in properly documented essays.
- Students will increase their appreciation of literature, their skill in reading it, and their ability to convey ideas about it.

Specific Objectives/Outcomes

The student will

- Read poetry, drama, fiction, and literary criticism
- Learn about the historical, social, cultural, and creative contexts that influence the writing
- Learn about the relationship between the literature and the lives of the writers
- Learn to interpret literature using textual evidence
- Learn to recognize and understand literary elements, devices within literary works, and conventional themes
- Learn to appreciate multiple interpretations of a given work
- Write formal essays, documenting critical sources and building original ideas
- Use correct and accurate prose to convey ideas

ENG102 meets the following **TAP Competencies**.

Students will demonstrate mastery of the **Critical Analysis & Logical Thinking** general education core competency by being able to:

- **Identify Arguments:** Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments.
- **Formulate arguments**: Formulate good arguments, including a significant focus on inductive reasoning.
- **Analyze:** Break subject matter into components, and identify their interrelations to ascertain the defining features of the work and their contributions to the whole.
- **Evaluate:** Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.
- **Synthesize:** 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.

Students will demonstrate mastery of the **Written Communication in English** general education core competency by being able to:

- **Respond to Rhetorical Situations**
    - 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**
    - 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**
    - Generate a controlling idea or thesis.
    - 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 the written communication outcomes.
- **Apply Language Conventions**
    - Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
    - Apply the conventions of Standard English grammar, spelling, and mechanics.
- **Formulate Effective Writing Strategies**
    - 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.

Recommendations for Staying on Track:

- Submit all work on time, including contributions to discussion boards. This course is rigorous and requires you to manage your time well, employ good study skills, and keep ahead of assignments. Expect to spend <u>at least</u> nine hours a week on this course alone.
- Read - You need to do the assigned reading in order to help create an atmosphere of shared learning and discovery and to gain maximum benefit from the course. Completing the reading forms the basis for your discussion board grade. Complete the assigned readings <u>on the syllabus before posting to the discussion board</u>.
- Furthermore, think of the class as an opportunity to explore your thoughts and to learn how to express those thoughts with greater clarity and focus.
- In addition, revise your work, edit, and proofread what you have written. Prepare drafts of all formal papers. Do not skip steps in the writing process.
- Finally, please communicate. If you need extra help, ask for it; I'll help you with choosing a topic, clarifying a thesis, or revising a draft. I'm eager to help you become the best academic writer you can be, but you have the most important role to play in making this a reality. Check Blackboard often for group messages or changes in assignments. (Use Blackboard course messages for corresponding with me about matters of a private nature or questions relating to a grade.
- Make use of the Course Questions discussion board to ask general questions about assignments or the readings. Your peers may be able to help and when one of you has a question, it is to everyone's benefit when I answer only once instead of replying to a number of individual emails.

Assignments

Journals: You are required to submit 6 journal entries throughout the duration of this course. There is a 450-word minimum word count for each weekly journal. If you do not meet the minimum word count, you may not receive ANY points for the journal entry. In journal entries, I am primarily interested in your engagement with the reading, not in correct usage and grammar, although that is always something I appreciate and, therefore, it will carry some points on the journal rubric. You may want to type entries in a word processor and then cut and paste them into Blackboard so that you can do a spell check before you submit your entries. Please note that you are writing in this journal principally for yourself, but it is not a diary. It is a reading journal, a place to record your responses to the readings for this class. I will have access to this journal, so I am part of your audience, but nobody else has access. Our goal with the journals is to practice writing and to build fluency in dealing with complex ideas. The journals are a great way to reflect on your own reading and writing processes and I will give you prompts to respond to in order to steer you in a particular direction.

Please note that I will not accept multiple journal entries submitted after they are due. You are meant to do them throughout the semester in order to build fluency and show engagement

with the reading assignments, not all at once at the end of the course. Journal prompts may become unavailable after the due dates.

Discussion Board Expectations/Grading

You need to <u>have read</u> the required materials from the textbook and any online readings prior to participating in discussion boards and before completing your journal entries. This will enable you to have something to say that contributes to the conversation in an original way. You must make an initial post by Thursday at 11:59 PM (<u>except for week 1 or other weeks when we do not have discussions.</u> We have no discussion in the first week as you will have many other things to do. Beginning in week 2, you have to post an initial thread by Thursday and respond to two classmates' posts by Sunday at 11:59 PM. You are, of course, free to respond more than two people. I may on occasion facilitate or participate. At other times, I may be a fly on the wall. Regardless, posts are graded and earn up to 20 points per week. I will provide you with a discussion board rubric that explains how to earn the points. Please be aware that showing that you understand the assigned text(s) as well as the quality of your response to classmates comprise a large percentage of these points. I will grade your discussion board posts primarily on content, but using proper grammar will help you to succeed in engaging others in your point and this is especially true for me; therefore, careful proofreading will serve you well. Please become familiar with the Netiquette guidelines posted in Week 1 and use them when posting. <u>Please note:</u> Discussion Forums may become unavailable after the due dates.

Specifically with regard to the discussions, please submit work that is <u>original to our class</u> and of which you are the sole author. Work that is not original and fails to credit its source(s) will result in an automatic zero. <u>See Plagiarism and Academic Honesty</u> above.

It is far better to cite too much rather than not enough. You must cite summarized or paraphrased material; even <u>ideas</u> from an outside source (rewritten in your own words) must be cited. When in doubt, CITE the source. Document your work with the MLA format. Since our textbook is a print source, you <u>must</u> use page numbers when citing.

Formal essays: each assignment will have its own requirements, so read the assignment instructions carefully. All papers must follow the MLA manuscript format with properly cited attributions.

- All papers <u>must</u> be word processed, double spaced with 1" margins, 12-point Times New Roman or similar font, and formatted according to MLA standards. (See https://owl.english.purdue.edu/owl/resource/747/01/ for details)
- Headings must contain student name, instructor name, class, and date and will be placed in the upper left corner of page one. Place page numbers in the upper right corner.
- **Upload in Word.doc, or .docx format only!** Remember to see if your paper appears in the large text box in the middle of the page.

Assignment Schedule
This is a **tentative** schedule of assignments and participation on Blackboard for this online course.
Please check the Course Modules folder at the start of each week as well as announcements and messages in Blackboard in addition to consulting the syllabus for possible changes in the requirements of the class.
Weeks run Monday 12 AM thru Sunday at 11:59 PM except for the last week. I will generally release course modules on Sundays by 11:59 PM, but may do so as early as noon on Sundays. Week 1 will be available a few days before the beginning of the course. Final papers are due Dec. 11. You may take the final exam no later than Dec. 13.

	Theme/Topic	**Reading**	**Assignment**
WK 1	Welcome to ENG 102 Review syllabus Introduce yourself Academic Integrity Review: The Writing Process Writing Strategies Thesis Statements	Read: Course Modules folder (WK 1) This is a **weekly** task. Read the Syllabus. View Plagiarism video **Week 1 Readings:** *LWP*, **Chapters 1-4, pp.2-67** The Prewriting Process, The Writing Process, Writing a Convincing Argument, The Rewriting Process.	Consult Blackboard (Do this at least 3 x a week) Upload Course Contract Post Student Bio Submit response to plagiarism Read assigned chapters and materials Quiz 1 (on syllabus)
WK 2	**Unit One – Short Fiction** <u>Topics:</u> Imagery Setting & Atmosphere	Read: Course Modules folder (WK 2) **Week 2 Readings:** *LWP*, **Chapters 6, 8, 10, pp. 100-105, 124-126, 159-160** How Do I Read Short Fiction? Writing about Imagery and Symbolism Writing about Setting and Atmosphere "Eveline" pp. 2-6 "Araby" pp. 248-251	Read assigned chapters and materials Essay 1 Assigned Journal 1 Participate in Discussion 1, Respond to peers' postings Quiz 2
WK 3	**Unit One – Short Fiction** <u>Topics:</u> Point of View Imagery and Symbolism Critical Approaches	Read: Course Modules folder (WK 3) **Week 3 Readings:** *LWP*, **Chapter 9, pp. 146-158** Writing about Point of View "Everyday Use" pp. 149-155 "The Story of an Hour" pp. 234-36 *LWP*, **Chapter 34, pp. 894-900** Critical Approaches for Interpreting Literature	Read assigned chapters and materials Journal 2 Participate in Discussion 2, Respond to peers' postings Essay 1 draft due Quiz 3
WK 4	**Unit One – Short Fiction** <u>Topics:</u> Structure Theme	Read: Course Modules folder (WK 4) *LWP*, **Chapters 7, 11, pp. 106-119, 176-187** Writing about Structure Writing about Theme "The Things They Carried" pp. 107-119 "A Good Man Is Hard to Find" pp. 177-187	Journal 3 Participate in Discussion 3, Respond to peers' postings Fiction Exam

	Theme/Topic	Reading	Assignment
WK 5	**Unit Two – Poetry** Topics: Persona Tone	Read: Course Modules folder (WK 5) **Week 5 Readings:** *LWP*, **Chapters 17, 18, pp. 394-404, 409, 411-412** How Do I Read Poetry? Writing about Persona and Tone including all Ch. 18 poems (Roethke, Ehrhart, Hardy, Auden, Waller)	Read assigned chapters and materials Essay 1 Final due Provide URLs/permalinks/DOI for all digital sources used Journal 4 NO Discussion this week Quiz 4 Essay 2 Assigned
WK 6	**Unit Two – Poetry** Topic: Poetic Language The Research Process	Read: Course Modules folder (WK 6) **Week 6 Readings:** *LWP*, **Chapter 19, pp. 415-421** *LWP*, **Chapter 5, pp. 68-97** Writing about Poetic Language Whitman, "A Noiseless Patient Spider," p. 419 Shakespeare, "Shall I Compare Thee to a Summer's Day?" p. 420 Ryan,"Turtle" p. 420-421 Rossetti, "In an Artist's Studio," p. 512 Frost, "Design," p. 527	Read assigned chapters and materials Essay 2 draft due Journal 5 Participate in Discussion 4, Respond to peers' postings Quiz 5 Essay 3 Assigned
WK 7	**Unit Two – Poetry** Topic: Poetic Form	Read: Course Modules folder (WK 7) **Week 7 Readings:** *LWP*, **Chapter 20, pp. 432-441, 443** Writing about Poetic Form Relating Form to Meaning Browning/Spera, pp. 574-77 Shelley, "Ozymandias" p. 500 Dickinson, "Because I Could Not Stop for Death," p. 510 Frost, "The Silken Tent," pp. 439-40	Read assigned chapters and materials Journal 6 Participate in Discussion 5 Respond to peers' postings Poetry Exam Essay 2 Final due Provide URLs/permalinks/DOI for all digital sources used
WK 8	**Unit Three – Drama/Research** Topics: Reading Plays Dramatic Structure Tragic Hero/Modern Tragic Hero *The Glass Menagerie*	Read: Course Modules folder (WK 8) **Week 5 Readings:** *LWP*, **Chapters 28, 29. 30, pp. 626-632, 666-67, 675-76, 676-97** How Do I Read a Play? Writing about Dramatic Structure Writing about Character *The Glass Menagerie*, pp. 676-697	Read assigned chapters and materials Participate in Discussion 6 Respond to peers' postings Quiz 6 (*The Glass Menagerie*) Work on research paper: Submit source evaluation, working thesis, and outline

	Theme/Topic	Reading	Assignment
WK 9	**Unit Three – Drama/Research** Topic: *The Glass Menagerie*	Read: Course Modules folder (WK 9) *The Glass Menagerie*, **pp. 697-717**	Read assigned chapters and materials Work on research paper: Read your sources, take notes, integrate sources, create draft Essay 3 draft due 11:59 PM Sunday
WK 10	**Unit Three – Drama/Research** Topics: Research *The Glass Menagerie* (Thanksgiving week)	Read: Course Modules folder (WK 10) View Film: *The Glass Menagerie* Read your sources, take notes, integrate sources, begin revising	Independently view assigned film
WK 11	**Unit Three – Drama/Research** Topics: Research (MLA) *The Glass Menagerie* Character Analysis, Critical Interpretations	Read: Course Modules folder (WK 11) **Week 11 Readings:** *LWP*, **Chapter 31, pp. 722-28** Critical Casebook: *The Glass Menagerie* - Interpreting Amanda Integrate your sources, revise, work on Works Cited	Read assigned chapter and materials Work on research paper and study for final exam Complete Course Evaluation
WK 12	**Unit Three – Drama/Research** Final Exam Week	Read: Course Modules folder (WK 12)	Essay 3 Final due by 11:59 PM Wednesday Dec. 11 **(NO LATE PAPERS)** Provide URLs/permalinks/DOI for all digital sources used FINAL EXAM