

Instructor: Catherine Hostetter

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Office Hours: T/R 2:00 – 3:00, or by appointment

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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 researched essay. *Prerequisite: a grade of "C" or better in ENG*101, ENG*101E, or ENG*101ALP. This is an "L" course.*

Required Text:

McMahan, et al., *Literature and the Writing Process*. 11th Edition. 2017.

Note about Blackboard:

As an online course, it is expected for students to log into MxCC's Blackboard network, which requires at least high-speed Internet access, on a regular basis (at least three times a week) throughout the semester. Keep in mind that there are computer labs in Chapman and Wheaton Halls available for student use. To access Blackboard, use MyCommNet. Students who experience technical difficulties should contact the MxCC or Blackboard Helpdesks. Students can reach the Blackboard Helpdesk at either 866-940-1928 or 860-343-5756.

MxCC Online Orientation:

If this is your first time taking an online class, I *strongly* recommend that you complete the MxCC Online Orientation, as it will help you become more comfortable with online learning.

To Access:

1. Log into Blackboard and go into our course's Blackboard shell
 2. Click on Getting Started (in the left-hand column)
 3. Click on the link that says MxCC Online Orientation

Email Policy:

- You should use the “Blackboard Mail” link to email me. If you are unable to contact me via Blackboard Mail, then please use your MxCC email address.
 - Please allow for up to 24 hours during the week and 48 hours on weekends to receive a response from me. Also, please know that I generally do not check my email after 8 p.m.
 - Final papers and all graded assignments may **not** be submitted via email.

Office Hours:

I am happy to meet with you in person to discuss your writing or anything course-related. To do so, please schedule an appointment via email or phone (and give me up to 24 hours to respond).

Overall Course Structure:

Please note that this is *not* a self-paced course and that we do need to cover a **full** semester's worth of content (which usually occurs over sixteen weeks) in nine weeks. This course will move quickly and you will be responsible for a significant amount of work each week! You will also be responsible for checking Blackboard consistently throughout the semester.

Most Weeks (With a few exceptions – See the Course Schedule for all exact due dates)

- **On Monday**

- Click on the Course Content link in the left-hand column to access the materials you will need for the week. Here, you will see links named with a week in the semester. Click on the corresponding link to access that week's PowerPoint presentation and assignments. The PowerPoint presentations will be visible one week in advance and provide information about the readings, reminders about upcoming assignments, strategies for writing effective essays, and the week's discussion post questions. Students **must** read these notes **first**, as they contain important information for how to complete the week's assignments.
- The week's **quiz** will be unlocked at **12:00 a.m.** (See Quiz section of the syllabus for more information.)
- The week's **discussion post assignment** will be unlocked at **12:00 a.m.** (See Discussion Posts section of the syllabus for more information.)

- **On Thursday**

- The week's **quiz** will be **locked at 11:59 p.m.** If you do not take the week's quiz before 11:59 p.m. on Thursday, you will earn a zero for that quiz. (See Late Work section of the syllabus for more information.)
- Your **original discussion post** will be due before **11:59 p.m.** (See Discussion Posts section of the syllabus for more information.)

- **On Sunday**

- **A response to at least one of your peers' discussion posts** will be due by **11:59 p.m.** (See Discussion Posts section of the syllabus for more information.)
- **Almost all major writing assignments** will be due by **11:59 p.m.**

IMPORTANT: You will be responsible for reading the assigned texts and PowerPoint presentations, completing the week's quiz, writing one discussion post, responding to at least one of your peers' discussion posts, and submitting a major writing assignment most weeks during this semester. Yes, this is a lot of work! A three-credit face-to-face class usually has between seven and ten hours of work that students must do *outside* of the three hours spent in the classroom. We must cover the **same information** that a full semester course would cover **in about half the amount of time**. Think of this class as a part-time job because you will be spending a *significant* amount of time working on the course's content. Keep close track of the assignments, and please email me immediately if you have any questions or feel overwhelmed.

Course Requirements and Grading Policies:

Essays

Throughout the semester, you will write three major essays:

- The first essay will be a textual analysis of “The Glass Menagerie.”
- The second essay will compare and contrast the content of two poems.
- The final essay will be a researched analysis of a short story.

Specific assignment sheets with more information about each of these essays, including rubrics and where to submit the assignment, will be posted to Blackboard throughout the semester.

Grading Information about the Essays

- A and B papers are well above average in critical analysis, style, and mechanics.
- C papers are average college work, with grammatical, organizational, or developmental problems that distract from the easy flow of the essay. C papers may also suffer from insufficient analysis of the texts in question.
- D or F papers are those that do not meet the assignment, contains numerous errors, are not logically organized or lack the substantial development of their main idea.
- Remember to follow all directions and to *proofread* your papers. I will skim and offer general feedback on drafts before they are submitted for a grade, but I will not give detailed feedback until after essays are submitted. If you would like me to read a draft before submitting it for a grade, please email it to me through Blackboard or contact me to schedule a conference.

Plagiarism and SafeAssign

Plagiarism is defined as the either intentional or unintentional presentation of another person’s ideas and/or words as your own. In ENG 102, this means including any information from an outside source without giving it proper credit. Plagiarism can take on many forms, from copying and pasting information from a website into a paper to using the exact wording of another student’s essay, but, in general, students in writing classes often commit intentional plagiarism because they feel overwhelmed. If you feel this way, please contact me! DO NOT commit plagiarism, as it can have severe consequences, which can range from failing the assignment to failing the course. Throughout the semester, we will be discussing how to properly use MLA formatting in order to avoid accidentally committing plagiarism. For additional information on plagiarism and MxCC’s academic honesty policy, please see the link to the college’s policies or the QR Code on page nine of the syllabus.

To help detect plagiarism, this course may use the SafeAssign plagiarism-checking tool that is built into Blackboard. This tool can help me to determine whether or not – either intentionally or inadvertently—students have committed plagiarism. SafeAssign checks the text in a submitted paper for matches against sources in several different databases, and produces an “originality report” for each submitted paper, which can be used to determine if any text in the essay matches with some other original source. I will only be using SafeAssign if there is a suspicion of plagiarism. Please note that I reserve the ability to submit an assignment, with any identifying information removed, to SafeAssign with or without a student’s knowledge. Blackboard’s privacy policies affirm that intellectual property rights reside with the student who authors the paper and that Blackboard does not claim any ownership rights on the content submitted.

Rewrites

- The writing process is very important to improving your skills as a writer; therefore, you will have the opportunity to revise Essay 1 and Essay 2 *one time* after I return the graded drafts to you with detailed feedback.
- When submitting a revision, please **highlight** (or indicate to me in some way) the changes that you have made to the original essay.
- Completing a rewrite is completely *optional*.
- Use my feedback to make significant changes (not just adding in punctuation that you missed) to the content of the essay.
- If you make only small changes (such as adding a comma here and there) to the graded draft, the revised essay's grade will either stay the same or only improve slightly.
- The new, final grade for the assignment will be an *average* of the original grade and the rewritten essay's grade.
- **I will only accept rewrites within a week after I return the graded draft to you.** So, if I return a graded essay to you at 6:00 p.m. on Tuesday, April 4 then you would have until 6:00 p.m. on Tuesday, April 11 to submit your revisions. Please plan accordingly.
- Original essays that were submitted late are not eligible for rewrites.
- Essay 3 is also *not eligible* for rewrites, as it is the final assignment of the semester and due at the end of finals week. Please keep in mind that Essay 1 and Essay 2 are the *only* two assignments in this course that can be revised.

Paper Proposals

Before drafting each major essay, you will first write and submit a paper proposal. In these proposals, you will write a rationale for the text and topic you chose, the essay's tentative thesis statement, and any additional information specific to the assignment. Detailed information about each paper proposal will appear in PowerPoint presentations, Weekly Assignment folders, and be posted in the Assignment Sheets tab on Blackboard throughout the semester.

Annotated Bibliography and Outline for Essay 3

Since Essay 3 is the capstone project for this course and requires research from the MxCC library, the outline and annotated bibliography are two additional assignments designed to help you through the researching process and with organizing the essay. The annotated bibliography will be worth 30 points and the outline will be worth 20 points of your overall grade. Additional information about each assignment will be given to you later in the semester.

Discussion Posts

Discussing texts with your peers is an incredibly important part of a literature and writing class that helps you analyze each text closely and think of the text in new ways.

During most weeks of the semester, students will:

- Write a one page, approximately 250 word, discussion post that answers one of the reading questions posted in the week's PowerPoint presentation.
- These discussion posts should be considered formal examples of academic writing; therefore, they should contain thoughtful analysis, at least one quotation from the assigned reading (we will review how to properly cite a text), and proper grammar.

- Original discussion posts should be submitted by 11:59 p.m. on the date stated in the course schedule.
- Original discussion posts will be worth 15 points each.
- Please see further directions, samples of discussion posts, and a rubric for how both the discussion posts and responses will be graded in the Handouts tab.
- Discussion posts cannot be revised and will not be accepted after their due dates.

Responses to Discussion Posts

- After submitting their original discussion posts, students will then respond to **at least one** of their peers' discussion posts by 11:59 p.m. on the date posted in the course schedule.
- If possible, responses should be about a reading that is **different** from the one you originally posted on. Also, try to respond to a different student's post each week.
- These responses should be at least one paragraph (about 100 words) and contain a thoughtful reflection on what was originally posted, such as engaging with a comment or a question presented in the original post. For example, avoid simply saying, "Great idea! I agree with that." Instead, think about and explain why you agree (or disagree) with your peer's ideas. One way that you should build off of your peer's original post is by including a new example, or quote, that helps to prove the idea presented in the original post.
- Each response is worth 10 points.

Please Keep in Mind

- **Discussion board posts are public! Both your instructor and your peers will be able to see *everything* you post.** Please use appropriate language, write in an academic fashion, and avoid making personal attacks at your peers.
- If I have to delete a discussion post or response for any reason, you will automatically earn a 0 out of 25 for that week's assignment. Please be respectful and considerate of other student's ideas. Keep in mind that there are respectful ways to disagree with someone's point of view.
- I will be involved in the discussion thread, and your posts can and will be read by the entire class. Please make sure that whatever you post is thoughtful and relevant to the course's content that week.

Quizzes

Most weeks there will be a reading quiz posted on Blackboard:

- Each quiz will contain approximately five questions about the week's assigned readings. Quizzes are open book and open notes.
- The quizzes will be unlocked Monday at 12:00 a.m. and will be available until 11:59 p.m. on Thursday of that week. At this deadline, quizzes will be locked and graded, which means that if you do not complete the quiz before 11:59 p.m. on Thursday, your grade for that grade will automatically be a zero.
- No quiz may be made up after it is locked. You will have plenty of time to complete these very short quizzes. Please plan accordingly and complete them early!

Reflection Letter

The reflection letter will give you the opportunity to think critically about your experiences in the course and what you have learned throughout the semester. An assignment sheet containing more details will be posted to Blackboard towards the end of the semester. The reflection letter must be submitted by 11:59 p.m. on the last day of classes, which is Monday, May 8. If it is not submitted by this time and date, then the final grade for this assignment will automatically become a zero, since this is the last day of finals week and the last day of the semester.

Late Work

- **Quizzes and Discussion Posts cannot be made up.** Be very aware of all deadlines listed on the course's schedule. Once a minor assignment is locked for the week, the final grade for an assignment that was not completed on time will be a zero.
- **Major essays that are submitted late will earn a 10-point penalty and paper proposals that are submitted late will earn a 5-point penalty for every calendar day (rounded up) that the assignment is marked late by Blackboard. If an essay or paper proposal is time-stamped even one second late according to Blackboard, there will be a deduction for lateness.** Blackboard time-stamps *everything*, so I will know exactly what time you submit your work. Yes, there will be a penalty even if you submit your assignment at 12:05 a.m. Please plan accordingly.
- Essays 1 and 2 as well as all proposals will only be accepted up to one week after their original due date. If Essay 3 is not turned in on time, its final grade will be a zero.
- *Please do not wait until the last minute to submit anything!* Plan ahead and make sure that you are submitting your work on time. I recommend completing everything at least a day in advance because then you will have time to troubleshoot any possible issues.
- **Computer issues are not considered a valid excuse for submitting an assignment late.**

Extra Credit

- Students will have four extra credit opportunities throughout the semester: completing online tutoring for each of the three major essays and completing MxCC Library's research modules.
- Students who submit drafts of their essays to the Academic Success Center's Virtual Tutoring and Essay Review *before* the essay's due date and then email me a screenshot of the tutor's feedback will earn 5 bonus points on that essay's grade.
- Students who complete the quizzes found in MxCC Library's research modules and send me a screenshot of their final scores before 11:59 p.m. on Sunday, May 7 will have their lowest discussion post grade replaced with a 25/25.
- **Directions for Submitting Essays to Online Tutoring:**
 - On the Blackboard "My Institution" page, go to "Virtual Campus – Campus Activities and Academic Resources."
 - Click on "Online Tutoring" link in the left Panel.
 - Follow the steps to either submit an English essay
 - A tutor will respond to your request or send back your paper with suggestions within 48 hours, or 72 hours if on a weekend.
 - Please note that online tutoring ends on the last day of classes, Monday, May 8. Keep that in mind if you plan on submitting Essay 3 for extra credit.

- **Directions for Completing Library's Research Module:**
 - To access the tutorials, click on the following link or copy and paste it into your web browser: <http://mxcc.libguides.com/tutorial>.
 - At the end of each of the four tutorials, there is a quiz.
 - After you successfully complete each quiz, if you take a screenshot of your final score and email me a single Word document containing the four screenshots (one for each tutorial), then your lowest quiz grade will be replaced with a 5/5.
 - More specific instructions will appear in the PowerPoint presentations.
 - This assignment must be completed before 11:59 p.m. on Sunday, May 7.

Grade Breakdown for the Course:

Assignments	Amount of Points Assignment is Worth
Discussion Posts (7 total)	175 points (15 points for each original discussion post and 10 points for its response)
Responses to Discussion Posts (7 total)	
Quizzes (7 total)	35 points (5 points for each quiz)
Essay 1	150 points
Essay 2	200 points
Essay 3	225 points
Paper Proposals (3 total)	150 points (50 points for each proposal)
Annotated Bibliography for Essay 3	30 points
Outline for Essay 3	20 points
Reflection Letter	15 points
Overall Total:	1,000 points

Grades: A = 93-100, A- = 92-90, 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

Calculating Your Grade: To calculate your overall grade, divide the total amount of points you have earned by the total amount of points we have completed in the class. If you have earned 880 points at the end of the semester, for example, then your final grade would be an 88 B+.

Withdrawal Policy

- You may withdraw from this class at any time after the add/drop period ends and before the completion of 75% of this course. I will post an announcement on Blackboard with the specific date during the semester.
- A completed and signed withdrawal form must be on file in the Records Office by this deadline in order to earn a "W" on your transcript. Students must initiate the completion of this form, which you can obtain in the Records Office. Please contact me if you cannot come to campus and would like to withdraw from the course.
- If you do not complete this form, then you will be issued a letter grade at the end of the semester, which will include zeros for any work that was not completed.
- Course withdrawals may affect financial aid and veteran's benefits, so please make this decision carefully and with the help of your advisor.

Course Schedule

- You should read the week's assigned readings and PowerPoint presentation *before* starting the week's assignments.
- Please note that we will try to stick to this schedule as closely as possible.
- As your instructor, I reserve the right to make any changes to the schedule in extenuating circumstances.
- If that happens, I will post a new schedule with the appropriate changes to Blackboard.
- You do not have to complete the Questions for Discussion and Writing that appear at the end of some of the readings in the textbook.

Week 1 (Thursday, March 16 – Monday, March 20): Introduction to ENG 102

Readings:

1. Chapter 1: The Prewriting Process (pp. 6-16 – starting after the end of “Eveline”)
2. Chapter 2: The Writing Process (pp. 17-29)
3. Chapter 3: Writing a Convincing Argument (pp. 30-38 – through Making a Counterargument – only)

Recommended Reading: James Joyce's “Eveline” (pp. 2-6)

Note: We will not be covering this short story in detail; however, it is used as a topic for the sample student's writing in both Chapter 1 and 2, so it is worth looking over.

Assignments:

1. *Discussion Post 1* must be posted by 11:59 p.m. on Monday, March 20
2. *Quiz 1* (on the syllabus *only*) must be completed by 11:59 p.m. on Monday, March 20
3. *One Response to Discussion Post 1* must be posted by 11:59 p.m. on Monday, March 20
4. **Writing Sample must be emailed to me (via Blackboard Mail) by 11:59 p.m. on Monday, March 20**

Week 2 (Monday, March 20 – Sunday, March 26): Identity and Family

Readings:

1. Reading and Writing about Drama (pp. 625 – 630; 675 – 676)
2. “The Glass Menagerie” (pp. 676 – 697, Scene I to the end of Scene V)

Assignments:

1. *Discussion Post 2* must be posted by 11:59 p.m. on Thursday, March 23
2. *Quiz 2* must be completed by 11:59 p.m. on Thursday, March 23
3. *One Response to Discussion Post 2* must be posted by 11:59 p.m. on Sunday, March 26

Week 3 (Monday, March 27 – Sunday, April 2): Identity and Family

Readings:

1. “The Glass Menagerie” (pp. 697-717, Scene VI to the end of Scene VII)

Assignments:

1. *Discussion Post 3* must be posted by 11:59 p.m. on Thursday, March 30
2. *Quiz 3* must be completed by 11:59 p.m. on Thursday, March 30
3. *One Response to Discussion Post 3* must be posted by 11:59 p.m. on Sunday, April 2
4. ***Paper Proposal 1 must be submitted by 11:59 p.m. on Sunday, April 2***

Week 4 (Monday, April 3 – Sunday, April 9): Identity and Culture

Readings:

1. Reading and Writing about Poetry (pp. 394-397; 398-400; 415-418; 432-436)
2. “Mending Wall” (pp. 522 - 523)
3. “One Art” (p. 542)
4. “América” (pp. 945-947)
5. “America” (pp. 937)
6. “Facing It” (pp. 611 - 612)
7. “I Hear America Singing” (<http://www.poetryfoundation.org/poem/175779>)
8. “Tintern Abbey” (<http://www.poetryfoundation.org/poem/174796>)
9. “Anecdote of a Jar” (<http://www.poets.org/poetsorg/poem/anecdote-jar>)
10. “Spring and All” (<https://www.poets.org/poetsorg/poem/spring-and-all-road-contagious-hospital>)

Assignments:

1. *Discussion Post 4* must be posted by 11:59 p.m. on Thursday, April 6
2. *Quiz 4* must be completed by 11:59 p.m. on Thursday, April 6
3. *One Response to Discussion Post 4* must be posted by 11:59 p.m. on Sunday, April 9
4. ***Essay Assignment 1 must be submitted by 11:59 p.m. on Sunday, April 9***

Week 5 (Monday, April 10 – Sunday, April 16): Identity and Culture

Readings:

1. “My Mistress’ Eyes Are Nothing Like the Sun” (pp. 488-489)
2. “She Walks in Beauty” (p. 499)
3. “The Love Song of J. Alfred Prufrock” (pp. 533 - 536)
4. “I’m Nobody! Who Are You?” (pp. 508-509)
5. “Much Madness is Divinist Sense” (p. 509)
6. “We Real Cool” (p. 437)
7. “Mother to Son” (p. 458)

Week 5 (Monday, April 10 – Monday, April 17): Identity and Culture (continued...)

Assignments:

1. *Discussion Post 5* must be posted by 11:59 p.m. on Thursday, April 13
2. *Quiz 5* must be completed by 11:59 p.m. on Thursday, April 13
3. *One Response to Discussion Post 5* must be posted by 11:59 p.m. on Monday, April 17
4. ***Paper Proposal 2 must be submitted by Monday, April 17 at 11:59 p.m.***

Week 6 (Monday, April 17 – Sunday, April 23): Identity and Culture

Readings:

1. Reading and Writing about Short Fiction (pp. 100-107; 124-126; 146-148; 159-160; 176-177)
2. “The Chrysanthemums” (pp. 375 - 382)
3. “Everyday Use” (pp. 148 - 155)
4. “The Yellow Wallpaper” (pp. 236 - 247)
5. “The Lottery” (pp. 127 - 132)

Assignments:

1. *Discussion Post 6* must be posted by 11:59 p.m. on Thursday, April 20
2. *Quiz 6* must be completed by 11:59 p.m. on Thursday, April 20
3. *One Response to Discussion Post 6* must be posted by 11:59 p.m. on Sunday, April 23
4. ***Essay 2 must be submitted by 11:59 p.m. on Sunday, April 23***

Week 7 (Monday, April 24 – Sunday, April 30): Identity and Tradition

Readings:

1. “A Rose for Emily” (http://xroads.virginia.edu/~DRBR/wf_rose.html)
2. “Hills Like White Elephants” (pp. 274 - 277)
3. “Dead Man’s Path” (pp. 910 - 913)
4. “Happy Endings” (pp. 363 - 366)

Assignments:

1. *Discussion Post 7* must be posted by 11:59 p.m. on Thursday, April 27
2. *Quiz 7* must be completed by 11:59 p.m. on Thursday, April 27
3. *One Response to Discussion Post 7* must be posted by 11:59 p.m. on Sunday, April 30
4. ***Paper Proposal 3 must be submitted by 11:59 p.m. on Sunday, April 30***

Week 8 (Monday, May 1 – Sunday, May 7): Identity and Tradition

Readings:

None

Assignments:

1. ***Outline/Annotated Bibliography must be submitted by 11:59 p.m. on Sunday, May 7***
2. ***Library Extra Credit Assignment must be emailed to me by 11:59 p.m. on Sunday, May 7***

Week 9 (Monday, May 8 – Monday, May 15): Final Exam Week

Please note: Monday, May 8 is the last day of classes.

Readings:

None

Assignments:

1. ***Reflection Letter must be submitted by 11:59 p.m. on Monday, May 8***
2. ***Essay Assignment 3 must be submitted before 11:59 p.m. on Monday, May 15***

REMEMBER: ESSAY 3 WILL NOT BE ACCEPTED, EVEN ONE MINUTE, AFTER 11:59 P.M. ON MONDAY, MAY 15.

Important College 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 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

Ms. Queen Fordham

Coordinator of Meriden Center's Welcome Desk

qfordham@mxcc.edu; 203-608-3011

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Ms. Anastasia Pych

Director of Human Resources/Labor Relations

apych@mxcc.edu; 860-343-5751; Founder Hall

TAP Outcomes of the Course

(ENG*102 meets the following TAP Competencies.)

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 Dimension of Humankind

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

<i>Unit No</i>	<i>Instructional Unit</i>	<i>Specific Objectives of Instructional Unit</i>
		<p>(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.)</p> <p>The student will:</p> <ul style="list-style-type: none"> • 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