

Instructor: Mrs. Nancy D. Stover
ENG 102L: 3 credits
CRN#: 1126
Day and Time: Online asynchronous (24/7) **Feb. 20, 2017 thru May 12, 2018**
Email: Blackboard Messages for all course related correspondence
nstover@mxcc.commnet.edu in emergencies

Student Email: Only the email used by MxCC (Office 365) will be used to contact students with course announcements, retention notices, etc. If you have not set up an account, you should do so immediately. There are options for forwarding emails to your personal account.

Course Description:

ENG*102, Literature and Composition (3 credits)

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 Materials:

McMahan, Elizabeth, Ed. *Literature and the Writing Process*. 11th edition. Boston: Longman, 2017. Print.

Students should have access to a print or electronic copy of Hacker, Diana and Nancy Sommers. *A Writer's Reference*. 8th edition. Boston: Bedford/St. Martin, 2016. **The edition used should include MLA8 formats for citing sources.**

Copies of course texts are on reserve at the MxCC library.

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

Eng 102 Core Competencies:

This course is important because it will strengthen your critical thinking skills as well as your ability to analyze and write about literature. It will meet all general education core competencies but one: Mathematical Reasoning.

Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.

Cultural Awareness: Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

Social and Civic Responsibility: Behavior that demonstrates adherence to legal/ethical standards established by society.

Critical Thinking: Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

Mathematical Reasoning: Determination of approach, materials, and strategies necessary to solve a problem.

Technology Utilization: Use tools of the trade to achieve a specific outcome.

These core competencies are important personally, academically, and professionally. The outcomes, as stated in the syllabus, are covered in this course.

Attendance-Class Presence

- Online learning requires diligence and commitment on the part of the student. Therefore, students will be monitored and alerted if they do not sign-in to class and meet deadlines regularly. Students should be a presence in the course through participation in discussion board and other activities on several days during the week. A rule of thumb is that you need to be present for at least 3 hours each week--the same time that you would be in an on-ground class. Students are reminded that other courses, work and family responsibilities are not acceptable reasons for not being a presence in the class or completing assessments, discussion boards and assignments.
- Please communicate with your instructor and the retention specialist to discuss personal circumstances and the courses of action available to students who are having difficulties meeting the requirements of the course.

Successful Choices

The online classroom is a place of learning. To maximize learning, please do the following:

- **Treat each other with respect and consideration.** We will often "debate" topics on discussion boards as a way of understanding the author's purpose and the underlying themes of the literature. College is the place where all ideas and discussion are honored. Diversity in the classroom promotes objectivity and the recognition that there are "many sides" to be considered before an opinion can be framed in writing.
- **Make Blackboard Learn your friend.** If this is the first time that you are taking an online course, please make sure that you work through the orientation and "getting started" videos and tutorials provided in the folder on the homepage. Attend an on-ground orientation sessions. These are very valuable. Familiarize yourself on the ways to contact the distance learning staff when you have issues regarding your technology and access to parts of Blackboard Learn and Banner. Your instructor will be able to give some advice on navigating the course, but will not be able to help with more complicated issues associated with your specific device or technology. "Not knowing" how to submit essays and other required work **will not** be an excuse for late submissions.
- **Communication.**
 - Class communication: Communication in an online course occurs via discussion board. Questions about content, assignments, etc. benefit all students in the class. Think of the **general discussion board** found on our home page as the same as raising your hand in class to ask a question. Sharing information is also done in this space by both the instructor and the students. If a question is asked, and a student knows the answer, by all means, help out a classmate and post a response. This is collaborative and helpful.
 - Instructor communication will occur via the **general discussion board, announcements,** and privately through **course messages.** Every attempt will be made to respond to private messages the same day. If a message is sent after 9 PM, the response will be sent within 24 hours.
- **Prepare in advance.** The course schedule provides information about what we will cover in class each week. Reading the assignment and completing tasks as assigned will help you to be ready for discussion, writing and other course activities. Since this course ends during a time when many instructors require uploads to Blackboard Learn, it is important to submit work before submission times expire. There are numerous Blackboard servers, but when many students are submitting work at the same time, slowdowns do occur. Waiting to the last minute, might mean that your work is not in the instructor's inbox on time, and that will mean lost points and a lower final grade.

Academic Support

- Tutoring is available at the Academic Success Center in Chapman Hall. If you visit a tutor, please bring the assignment with you. Your tutor will help you to understand the assignment and will answer questions that will help reinforce your writing. They will not do your work for you or give you answers/solutions to problems presented, or find sources for you for research. That is your job.
- There is also a virtual tutoring service that can be used by all students at MxCC.
- Computers are located in Wheaton Hall and Chapman Hall or at your public library should you have technology difficulties.
- Messaging the instructor through Blackboard and using the class discussion board to ask questions will be helpful to you, and others in the class.

Assignments

- Two literary analysis essays will be written (approx. 1000-1500 words each/approx. 4+ pages) according to designated directions/specifications as part of this course.
 - Written assignments must be word processed, double spaced with margins (MLA style). For more information on format, consult *A Writer's Reference* (p 59-60) or online via *The Purdue OWL*.
 - Only doc, docx or pdf formats are acceptable in Bb. Mac users should save and upload work in pdf format. Only work that is readable in-line on Blackboard can be assessed. **One** email will be sent to notify students if work needs to be resubmitted. **Unless that is done within 24 hours of the email late points will be applied.**
- Informal writing via discussion boards and reflections will also be required throughout the semester.
- Post-reading multiple choice assessments will be completed by students once a reading is assigned.
- **Final presentation.** In lieu of a final exam essay, a Powerpoint presentation will be submitted by students that will be literary analysis in emphasis and apply skills learned throughout the semester to a personalized topic.

- Students will have the chance to review and comment on the work.
- Presenters will also reflect on their work in writing after comments have been made.
- A rubric will be provided that will guide students on how their presentations will be assessed.

Late Work:

It is recognized that community college students are very busy people with work and family commitments outside of school. Having said that, work and family commitments cannot supercede the requirements of a college course. In order to be fair to all students, and to maintain the integrity of this course and the 3 transferable college credits that are earned by participants, the procedures for late work are as follows:

- Reading assessments and discussion board posts are designed to help students to understand the reading, and prepare for the literary analysis part of this course. **Therefore, reading assessments and quizzes must be completed on time in order to receive points.**
 - Reading assessments are the same as "quizzes" that would be given in an on-ground classroom. Discussion boards are the "workshops" of our class where students apply what they know and share with others who learn from that experience. These assignments earn "small" points since they are learning activities. These assignments "expire" because the class has moved on.
- Essays and the final presentation, which are "large" points assignments will be **reduced 50 pts for each day late** until the points have been exhausted. **Since all "large point" work is submitted via Blackboard Learn submission window, a one hour "window" will be allowed before points begin to be reduced for lateness. Ex: An essay is due by 11:59 PM. Late points will begin to be deducted at 1:00 AM.**
- **NO LATE WORK WILL BE ACCEPTED AFTER Saturday, May 12, 2018.**
- Be mindful of the withdrawal time frame in order to make important decisions about your ability to meet deadlines in this class.

Plagiarism and Academic Honesty

Please submit work that is original to our class and in which you are the sole author. Document your work with MLA8 format. Work that violates college policy will result in an automatic zero. As stated in the catalog, "Both plagiarism and cheating are grounds for a student's immediate dismissal from the college."

Both plagiarism and cheating are grounds for a student's immediate dismissal from the College. At MxCC we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Regents' Proscribed Conduct Policy in Section 5.2.1 of the Board of Regents' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration 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 Regents' Policy 5.2.1)

Students are reminded that work that has been prepared and submitted to other classes (including other English classes) cannot be used again to complete any assignment in this course. This is also academically dishonest. All essays and the final presentation are submitted to SafeAssign automatically to check for plagiarism.

Evaluation Criteria

- Essays will be evaluated **holistically**. In other words, each essay will be evaluated on how effectively and fluently it debates an issue and uses the mechanics of expository writing, **including MLA8** to do so.
- A rubric will be provided as part of each assignment to show what will be considered to determine the points each essay receives.
- A separate rubric will be provided for the final presentation.
- Guideline for the evaluation of discussion board posts will be shown as part of the directions for the board assignment.

Final Grade Formulation (1000 points)

400 (2) Literary Analysis Essays (200 points each)
 240 (8) Reading Assessments (30 points each)
 160 (8) Discussion board assignments (20 points each)
 200 Final Exam Powerpoint Presentation

Final grades will be noted A through F. You may inquire at any point about your grades.

Grading Scale (points):

A = 930-1000
A- = 900-929
B+ = 870-899
B = 830-869
B- = 800-829
C+ = 770-799



C = 730-769
C- = 700-729
D+ = 670-699
D = 630-669
D- = 600-629
F = 0-599

Withdrawals

- For summer, winter, accelerated, and late-start courses, the withdrawal deadline is the date at which 75% of the total course time has been completed. 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 a student fails to complete this process on time, the student will receive a letter grade (A through F) at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veterans' benefits. Students should make this decision carefully and with the help of their academic advisor. See the [Academic Calendar](#) for specific dates, and the Academic Policies found in the [College Catalog](#) for specific procedures, regarding course withdrawals.

Misc. 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. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.



Class Cancellation

Since this is an online class, weather and other unpredictable reasons for cancellation of class are not relevant. However, should there be a **significant and reported** power outage in an area, or if Blackboard Learn is offline, adjustments will be made to deadlines, etc. **in consultation with the administration of MxCC.**

Significant and reported means a power outage of numerous hours that has been reported on the news and verified by the power company. When Blackboard Learn is offline, instructors receive notification from Distance Learning about the outage. This must happen before decisions are made about changes to deadlines or the granting of an extension to individual students.

If/when outages occur, an announcement will be made via Blackboard Learn, and each student will also receive an email that changes have been made to any impending deadline.

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

Anastasia Pych Director of Human Resources and Labor
Relations; apych@mxcc.edu; 860-343-5751; Founders
Hall Room 116

ENG102 Schedule--February 20-May 12, 2018

This course schedule is subject to change due to the needs of the class, unexpected outages, and on going review by the instructor to ensure clarity of instruction.

Week #1 and #2: Tuesday, February 20-March 3

The Writing Process: Ch. 1-4 pp 1-67; Reading Short Fiction: Ch. 6 pp 100-105; "Eveline"

Reading quiz Due Saturday, February 24 @ 11:59 PM

Writing about Structure: Ch 7 pp 106-123 Discussion: "The Things They Carried" pp 111-119

Reading quiz Due Saturday, March 3 @ 11:59 PM

Discussion Board Assignment due Sunday, March 4 @ 11:59 PM

Week #3: Sunday, March 4-Saturday March 10/Week #4: Sunday, March 18-Saturday, March 24

Writing about Imagery and Symbolism: Ch 8 pp 124-137 Discussion: "The Lottery" pp 127-132; "The Red Convertible" pp 324-330

Reading quiz Due Saturday, March 10 @ 11:59 PM

Spring Break @ MxCC 3/11-3/17--enjoy!!

Writing about Point of View: Ch. 9 pp 146-148 Discussion: "I Stand Here Ironing" p 285-290; Writing about Setting and Atmosphere Ch. 10 pp 159-160 Discussion: "The Cask of Amontillado" pp 221-226.

Reading quiz due Wednesday 3/21 @ 11:59 PM

Discussion Board Assignment due Sunday, March 24 @ 11:59 PM

Specifications for Essay #1. Researched Writing: Ch 5 pp 68-97; Workshop: Writing a literary argument essay. Thesis development; planning; exploring secondary sources; embedding sources and discussion in the essay.

Week #5 and #6: Sunday, March 25-Saturday, April 7

Discussion Board Assignment due Saturday, March 30 @ 11:59 PM

Essay #1 Due Saturday, April 7 @ 11:59 PM--Submission window in Week #5/#6 folder

Reading and Understanding Poetry: Ch 17-20 pp 394-400, 415-418, 432-436,

Reading Quiz Due Wednesday, April 11 @ 11:59 PM

Week #7 and #8: Sunday, April 8-Saturday April 21

The Poetry of John Donne pp 489-491, William Blake pp 494-496, Percy Shelley p 500, Emily Dickinson pp 508-511, A.E. Housman p. 515, William Carlos Williams p 530-531, Dylan Thomas p 548;

Discussion Board Assignment Due Saturday, April 14 @ 11:59 PM

The Poetry of Robert Frost pp 439, 522-527.

Reading Quiz Due Wednesday, April 18 @ 11:59 PM

Discussion Board Assignment Due Saturday, April 21 @ 11:59 PM

Reading and Understanding Drama: Ch 28-30 pp 626-630, 631-632, 675-676;
Specifications for Essay #2.

Week #9 and #10: Sunday, April 22-Saturday, May 5

"The Glass Menagerie" p 676-717;

Reading Quiz Due Wednesday, April 25 @ 11:59 PM

"A Doll's House" p 827-876;

Reading Quiz Due Wednesday, April 25 @ 11:59 PM

Discussion Board Assignment Due Saturday, May 5 @ 11:59 PM

Final Presentation Specifications. Submit your topic in advance to ensure it is compliant with specifications. You will receive 20 points just for doing so.

Week #11: Sunday, May 6-Saturday, May 12

Essay #2 Due Sunday, May 6 @ 11:59 PM--Submission Window in Week #11 folder on homepage of Blackboard

Final Presentation Due Wednesday, May 9 @ 11:59 PM--Submission Window in Week #11 folder on Blackboard

Discussion Board Assignment Due Friday, May 11 @ 11:59 PM

Final Presentation Evaluations by Classmates--Discussion Board Posts/Responses Due Saturday, May 12 @ 11:59 PM

Questioning Faces

*The winter owl banked just in time to pass
And save herself from breaking window
glass.
And her wings straining suddenly aspread
Caught color from the last of evening red
In a display of underdown and quill
To glassed-in children at the windowsill.*

*Robert Frost
1942*

