

ENG 102 – CRN 1307 –LITERATURE AND COMPOSITION– SPRING 2019

Middlesex Accelerated Program

March 3 – April 14, 2019

Online - Blackboard

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Thursdays 10am – 12pm, Wednesdays 3pm – 6pm, and by
appointment

**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 12th Edition.* (2017)

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, which means that students will need consistent online capabilities in order to complete the coursework. 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. Additionally, students will need to use the Blackboard tools, messaging, and posting capabilities in order to submit assignments, etc. As a result, Blackboard is the ONLY way to submit assignments and the main source for contacting me during the course. Students may use My Commnet in order to access to Blackboard, or they may use the [following link](#). Students who experience technical difficulties need to contact the MxCC Distance Learning (link provided above) or the 24/7 Blackboard Helpdesk: 860-723-0221.

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.

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: Given the accelerated structure of this course, successful students will work on course content daily. Students in this course should prepare to read 100 – 200 pages weekly (some weeks more, others less) in addition to writing regularly. Discussion posts will facilitate student thought and foster individualized instruction for student writing via the instructor’s feedback and may be the start to any of the formal essays assigned in the course.

Each week students should do the following to achieve success throughout the course:

- 1) Read each week's lecture notes CAREFULLY (these are located on the homepage). These notes will guide students through the week's reading and assignments. These notes are also the homepage for our course shell. Each week's lecture will launch on Fridays at 12:00am (midnight).
- 2) Complete the assigned readings for that week (listed in the course schedule on the syllabus and in the lecture notes).
- 3) Complete the week's assignments (listed both on the course schedule on the syllabus and at the end of the lecture notes). Weekly assignments will include the following:
 - Discussion posts on the current week's reading: an initial post and a peer response are due on Sundays.
 - Quizzes on the previous week's reading and lecture from Fridays – Wednesdays.
 - Projects #1 and #2 will be due on Fridays. Project #3 will be due on the last day of class (Sunday, April 14).
 - During the final week of the course, there will be no assigned reading in order to allow students time to work on the final essay of the course.
- 4) Check the "Messages" tool daily for updates from the course instructor. This is the tool with which I will make class announcements and it is the tool I'll use to contact you individually.

Please note that students need to follow this structure each week to earn a passing score in this course. Below, I elaborate on each tool necessary to the structure above.

Student E-Mail and Blackboard Messages: Students in this course are required to use Blackboard Messages as their primary means of contact with the instructor. Blackboard Messages is the best way to contact me with questions or to schedule conferences. If you are unable to contact me via Blackboard, use my 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 e-mails as I may send reminders or important messages. However, important messages will occasionally be sent to your Student E-mail (or 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 e-mailed for credit, please post your papers and assignments to the appropriate place in Blackboard.

Textbook and Materials: Students should purchase the required textbooks to complete the course. Additional readings have been scanned and posted to Blackboard and students are also required to read those files. Students should also have regular access to Blackboard in order to download the week's lecture notes, to submit assignments, to take weekly quizzes, etc.

Lecture Notes/Modules: Each week I will post lecture notes to accompany the reading assignment (I will usually have these up and ready for you every Sunday at midnight) and these will appear on the homepage of the course. Within each week's notes, I will provide topic information, reading schedule, reading information, and things to think about. Within these notes, I will also post weekly discussion questions and assignments, and instruction 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. Students who neglect to read the lecture notes each week will likely not pass the course with a C or better.

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 and their second response to another student's discussion post for another/different question. Both posts will be due by each **SUNDAY** at 11:59pm 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 and approximately 1 – 2 pages in length. No post should ever be one or two sentences and they will average at a few paragraphs.
- Begin by responding to the prompt and articulating a thesis early on in the post. Remember, you will reflect on these and choose one to revise for your final paper at the end of the semester. Spend time engaging the readings and the prompts to articulate your own, unique arguments about the readings.
- Discussion posts should be clear, coherent, and adequately revised before publication on the discussion thread.
- All posts NEED (at least) one integrated quote or cited paraphrase from the readings to which they refer. All discussions must adhere to MLA documentation guidelines. (Additionally, to avoid plagiarism, please be sure to give credit to all authors and sources used – this will be further addressed later on.) This means that each post needs to have in-text citations and a works cited entry at the end. Please adhere to MLA 8. Students may already have an MLA 8 Handbook, but students may also consult [MxCC's Library](#) or [The Purdue OWL](#) for guides on MLA Documentation.
- Please refrain from using research in Discussion Posts. This restraint will help each student focus solely on the text(s) at hand, which will help students most as they move toward completing the final paper.
- Discussion posts and peer 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. Please refrain from commenting on your peers' technical or grammatical usage – I'll take care of that individually.

- There are ways to politely and professionally disagree with another or present an opposing issue – please remember in these instances to be respectful and to 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 title of the topic listed on 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 well the post addresses the prompt (clear thesis)
- How well the post integrates the readings within the response to the question (textual support and analysis)
- The quality and care put into the post (evidence of revision, MLA format of citations, etc.)

Quizzes: Each week there will be a reading quiz posted on Blackboard. These quizzes will be unlocked on **FRIDAY** 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 project details appear within the course schedule and within the lecture notes on Blackboard with explicit guidelines and deadlines.

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 cloud storage, 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, in the appropriate places, 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 Academic Success 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 and Proposal

#3 Comparison/Contrast Project

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 before 75% of that course is complete, but the student must take the responsibility for initiating and completing a withdrawal form. All withdrawals, either from individual courses or the college, are handled in The Records Office. Students who wish to withdraw must contact the Records Office and obtain the appropriate signatures as requested on the college withdrawal form. 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. Course withdrawals must be signed by the instructor indicating his/her permission for withdrawal. 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 – 1307 – Spring 2019 MAP Course Schedule

Week 1 (3/3 – 3/10) 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. 1-11), “Writing about Literature” (p. 1248 - 1254), “The Literature Essay” (p. 1255 - 1278), and “The Writing Process” (p. 1279 - 1294)

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. 715)

“A Rose for Emily,” by William Faulkner (p. 308).

Assignments:

- Write Introductory Assignment due Wednesday, 3/6 @ 11:59pm
- Discussion Post #1: Initial Post and Peer Response due Sunday, 3/10 @ 11:59pm

SPRING BREAK: MARCH 11 – MARCH 17 – NO CLASSES

Week 2 (3/17 – 3/24) 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. 800 - 811)

A Raisin in the Sun (p. 936 - 1012)

Assignments:

- Complete Quiz #1 (3/8 – 3/20 @ 11:59pm)
- **Submit Project #1 by 11:59pm on Friday, 3/22 @ 11:59pm**
- Write Discussion Post #2: Initial Post and Peer Response due Sunday, 3/24 (both by 11:59pm).

Week 3 (3/24 – 3/31) CRITICAL ANALYSIS

Readings:

Week 3 Lecture Notes

- “Story of An Hour,” by Kate Chopin (p. 287)
“The Cask of Amontillado,” by Edgar Allan Poe (p. 115)
“[Wild Nights – Wild Nights!],” by Emily Dickinson (p. 700)
“The Research Essay and Effective Quotation” (p. 1295 – 1321)
For Reference: List of Works Cited Models (p. 1329 – 1339)
Your Research Articles, Library Research Information

Assignments:

- Complete Quiz #2 (3/22 – 3/27 @ 1159pm)
- **Submit Proposal for Project #2 due Friday, 3/29 @ 11:59pm**
- Write Discussion Post #3: Initial Post and Peer Response due Sunday, 3/31 (both by 11:59pm)

Week 4 (3/31 – 4/7) PROJECT #2 – RESEARCH

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

Readings:

Week 4 Lecture Notes

- “On Being Brought from Africa to America,” by Phyllis Wheatley (p. 487)
“A Letter from Phyllis Wheatley,” by Robert Hayden (p. 490)
“The Yellow Wallpaper,” by Charlotte Perkins Gilman (p. 316)
Antigone, by Sophocles (p. 1211 – 1247)

Assignments:

- Complete Quiz # 3 (3/29 – 4/3 @ 11:59pm)
- **Project #2 due Friday 4/5 @ 11:59pm**
- Write Discussion Post #4: Initial Post and Peer Response due Sunday, 4/7

Week 5 (4/7 – 4/14) COMPARING AND CONTRASTING – PROJECT #3

Readings:

Week 5 Lecture Notes

Assignments:

- Quiz #4 (4/5 – 4/10 @ 11:59pm)
- No Discussion this week – work on your final paper using the guidance within Week 5 Lecture Notes
- **Project #3 due Sunday 4/14 @ 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 clearly announced.

ENG 102 MAP Spring 2019 Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
March 3	March 4	March 5	March 6	March 7	March 8	March 9
First Day of Class						
			Introductory Assignment Due		Quiz #1 Opens	
March 10	March 11	March 12	March 13	March 14	March 15	March 16
	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
Discussion #1 Due						
March 17	March 18	March 19	March 20	March 21	March 22	March 23
			Quiz #1 Closes		Project #1 Due	
SPRING BREAK					Quiz #2 Opens	
March 24	March 25	March 26	March 27	March 28	March 29	March 30
			Quiz #2 Closes		Proposal for Project #2 Due	
Discussion #2 Due					Quiz #3 Opens	
March 31	April 1	April 2	April 3	April 4	April 5	April 6
			Quiz #3 Closes		Project #2 Due	
Discussion #3 Due					Quiz #4 Opens	
April 7	April 8	April 9	April 10	April 11	April 12	April 13
			Quiz #4 Closes			
Discussion #4 Due						
April 14						
Last Day of Class						
Project #3 Due						

It is STRONGLY recommended that students print this calendar and post it by their computer.