

## Course Syllabus: English 102: Literature & Composition

Online Winter 2019-2020 (CRN 4008)

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### Official 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: a grade of "C" or better in ENG\*101, ENG\*101E, or ENG\*101ALP.*

### Scope of My Class



Here's what to expect in my ENG 102: You will be reading and discussing some of the best short fiction ever written, and you'll be *writing intelligent, thoughtful, insightful compositions* about literature. Major emphasis will be placed on identifying themes and on thoroughly analyzing and explicating specific passages from the texts to write close readings.

You should expect to devote time *and thought* to each reading, and the quality of your writing matters. Earning a "C" in English 101 is a prerequisite for a reason.

### Really Important Note:



Welcome to a whirlwind section of English 102! For the next 22 days—that's right, only twenty-two days!—we will be reading, discussing, and analyzing some of the best short stories and poems ever written and read an entire play. Exciting, right? Well you know what else that means? We've got a heck of a lot to cram into 20 days. My advice: if you plan to pass this course, take time off from your job and tell your friends and family that you won't see them a whole lot for the next twenty-two days. **Honestly, you should expect to spend ~3-6 hours per day doing work for this class.** When I taught this as a ground course over the winter, the class was 3.5 hours/day 5 days/week. Then students would have to go home and do all the reading and writing on top of that.

This course is NOT easier because it is a winter course. It is NOT easier because it is online. Both of those aspects actually make it quite a bit MORE challenging. ENG 102 is ENG 102; that means that you will be completing the same amount of work that you would in a traditional semester...all *crammed* into 22 days. If you are a struggling reader or writer, then this class is probably not for you. **THIS WILL BE CHALLENGING**—and, hopefully, rewarding in the end!

### BlackBoard Mail Policy:



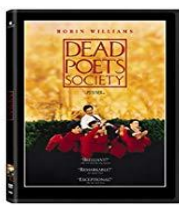
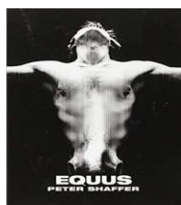
-I will always do my best to reply within 12 hours.

-PLEASE use the "**BlackBoard Mail**" link (NOT external e-mail) to send me questions that are of a personal nature.

-Otherwise, **PLEASE** post any other, general questions (anything about the readings or the assignments or simply the course that is unclear) on the "**Course Questions**" **discussion board**. That way, other students can see both the question and the answer I post.

**-Note:** Be sure to check both your BlackBoard mail and the "Course Questions" board as I expect you to know/follow any answers I post there whether or not you are the one who asked the question.

### Texts:



- ❖ Rather than having you spend \$150 on a textbook, I will post nearly all readings on BlackBoard. You should also review all handouts and powerpoints carefully and frequently: consider that stuff your textbook!
- ❖ You are **required** to purchase one play: *Equus* by Peter Shaffer. I recommend the 2005 Scribner edition, which can be found on Amazon for a couple bucks last I checked.
- ❖ I **recommend** purchasing the movie *Dead Poets Society*—or making sure you can get it on some streaming device. **You will be required to view it for your final research paper.** Right now, you can buy it on Amazon for \$5.

### Assignments:



- \*Short Story Test 15%
- \*Discussion Posts 20%
- \*Short Fiction Essay (3-5 pages) 20%
- \*Poetry Paper (3-5 pages) 20%
- \*Drama Essay (5-7 pages) 25%

### Grading:



A 100.0 - 93.0	B 86.9 - 83.0	C 76.9 - 73.0	D 66.9 - 63.0
A- 92.9 - 90.0	B- 82.9 - 80.0	C- 72.9 - 70.0	D- 62.9 - 60.0
B+ 89.9 - 87.0	C+ 79.9 - 77.0	D+ 69.9 - 67.0	F 59.9 - 0.0

**A** papers are *exceptional* in critical thinking, style, structure, development, and mechanics. Ideas are engaging, original, convincing, and *well-developed*—**which also means that these essays tend to be closer to the higher end of the required page limit.** Textual analysis is thorough and insightful.

**B** papers are *well above average* in those areas, with a few grammatical issues and generally less development. Textual evidence is present, but analysis could be more thorough.

**C** papers are *average*, with relatively minor grammar, organizational, or development problems that distract from the easy flow of the essay. Ideas lack depth and analysis of quotations is limited and often just summary. Generally these lack true depth of thought and **are closer to the minimum length requirement. Remember that simply meeting the requirements is average, not exceptional. This goes for Close Readings and major essays.**

**D** papers are *below average* and contain numerous grammatical/mechanical errors, are not organized logically, have repetition rather than development, demonstrate limited understanding of the text. Textual evidence is sparse.

**F** papers are *very weak* and have significant error patterns in grammar and/or mechanics, lack basic essay structure/organization, lack coherent paragraphs, have little/no development or direct textual support, and/or do not follow the assignment. Any work not meeting the bare minimum page/word requirements is penalized.

Note: An **F** can be anywhere from a zero to a 59, and I have given single digit grades to papers that earn single digit grades. Please follow directions carefully, refer back to all course materials, and **proofread** (I recommend, slowly and out loud!): the three papers make up 65% of your grade!

### (NO) Revision:



Unlike other English classes you may have taken, there are **no re-writes or extra credit assignments** of any kind. Every assignment counts for *a lot* of your final grade, so make sure to do your best on every assignment. *Normally*, revision is something I encourage; however, in this abbreviated session we simply do not have time, so make sure you get it right the first time.

### (NO) Late Work:



I have no tolerance for late work. All assignments must be submitted **BEFORE** the posted deadline. It does not matter if work is turned in one week, one day, one hour, or one *second* late: I will not read or grade any late work. Please see the “Late Work Addendum” in the “Syllabus” section of BlackBoard for further explanation.

**Everything will be due before either noon or before 8 PM.**

### Odds & Ends



- ❖ **Follow Directions:** One of the most important skills required to successfully complete an online course (or any course for that matter) is the ability to follow directions. I have done my best to make the design of BlackBoard as intuitive as possible and to clearly label everything. In each folder, you will see a “To Do” list: follow that. There will be powerpoints, and handouts, and checklists, and directions: refer back to them regularly.
- ❖ **Get Ahead:** This might be wishful thinking in this particular online course, but I do encourage you to get as ahead in the work as possible. Everything will be posted and available when Distance Learning opens the course to you the week before it officially starts; I strongly encourage you to use that time to get ahead! That gives you an extra 33% of class time essentially.
- ❖ **My Goal:** Just as I am holding you to very strict deadlines, I assure you that I will be working just as hard as you. I will grade and return your work as soon as possible; that is my daily homework. That is also another reason I have zero tolerance for late work.
- ❖ **Reassurance:** I swear, the goal of this syllabus is not to scare you off. I just want you all to know exactly what you are getting into so that you don’t enter the course with false pretenses. I am a stickler for rules, but other than that I’m a pretty nice, easy-going guy (I think so at least). If you’re willing to work hard, there’s no reason you can’t do very well in this course. In fact, when I taught this same online class last winter, here is how the students did: 5 As, 6 Bs, 3 Cs, 1 D, 4 Fs. Note that 3 of those Fs were students who simply did not turn in any work. If you put in time and effort, you should do just fine!

## Discussion Board:



Each day during the first two units, you will choose one of the poems or stories assigned to write on, and you will respond to a classmate's posting. You will not be able to see others' postings until *after* you submit your work. At that point, you will also be able to see the sample posts I wrote.

**1) Your Post:** To start, your short story discussion posts are the **Close Reading** assignment. See all the materials in the first day's "All Close Reading Materials" folder. This will be graded on a 0-10 scale. Directions for Poetry posts will be in the Poetry Unit.

**2) Your Reply:** You must write your reply to a classmate who posted on a **different reading from the one you chose to post about (that is, a different story or a different poem)**. The goal is not so much to praise or criticize the original post; rather it is to support or challenge your classmate's interpretation by offering further evidence or counter-evidence. Your reply should:

- a. be a *minimum* of 150 words
- b. include a quotation from the story or poem
- c. be a bit more relaxed and feel free to write "conversationally" (contractions are fine here, first and second person are okay), but spelling/grammar should still be strong.

The reply should reflect real *engagement* with your classmate's ideas. Something like "Wow, great post Adam. I totally agree with what you said. I thought the same thing about the reading. We're totally on the same page" will earn you a zero. I want thought and engagement, not fluff. This will be graded on a 0-5 scale.

**Discussion board posts are not editable once submitted; do not post until you are sure you have clearly said what you have to say.**

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### Discussion Board Grading Scale

Each day, your total Discussion Board grade will be out of 15 possible points.

- Please note that I rarely give out 10s on discussion board posts – your work must be truly extraordinary. Simply meeting the criteria for the assignment does not earn you an A.
- Both 9s and 10s are reserved for those students who are going above and beyond basic course expectations and who are thus engaging in well above-average work.
- If you meet the criteria for the assignment and do average work, you will earn a C (a 7.5).
- I have programmed Bboard to drop your lowest discussion grade.

## Plagiarism and Academic Honesty:



**College Policy:** “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)

**My Explanation:** If you do any of the following, then you have plagiarized:

- Turn in material you did not write,
- Turn in papers written by you for another class (either high school or college),
- Turn in papers you drafted but that were revised or edited by another,
- Fail to paraphrase, summarize, or quote sources properly,
- Turn in papers written by someone else and edited or revised by you, or
- Get any of your *ideas* from another source. (*Anywhere* on the internet, for example)

### **My Penalties:**

- Presenting another person’s **ideas or language** as your own will result in an automatic “F” (zero).
- If you plagiarize **ANY** of the discussion posts, then you will receive an “F” (zero) for that entire 20% of your grade. (I will enter a zero for all discussion posts past and future.)
- Plagiarism may also result in an “F” for the course because I will report the incident to the Chair of the English Department and to the Academic Dean since it is a violation of the Student Code of Conduct.

**My Plea:** Don’t succumb to the urge to see what Sparknotes (or any of the other online sites) say about what we’re reading. That will only open up the possibility that you will use *ideas* (maybe not even words) from that source, and that is plagiarism. I want to challenge *you* to *think*, and I want to read *your* ideas. If I want to read what other people on the internet think, then I’ll do that myself. YOU should NOT be doing that while taking this course. **Basically, just STAY OFF THE INTERNET (I know, ironic advice for an online course)! I’ll find out, and it’s really not worth the consequences. Remember, if you can find something online, so can I. And I do check!**

**Unfortunately:** Despite this warning, in twelve years I have almost never taught this course without failing at least one student for plagiarism.

**Again, plain and simple: Even if you don’t understand a reading, do not look up summaries/analyses somewhere else. The goal is for YOU to develop YOUR OWN interpretations! Feel free to use the “Wanna Chat” or “Course Questions” discussion boards, too.**

### Proposed Schedule:

Here is an overview of what the “semester” holds for you. I ABSOLUTELY encourage you to get ahead as much as possible. Heck, the BlackBoard course shell is available a week before the course officially starts—that’s a whole extra week to do this work. I will have everything available/unlocked on Bboard as soon as the course “goes live.” I will also provide very clear daily instructions regarding what needs to be accomplished each day. In addition to the below, there will be powerpoints, notes, and other such items for you to read/review as well.

Date	To Do Today	Due Tomorrow before Noon	Due Tomorrow before 8 PM
Thursday 12/26	-Watch Intro Video, Read Syllabus, Read all notes/handouts/powerpoints in Wednesday’s folder. -I recommend at least starting to read “The Scarlet Ibis” -Consider beginning the Ibis Test Packet, too	*Post to the Introductions discussion board	-Reply to a classmate’s post
Friday 12/27	-Read “The Scarlet Ibis” -Complete “The Scarlet Ibis” Test Packet	---	<b>-Scarlet Ibis Test Packet</b>
<b>Saturday 12/28</b>	<b>-Submit Test Packet before 8PM</b> -Read "A+P," "Araby," and “The Things They Carried”	*Post on "A+P" or "Araby" or “The Things They Carried”	*Reply to a classmate’s post
Sunday 12/29	-Read “Cat Person,” “Hills Like White Elephants,” and “An Occurrence at Owl Creek Bridge”	*Post on “Cat Person” or “Hills Like White Elephants” or “An Occurrence at Owl Creek Bridge”	*Reply to a classmate’s post
Monday 12/30	-Read “The Story of an Hour,” “Chrysanthemums,” and “The Yellow Wallpaper”	*Nothing (or get ahead...)	*Nothing (or get ahead...)
Tuesday 12/31	*Nothing (or get ahead...) -Happy New Year’s Eve	*Nothing (or get ahead...)	*Nothing (or get ahead...)
Wednesday 1/1	*Nothing (or get ahead...) -Happy New Year!	* Post on “The Story of an Hour” or “Chrysanthemums,” or “The Yellow Wallpaper”	*Reply to a classmate’s post
Thursday 1/2	-Read "Sweetness," "Eveline," and “I Stand Here Ironing”	* Post on "Sweetness" or “Eveline," or “I Stand Here Ironing”	*Reply to a classmate’s post
Friday 1/3	-Read “The Lottery,” “A Rose for Emily,” and “The Cask of Amontillado”	* Post on “The Lottery” or “A Rose for Emily” or “The Cask of Amontillado”	*Reply to a classmate’s post
Saturday 1/4	-Brainstorm, Outline, Draft Short Story Essay	---	<b>Short Story Essay Due</b>
<b>Sunday 1/5</b>	<b>- Short Story Essay due before 8PM</b> -Revise, Edit, Proofread, Perfect Short Story Essay	*Nothing (or get ahead...)	*Nothing (or get ahead...)
Monday 1/6	-Go through Poem notes -Read Poem Set 1—Carpe Diem	*Post on one of the Carpe Diem Poems	*Reply to a classmate’s post
Tuesday 1/7	-Read Poem Set 2--Identity	*Post on one of the Identity Poems	*Reply to a classmate’s post
Wednesday 1/8	-Read Poem Set 3-- Romanticism vs. Realist	*Post on one of the Romanticism vs. Realist Poems	*Reply to a classmate’s post

Date	To Do Today	Due Tomorrow before Noon	Due Tomorrow before 8 PM
Thursday 1/9	-Brainstorm, Outline, Draft Poetry Essay	---	<b>Poetry Essay Due</b>
<b>Friday 1/10</b>	- <b>Poetry Essay due before 8PM</b> -Revise, Edit, Proofread, Perfect Poetry Essay	*Nothing (or get ahead...)	*Nothing (or get ahead...)
Saturday 1/11	-Read all of Act 1 of <i>Equus</i>	---	* <i>Equus</i> Questions 1
Sunday 1/12	- Finish <i>Equus</i>	---	* <i>Equus</i> Questions 2
Monday 1/13	-Watch <i>Dead Poets Society</i> and Research	---	---
Tuesday 1/14	-Research+ Brainstorm, Outline, Draft	---	---
Wednesday 1/15	-Brainstorm, Outline, Draft	<b>Drama Essay Due</b>	---
<b>Thursday 1/16</b>	- <b>Drama Essay Due before Noon</b> -Revise, Edit, Proofread, Perfect Drama Essay	*You're D-O-N-E. Take a huge sigh of relief and pat yourself on the back!	*You're D-O-N-E. Take a huge sigh of relief and pat yourself on the back!

(The next page is course outcomes and college policies that I have to include—read at your own discretion)

## TAP Competencies and Course Outcomes



### Learning Objectives

#### Critical Analysis and Logical Thinking (TAP 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.

#### Written Communication (TAP 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.

#### Outcomes/Objectives of Course

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

#### College Policies



All students should familiarize themselves with the college's policies. These and the MxCC's non-discrimination statement can be found here: <http://mxcc.edu/catalog/academic-policies>



Hey, are you still reading? The syllabus is over—go get started on the actual work! 😊

Click on the “Short Story” Unit and go into the first day’s folder