

Mayland Community College

Welcomes you to:

English 113 -95

Literature-Based Research

3 Credit Hours/3 Contact Hours

Summer 2007

Course Description

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English.*

Prerequisites: ENG 111

Instructor Information

Instructor: Elizabeth Hardy

Office location: Room 244 (Main building)

Telephone number: (828) 765-7351 or (800) 462-9526, ext. 271

Email Address: ehardy@mayland.edu

Office Hours: Tuesday and Wednesday 8:30-12, Thursdays 1-2, and by appointment

I am happy to communicate by phone or email. As this is an online course, most of my "office hours" will be conducted online.

Course Information

This section of ENG 113 will meet online

Required Texts: Arp, Thomas, and Greg Johnson, eds. *Perrine's Literature: Structure, Sound, and Sense*. 9th edition. Fort Worth: Harcourt, 2002; *The Brief Handbook*, 5th ed., Kirzner and Mandell; a good college dictionary and thesaurus.

LRC Resources: The Learning Resources Center offers students an array of print and electronic resources related to this course. Please touch base with one of the librarians for assistance.

Mission Statement and Competencies for the General Education Core

Mission: Mayland Community College's General Education core courses will provide the essential body of knowledge and skills that enable all degree-level students to perform competently as employees and as contributing members of society.

Graduates of all degree programs at Mayland Community College will have completed the general education core. That core encompasses the essential knowledge and skills that enable all degree-level students to perform competently as employees and as contributing members of society. Upon completion of the general education core, students will be able to demonstrate the following:

1. Effective communication in speaking and listening situations needed for college, personal, and work successes
2. Effective communication in writing and reading situations needed for college, personal, and work successes
3. Logical, critical, and creative thinking to evaluate evidence and reach a conclusion
4. Application of basic computer use skills
5. Application of fundamental math skills
6. Basic awareness of the diversity of various world groups from both historical and contemporary contexts

• Course Objectives Designed to Assess, Evaluate, and Document the Pertinent Gen Ed Competencies for this Course

For each of the following components of this course, the applicable Gen Ed Learning Outcomes are noted.

To succeed in this course, you will do **college-level** work as you:

- A. Write a critical essay on short fiction → 1, 2, 3, 4, 6
- B. Take a test on the short fiction unit → 1, 2, 3, 6
- C. Write a critical essay on poetry → 1, 2, 3, 4, 6
- D. Take a test on the poetry unit → 1, 2, 3, 6, and 7.
- E. Write a critical essay or produce a project on drama → 1, 2, 3, 4, 6
- F. Take a test on the drama unit → 1, 2, 3, 6
- G. Write a documented paper on a literary topic → 1, 2, 3, 4, 6.
- H. Take part in discussions of literature → 1, 3, 6

In this class you will:

1. Prepare all assignments before the due date (Late assignments will receive a letter grade cut for each day late, and late assignments that are more than one week overdue WILL NOT be accepted.) No message board responses will be accepted late.
2. Actively participate in online discussions and draft reviews.
3. Write one documented argumentative essay (1000-1200 words in length) on a literary topic, including prewriting activities, revised drafts, internal documentation of sources, and a works cited page.
4. Write three literary analyses (700-750 words in length), one for each genre studied, two of which will include a research component and documentation.
5. Complete three tests, one for each literary genre.
6. Complete a variety of formal and informal writing activities including online discussions and activities pertaining to essays.

Course Content

- A. Study of fiction, using selected short stories to demonstrate the elements of fiction: plot, character, theme, point of view, symbolism, setting, irony, etc.
- B. Study of poetry, using selected poems to demonstrate the elements of poetry: images, figurative language, diction, symbolism, allusion, theme, tone, etc.
- C. Study of drama
- D. Review of research techniques
- E. A researched literary essay
- F. Critical thinking

Grading Criteria:

The final grade for the course will be determined by the instructor's evaluation of the student's work during the entire semester. The course grade will be determined as follows:

Research-Based Literary Essay	15%
Literary Analysis Essays	45% (15 % each)
Tests	30% (10 % each)
Forum participation and other assignments	10 %

Grading Scale:

- A=93-100**
- B=85-92**
- C=77-84**
- D= 69-76**
- F=69 and below**

Academic Standards and Student Expectations

1. Careful reading of each week's assignments. Students in online classes should expect to spend several hours each week preparing reading and completing assignments. This is in addition to time spent online. Good time management is vital. You must plan to complete reading assignments far enough in advance that you can participate in the discussion forums before the weekly deadlines.

2. Active participation in online discussions and activities.
3. Satisfactory scores on tests, and essays
4. Punctual preparation of all assignments. A late essay will receive a penalty of one letter grade for each day it is late. No essay will be accepted later than one week after the date it was due.
5. **ACADEMIC HONESTY!** Anyone caught cheating will automatically receive an “F” for the course. Cheating means copying another’s work and signing your name as if it is your original work, collaborating during tests, or any other activity that presents work as your own that was in fact the work of another person.. We will focus on correct borrowing and citation of others’ words and ideas—to avoid plagiarism. Since you have had the prerequisite course, ENG 111—Expository Writing, you have had the basic research tools. This course will build upon those skills in your researched literary analysis.

Class Involvement

Involvement and participation are crucial to getting the most out of any online class. Since this course relies on discussion of texts, participation is even more vital. Individual students are responsible for all material covered in the course, including topics covered in discussion forums. Students must participate in each of the week’s discussion forums of the course at least **twice**. Each week, students will be expected to take part in the discussion forums, which will cover that week’s reading or other assignments. Students who are active and involved will have 100 percent on their grade for discussion forums/involvement.

Administrative Withdrawal Statement: If a student has not been in contact with the instructor and has not participated in the class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor. Unless the student has formally withdrawn from the course, he or she will receive an F.

Withdrawal dates:

- § Unconditional Withdrawal through June 21
- § Conditional Withdrawal through July 17
- § Emergency Withdrawal only through the last day of class

Accommodations: Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR office or Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

Calendar

This Calendar gives the weekly topics and reading assignments. Specific guidelines for assignments are found in the assignments section. Changes may be made at the instructor’s discretion. All changes will be posted as announcements. *Disclaimer: Course procedure may vary to meet the needs of this particular group.*

Week One—June 4-8

Topics: Getting to know you. Begin Argumentative Literature-Based Essay. Review of Argument techniques, Review research strategies

Reading: 83-101 and 105-146 in BH

Assignments due: Icebreaker due **June 5**, essay topic due **June 6**

Week Two—June 8-14

Topics: Review notetaking strategies, outline, thesis, and documentation. Revision and draft review

Reading: 147-175, 182-220 in BH, Peer Drafts

Assignments due: Summaries of two articles, along with original articles, due **June 8**, Draft of outline and thesis due **June 11**, Annotated bibliography due **June 12**, Rough draft submitted for peer and instructor review by **June 14**, responses to peer drafts due by **June 16**

Week Three—June 14-21

Topics: Revision of Essay. Introduction to literature, Plot, Structure, and Characterization

Reading: pp. 3-39; pp.61-67, 101-111, Munro—“How I Met my Husband” (pp. 125-141), Cheever—“The Swimmer” (pp. 529-539); pp. 161-166, Walker—“Everyday Use” (pp. 166-174), Wharton—“Roman Fever” (pp. 409-420)in LSSS and 449-451, 460-474 in BH

Assignments due: Final draft of Researched Literary Argument Essay due by **June 18**. Discussion responses due **June 19 and 21**

Week Four—June 21-28

Topics: Theme, Point of View, Symbol, Allegory, and Fantasy; Humor and Irony

Reading: pp. 188-195, Welty—"A Worn Path" (pp. 212-220) Melville—"Bartleby the Scrivener"(pp. 579-610); pp. 227-233, Porter—"The Jilting of Granny Weatherall" (pp. 260-268) Faulkner—"A Rose for Emily" (pp. 556-564); pp. 274-285, Glaspell—"A Jury of Her Peers" (pp. 389-408), Hawthorne—"Young Goodman Brown" (pp. 299-310); pp. 334-338, O'Connor—"The Drunkard" (pp. 339-348), Poe—"The Cask of Amontillado" (pp. 611-619)

Assignments due: Discussion responses due **June 26 and 28. Thesis and outline due for Short Fiction Essay June 28**

Week Five—June 28-July 12

Topics: Introduction to Poetry. Denotation and Connotation, Imagery. Figurative Language: Simile, Metaphor, Personification, Apostrophe, Metonymy; Symbol and Allegory

Reading: LSS pp. 648-649, 652-655, 668-674; 686-688; Collins—"Introduction to Poetry" (732-33), Wordsworth—"The World is Too Much With Us" (694), Bishop—"The Fish" (936); p.700, Byron—"The Destruction of Sennacherib" (710-711), Whitman—"When I heard the Learn'd astronomer" (1015); pp.714-15, 721-24, Dickinson—"I taste a liquor never brewed" (725-726), Donne—"A Valediction Forbidding Mourning" (801-803), Marvell—"To His Coy Mistress" (803-804); pp. 735-736, Frost—"The Road Not Taken" (734), Heaney—"Digging" (739-40), Herrick—"To The Virgins, to Make Much of Time" (742) Spenser—"One day I wrote her name upon the strand" (1007).

Assignments due: **Take Short Fiction test by June 29; Short Fiction Essay due by July 5;**

Discussion responses due by **July 10 and 12 (you may want to do these ahead of time!)**

Week Six—July 12-19

Topics: Figurative Language: Paradox, Overstatement, Understatement, Irony. Allusion; Meaning and Idea; Tone; Musical Devices; Rhythm and Meter

Reading: pp. 756-758, 760-61, 778, 791-792, Shelley—"Ozymandias" (764-765), Auden—"The Unknown Citizen" (771-772), Browning—"My Last Duchess" (775-777), Robinson—"Miniver Cheevy" (785-786), Eliot—"The Magi" (786-787), Yeats—"Leda and the Swan" (788), Atwood—"Siren Song" (943-44); pp. 791-92, Housman—"Loveliest of Trees" (792-93), Frost—"Stopping by the Woods on a Snowy Evening" (793-94); pp. 804-805, Shakespeare—"My Mistress' eyes" (809) Donne—"The Flea" (814-816), Hardy—"The Oxen" (811-12); pp. 822-823, Hopkins—"God's Grandeur" (828), Brooks—"We Real Cool" (831), Angelou—"Woman Work" (832); pp. 838-843, Herbert—"Virtue" (843-44), Dickinson—"Because I could not stop for death" (952-53), Blake—"A Poison Tree" (907)

Assignments due: Discussion Responses due **July 17 and 19**

Week Seven—July 19-26

Topics: Sound and Meaning, Pattern; Introduction to Drama; Tragedy; Modern Drama

Reading: pp. 864-866, Robinson—"Richard Cory" (996), Joseph—"Warning" (974), Hopkins—"Pied Beauty" (907); pp. 883-84, Shakespeare—"That Time of Year" (887), Thomas—"Do Not go Gentle into that Good Night" (889), Keats—"La Belle Dame Sans Merci" (975-76) ; pp. 1027-1032, 1209-1217, Sophocles—"Oedipus Rex" 1218-1262, Williams—"The Glass Menagerie" (1143-1196)

Assignments due: **Submit Poetry essay outline and thesis by July 19; take Poetry test by July 21; Poetry essay due by July 21; Discussion Responses due July 24 and 26.**

Week Eight—July 26-August 3

Topics: Comedy

Reading: Shakespeare—*A Midsummer Night's Dream* 1538-1600

Assignments due: Discussion responses due **July 31 and August 1; Take Drama Test and turn in Drama essay/project by August 2; Final discussion response due August 3 at noon**