



IMPERIAL VALLEY COLLEGE

## Basic Course Information

|                   |                                  |                     |                                            |
|-------------------|----------------------------------|---------------------|--------------------------------------------|
| Semester:         | <b>Spring 2021</b>               | Instructor Name:    | <b>Judy Cormier</b>                        |
| Course Title & #: | <b>English 102</b>               | Email:              | <b>judy.cormier@imperial.edu</b>           |
| CRN #:            | <b>20251, 20252</b>              | Webpage (optional): |                                            |
| Classroom:        | <b>online</b>                    | Office #:           | <b>email</b>                               |
| Class Dates:      | <b>February 16-June 11, 2021</b> | Office Hours:       | <b>M-Th 8pm-9pm or as needed via email</b> |
| Class Days:       |                                  | Office Phone #:     |                                            |
| Class Times:      |                                  | Emergency Contact:  | <b>Use email</b>                           |
| Units:            | <b>3</b>                         | Class Format:       | <b>Asynchronous online</b>                 |

## Course Description

Introduction to the study of poetry, fiction and drama, with further practice in writing. (CSU, UC)

## Course Prerequisite(s) and/or Corequisite(s)

/ENGL 110 or ENGL 101 with a grade of "C" or better

## Student Learning Outcomes

/Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Recognize the development of character in fiction. (ILO1, ILO2)
2. Identify and become familiar with some academically relevant texts within the literary canon representing a variety of cultures and backgrounds. (ILO5)
3. Identify symbolism within works of fiction, poetry, and drama. (ILO1, ILO2)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify the characteristics of prose fiction through discussion, quizzes, writing, and group work.
2. Analyze specific works of prose fiction in order to formulate text interpretations, supporting these interpretations with citations from the works studied.
3. Identify the characteristics of drama through discussion, quizzes, writing, short dramatizations, role playing, and other activities.
4. Analyze specific plays in order to formulate text interpretations, supporting these interpretations with citations from the works studied.
5. Identify the characteristics of poetry through discussion, quizzes, writing, and group activities.
6. Analyze specific poems in order to formulate text interpretations, supporting these interpretations with citations from the works studied.
7. Identify methods of criticism and apply knowledge of these methods by writing analysis of literary works.
8. Participate in a minimum number of activities and areas of study as deemed appropriate by the instructors.



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## Textbooks & Other Resources or Links

- You will need Word or Word compatibility on your device. Some of our documents are in Word. Word can be downloaded for free through IVC.
- You need M4a audio compatibility on your device
- Shakespeare, William. *The Merchant of Venice*. Dover Thrift Publications, 1995.

ISBN- 0-486-28492-1 (required)

- Other materials can be accessed through links provided in Canvas, or you can rent the following textbook:
- Gardner, Janet E, et al. *Literature: A Portable Anthology*. 4th ed. Bedford/St. Martins, 2017. ISBN-978-1-319-03534-1 (optional)

## Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

For this class we have quizzes, essays, a term paper, discussion group activities and audio lectures. The final exam is scheduled. You will also be streaming films.

## Course Grading Based on Course Objectives

### Classwork, Homework and Late Work:

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points (up to ½ grade.) Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- Work that is unreasonably late may lose extra points (up to a full grade).
- I may add, change or eliminate assignments, topics or due dates as needed to better serve the needs of the class. Changes may occur without prior warning.
- Papers that do not demonstrate a good command of mechanics probably will not pass, especially if there are a lot of sentence-level problems. Please edit carefully.
- Tests need to be completed in the time allotted, and this includes downloading. Please start the test on time so that you have time to do this. Be aware that the submission links in Canvas will close automatically when the time is up.

## Assignment Portfolio

This is a tentative portfolio. I may add, change or eliminate topics, assignments or due dates in this portfolio in order to better serve the needs of the class. Changes may occur without prior warning. Be careful not to miss any assignments. Late work loses points, and may or may not be accepted during finals week at my discretion.

### Grading:

100% - 90% = A            89% - 80% = B            79% - 68% = C            67% - 60% = D            59% - 0% = F

Missing work is a 0%. Drafts of papers sent in for conferencing are not graded and will show up as 0/0 %.

Extra credit will also show up as 0/0% because it is not factored into the actual baseline grade. Extra credit is used for helping borderline grades. For example, if you are two points short of a B, the extra credit can help boost the score up. However, it will not turn a middle D magically into a C. It is not meant for that.

### Assignments

60 % (20% each averaged) Essay, term paper and final

35% Quizzes (averaged)

5% Discussion participation

## Course Policies

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor

- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an “F” in the class.

## Academic Honesty

At least some assignments in this course use the plagiarism prevention tool, Unicheck. This tool does not require any additional system requirements. When submitting an assignment with Unicheck enabled, a plagiarism report viewable by your instructor will be generated. Before submitting the assignment, you are required to check a box stating that the assignment you are submitting is your own original work.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**

- When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

### **Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### **How am I expected to act in an online "classroom" (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

#### **1) Be RESPECTFUL**

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

#### **2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

- a. People walking around and pets barking can be a distraction.

#### **3) EAT AT A DIFFERENT TIME.**

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

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**4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

**5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

**6) Be READY TO LEARN AND PAY ATTENTION**

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

**7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

**8) REMEMBER TO UNMUTE WHEN SPEAKING**

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

**9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

**10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

**Physical Classroom Etiquette**

- Please come to class on time
- I expect that students will stay until the end of class. If you need to leave early, let me know before class. It is just rude to stand up and walk out!
- No food, coffees cups or soda cups with straws in the classroom
- Please use the bathroom before or after class
- No cell phones in class. If I have to keep asking you to put the cell phone away, we could be having a disciplinary conversation.
- Bring your own materials to class, including the textbooks

## Other Course Information

### Helpful Suggestions for Success

- Take each assigned reading or background lecture in the order presented in the class outline (preferably).
- Take careful notes, especially on the audio lectures. I would suggest putting notes for each story, poem or film on its own designated page in your notebook. This will help to keep things organized. Treat the audio lectures the same way you would an in-class lecture.
- Time management is key. Budget your time so that you can complete all of the assigned materials in the week they are assigned. If you do this, you should be able to avoid getting backed up and having to rush.
- **Spend extra time on the study guides and exam test review audios. This will help you to focus your study.**
- ► Note: This class requires a lot of reading, listening to audio lectures, watching films and note-taking. We are also doing a research paper. All of this can be time-consuming so schedule your semester classes to budget plenty of time for this.
- There is a *Tech Support Sheet for Students* in modules. It is a “How to” list.
- *The following is a tentative outline. I may add, change, or eliminate topics, assignments or due dates in order to better serve the needs of the class. Changes may occur without prior warning.*
- ***Any background Canvas readings assigned are fair game for the tests.***

#### IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar



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## English 102 Class Outline Spring 2021

Rev. 01-25-21

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Pages reference Gardner, Janet E, et al. *Literature: A Portable Anthology 4th ed*, Bedford/St. Martins, 2017.

### Orientation via Zoom February 16

- Introduction to class. Review of syllabus. Review of Canvas modules.
- Tech Support Sheet for Students
- First day assignment
- *Ten Tips for Success*

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### Week 1 February 16-19

- *Elements of Fiction and Literary Style*
- *Working with Language*
- *Rationalization*
- *Working with Mood*
- *Working with Tone*
- *Literary Analysis and Critical Theory*
- *Contextual Redefinition*

Quiz week 1

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### Week 2 February 22-26

Spend some time on these background notes. This paper may be different from other research papers you have written in the past. We are doing primary not secondary research and literature has its own formatting style, so heads up!

- *Academic honesty and Avoiding Plagiarism*
- *Summaries and Paraphrases*
- *Tips for Organizing the Body of the Research Paper*
- *Scholarly Article Paragraph Example*
- *Embedding Lines of Poetry and Parenthetical Citations for Literature*
- *Works Cited Pages for Literature*
- *Declaration of Intent vs Thesis Statement vs Claim*
- *Superficial vs Full Development*
- *Avoiding Example Fragments and Writing Hypothetical Statements*
- *Research Notes for Literature Checklist*
- ***Critical Analysis Research Paper Instructions:***

**Select author/theme from the list provided for the research paper and email me your choice. Stay on this list.**

Quiz week 2

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### Week 3 March 1-5

Use the *Study Guide* questions to focus your studying for this unit. I would suggest answering the questions as you go.

- *The Renaissance Background Lecture*



- *Renaissance Clothing Pictures*
- William Shakespeare *The Merchant of Venice* (Listen to the audios as you go through the play.)
- ► **Find your article and start working on your research paper (article is due March 25<sup>th</sup>)**

Quiz week 3

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### Week 4 March 8-12

- Momotaro
- Working with Poetry
- John Donne “A Valediction: Forbidding Mourning” 431
- John Donne “Death, be not proud” 432
- **Keep working on your research paper**

► **Essay instructions (Essay draft is due on March 19. The draft is part of your grade.)**

Quiz week 4

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### Week 5 March 15-19

- *Pastoral Idylls*
- *Carpe diem*
- Christopher Marlowe “The Passionate Shepherd to His Love” 424
- Walter Raleigh “The Nymph’s Reply to the Shepherd” 425
- Andrew Marvell “To His Coy Mistress” 439
- Robert Herrick “To The Virgins to Make Much of Time” 434
- Thomas Gray “Elegy Written in a Country Churchyard” 442 (*actually in the Enlightenment Period*)

► **Essay draft is due on the 19<sup>th</sup>**

► **Keep working on your research paper**

Quiz week 5

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### Week 6 March 22-26

Use the *Study Guide* questions to focus your studying for this unit. I would suggest answering the questions as you go.

- *The Romantic and Victorian Periods Background Lecture*
- *Symbolism*
- *Belletristic Writing*
- *Gothic Elements in Literature*
- *Narrators and Personae*

► **Your article is due on the 25<sup>th</sup>. The article submission is part of your grade.**

► **Keep working on your research paper**

► **Keep working on your essay**

Quiz week 6

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## Week 7 March 29- April 2

▶ Essay is due April 1

▶ Research paper outline is due April 3

- Elizabeth Barrett Browning “How do I love thee? Let me count the ways” 464
- Washington Irving “The Legend of Sleepy Hollow” (Not in book. Use link)
- Edgar Allan Poe “The Cask of Amontillado” 14

▶ Keep working on your research paper



April 5-9 is Spring Break

## Week 8 April 12-16

- Nathaniel Hawthorne “Young Goodman Brown” 3
- William Blake “The Lamb” 446
- William Blake “The Tyger” 447
- Paul Laurence Dunbar “We Wear the Mask” 502
- Robert Browning “My Last Duchess” 468

▶ Keep working on your research paper. Put your works cited together

## Week 9 April 19-23

- *Symbolism in Moby Dick*
- Herman Melville *Moby Dick* film

This film is three hours and there are four audio lectures for this film including the one listed above. Budget your time

▶ Keep working on your research paper

Quiz weeks 7, 8 and 9

## Week 10 April 26-30

Note: There are no weekly quizzes for the Modern Period. Your final will be on this unit. The final will be different from the other quizzes. It will require you to write out your answers as paragraphs.

Use the *Study Guide* questions to focus your studying for this unit. I would suggest answering the questions as you go.

- *The Modern Period Background Lecture*
- *Fragmentation in Modern Poetry*
- Langston Hughes “Harlem” 528
- Gabriel Garcia Marquez “A Very Old Man with Enormous Wings” 263

▶ Keep working on your research paper

## Week 11 May 3-7

- Dylan Thomas “Do not go gentle into that good night” 540
- William Carlos Williams “The Red Wheelbarrow” 511
- T.S. Eliot “The Love Song of J. Alfred Prufrock” 516
- Emily Dickinson “Because I could not stop for Death” 493

► **Keep working on your research paper. The first two pages and works cited are due Monday.**

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## Week 12 May 10-14

**The first two pages of the paper and works cited are due the 10<sup>th</sup>**

- Robert Frost “Stopping by Woods on a Snowy Evening” 505
- Robert Frost “The Road Not Taken” 504
- E.E Cummings “in Just—” 523
- Wallace Stevens “Emperor of Ice-Cream” 509

► **Keep working on your research paper**

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## Week 13 May 17-21

- Archetypes and Literary Devices
- The Hero’s Journey Worksheet
- The Lord of the Rings Film Background
- J.R.R Tolkien/Peter Jackson *The Lord of the Rings: The Fellowship of the Ring* film
- Magic in *The Lord of the Rings* ► **Heads up! This film is three hours.**


► **The research paper is due next week. Be sure the works cited page is actually attached to the document and not in a separate file document. Also, be sure you are downloading an actual document and not a link.**

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## Week 14 May 24-28

► **Research paper is due the 28<sup>th</sup>**

- William Faulkner “A Rose for Emily” 168
  - Ernest Hemingway *The Old Man and the Sea* film (90 min) and audio
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May 31 is Memorial Day 

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Week 15 June 1-4

Catch up on or review all of the materials from the Modern Period.

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## Week 16 7-11

► **Final exam is on the 7<sup>th</sup>**



Have a great vacation!