



### Basic Course Information

Semester:	<b>Spring 2023</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	<b>English 102 – Introduction to Literature</b>	Email:	<b>cynthia.spence@imperial.edu</b>
CRN #:	<b>21060</b>	Emergency Contact:	<b>cynthia.spence@imperial.edu</b>
Classroom:	<b>Fully Online</b>	Office #:	<b>#2799</b>
Class Dates:	<b>February 13th – June 9th</b>	Office Hours:	Office hours are Wednesday 5:00-6:00 p.m. Online office hours are Friday 2:00 p.m.-4:00 p.m. via email
Class Days:	<b>Fully online</b>	Office Phone #:	<b>#760-355-5702 – Most of my classes are online this semester, phone calls are not a recommended point of contact.</b>
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Units:	<b>3</b>

### Course Description

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

### Course Objectives/ Student Learning Outcomes

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

1. Identify the characteristics of prose fiction through discussion, quizzes, writing, or 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, or 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, or 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 Instructor.

### 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)

### Textbooks & Other Resources or Links

**This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources  
All reading materials are provided free on Canvas**

**E-book Provided Free on Canvas**

<b>Title</b>	<i>Writing and Critical Thinking Through Literature</i>
<b>Authors</b>	Heather Ringo and Athena Kashyap
<b>Publisher</b>	LibreTexts Free Online Educational Resources
<b>Link</b>	<a href="https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Writing_and_Critical_Thinking_Through_Literature_(Ringo_and_Kashyap)">https://human.libretexts.org/Bookshelves/Literature and Literacy/Writing and Critical Thinking Through Literature (Ringo and Kashyap)</a>
<b>Publication Date</b>	This text was compiled on 09/02/2020

### 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. English 102 is a 3-unit college level English class. This means students should expect to spend three hours a week in our Canvas shell and six hours a week outside of the Canvas shell reading, studying, researching, and writing.



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## Course Grading Based on Course Objectives

Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A

**\*\*\*I do not round point totals up or down\*\*\***

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

Discussion Threads	12 X 20	240
Reading Journals	13 X 25	325
Quizzes	3 X 20	60
Writing Projects	4 X 25	100
Literary Award Project		75
Poetry/Song Analysis Essay or Short Story Analysis Essay (student's choice)		100
Play/Drama Essay		100
Total Points		1000

## 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. **The "Check-in Discussion Post" must be completed before 6:00 p.m. Friday February 17th or you will be dropped from the course.**

### 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
- 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



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- 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.

**Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.**

*Academic Honesty* There are many different forms of academic dishonesty. The following examples 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.
- Asking someone else to write your essay or using an essay writing service is a **serious academic honesty infraction.**
- 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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** discussion threads, summaries, or essays will also receive a "0" on the assignment – **enabling another student to cheat is also cheating.** 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. **Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade.**

**There is an entire plagiarism module available to you in our course Canvas shell** if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

## 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

**\*\*\*The Assignment Calendar is Subject to Change, Changes Will Be Announced\*\*\***

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
<p style="text-align: center;"><b>Week One – February 13th</b></p> <p>Course Introduction            Front Matter: “What is Literary Analysis” -Front Matter: “Imagery” and “Literary Devices” -Literary Terms Discussion</p>	<p>Mandatory Check-in – <b>This must be completed by Friday February 17<sup>th</sup> by 6:00 p.m.</b> (20 points)            “The Raven” by Edgar Allan Poe</p>
<p style="text-align: center;"><b>Week Two – February 20<sup>th</sup></b></p> <p>About Creative Non-Fiction: “What is Creative Non-Fiction” and “Elements of Creative Non-Fiction,” and “How to Read Creative Non-Fiction”            Front Matter: “Language, Misconceptions, an Authorial Intention in Literature” and “Inferences in Literature”</p>	<p>“Mother Tongue” by Amy Tan            “Mother Tongue” by Amy Tan Analysis Writing Project (25 points)            “The Insistence of Beauty” by Stephen Dunn Discussion Thread (20 points)</p>
<p style="text-align: center;"><b>Week Three – February 27<sup>th</sup></b></p> <p>Poetry/Song Analysis -: “Word Choice, Tone, Voice and Style,”            Types of Poetry Forms</p>	<p>Literary Terminology Project (25 points)            Types of Poetry Forms Project (25 points)            “The Road Not Taken” by Robert Frost, “The Sick Rose” by William Blake” Reading/Video Journal (25 points)            Bob Dylan and Leonard Cohen Discussion Thread (20 points)            “A Boy Named Sue” by Shel Silverstein Discussion Thread (20 points)</p>
<p style="text-align: center;"><b>Week Four – March 6<sup>th</sup></b></p> <p>About Fiction- Short Stories and the Novel: “What is Fiction,” “Short Stories versus the Novel,” “Types of Novels,” and “How to Read Fiction.”            How to Write a Short Story Analysis Essay</p>	<p>“Everyday Use” by Alice Walker and “Hills Like White Elephants” by Ernest Hemingway Reading/Video Journal (25 points)</p>
<p style="text-align: center;"><b>Week Five – March 13<sup>th</sup></b></p> <p>Writing Effective Introductions, MLA Review, Citations Review, Plagiarism Review            Introduction to Literary Awards</p>	<p>Plagiarism Quiz (20 points)            Introductions Quiz (20 points)            MLA/Works Cited Quiz (20 points)            MLA Writing and Citation Project (25 points)</p>
<p style="text-align: center;"><b>Week Six – March 20<sup>th</sup></b></p> <p>Women’s Literature – Poetry</p>	<p>“Phenomenal Woman” and “And Still I Rise” by Maya Angelou, “Because I Could Not Stop for Death” by Emily Dickinson, and “How Do I Love Thee” by Elizabeth Barrett Browning Reading/Video Journal (25 points)            Women’s Literature – Poetry Discussion Thread (20 points)</p>
<p style="text-align: center;"><b>Week Seven – March 27<sup>th</sup></b></p> <p>Women’s Literature – Short Story</p>	<p>“The Story of an Hour” by Kate Chopin and “The Yellow Wallpaper” by Charlotte Perkins Gilman Reading Journal (25 points)</p>



	Amy Cunningham “Why Women Smile” Reading/Video Journal (25 points) “Why Women Smile” Discussion Thread (20 points)
<b>Week Eight – April 3<sup>rd</sup></b> Women’s Literature – Play/Drama Writing an Analysis of a play	“Trifles” by Susan Glaspell” Reading/Video Journal Four (25 points) “Trifles” Discussion Thread focused on Theme, Character Development, Staging, Costumes, Plot/Argument (20 points)
<b>Spring Break – April 10<sup>th</sup>- 16<sup>th</sup></b>	<ul style="list-style-type: none"> <li>No assignments due – enjoy your spring break</li> </ul>
<b>Week Nine – April 17<sup>th</sup></b> Literature Through the Latinx Experience – Poetry	Five Latinx Poets You should be Reading: Yesika Salgado, Melania Luisa Marte, Melissa Lozada-Oliva, Ariana Brown, and Elizabeth Acedvedo Reading/Video Journal (25 points) Five Latinx Poets Discussion Thread Eight (20 points)
<b>Week Ten – April 24<sup>th</sup></b> Literature Through the Latinx Experience – Short Story	“Bajadas” by Francisco Cantu and “Geraldo No Last Name” Sandra Cisneros Reading Journal (25 points) <b>Literary Award Project Due 75 points</b>
<b>Week Eleven – May 1<sup>st</sup></b> Literature Through the Latinx Experience – Play/Drama	“Los Vendidos” by Luiz Valdez Reading/Video Journal (25 points) “Los Vendidos” Discussion Thread focused on Theme, Character Development, Staging, Costumes, Plot/Argument (20 points)
<b>Week Twelve – May 8<sup>th</sup></b> Children’s Literature – Short Story and Poetry	“Rikki-Tikki-Tavi” by Rudyard Kipling Reading Journal (25 points) “Jabberwocky” by Lewis Carroll, “Invitation,” “Falling Up,” “Flag” by Shel Silverstein Discussion Thread (20 points)
<b>Week Thirteen – May 15<sup>th</sup></b> Literature Through the Black Experience - Poetry	“I Too,” “Harlem” sometimes referred to as “A Dream Deferred,” and “The Negro Speaks of Rivers” by Langston Hughes. “The Pool Players: Seven at the Golden Shovel” also known as “We Real Cool” by Gwendolyn Brooks Reading Journal (25 points) <b>Poetry/Song or Short Story Analysis Essay (Student’s Choice) Due 100 points</b>
<b>Week Fourteen – May 22<sup>nd</sup></b> Literature Through the Black Experience – Short Story	“Of Our Spiritual Strivings” by W.E.B. Dubois and “Narrative of the Life of Fredrick Douglas” by Fredrick Douglas Reading Journal (25 points)
<b>Week Fifteen – May 29<sup>th</sup></b> Literature Through the Black Experience – Play/Drama	A Raisin in the Sun” by Lorraine Hansberry Act I, Act II, and Act III Reading/Video Journal (25 points) “A Raisin in the Sun” Discussion Thread focused on Theme, Character Development, Staging, Costumes, Plot/Argument (20 points)
<b>Week Sixteen – June 5<sup>th</sup></b> No new instruction – focus on completing the essays and any outstanding assignments	<b>Play Analysis Essay Due 100 points</b> Submit any late assignments by Friday June 9 <sup>th</sup> 11:59 p.m. Course Reflection Discussion Thread ( <b>20 points</b> )