



## Basic Course Information

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|-------------------|--|------------------|--|
| Semester:         | <b>Fall 2023</b>   | Instructor Name: | <b>Robert Baukholt</b>   |
| Course Title & #: | <b>English 102 – Introduction to Literature</b>                | Email:           | <b>robert.baukholt@imperial.edu</b>  |
| CRN #:            | <b>10112</b>   |                  |  |
| Classroom:        | <b>2727</b>  | Office #:        | <b>2792</b>  |
| Class Dates:      | <b>August 15<sup>th</sup> to December 7<sup>th</sup>, 2022</b> | Office Hours:    | <b>ON-CAMPUS: T &amp; Th 10:40 a.m. – 11:10 a.m. ONLINE: M &amp; W 10:30 a.m. – 12:00 p.m.</b> |
| Class Days:       | <b>Tuesdays &amp; Thursdays</b>                                | Office Phone #:  | <b>760-355-6159</b>  |
| Class Times:      | <b>11:20 a.m. – 12:45 p.m.</b>                                 |                  |  |
| Units:            | <b>3</b>   | Class Format:    | <b>On-Campus</b>   |

## Course Description

Introduction to the study of poetry, fiction and drama, with further practice in writing. (C-ID: ENGL 120) (CSU/UC)

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

ENGL 110 or  
ENGL 105 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.
2. Identify and become familiar with some academically relevant texts within the literary canon representing a variety of cultures and backgrounds.
3. Identify symbolism within works of fiction, poetry, and drama.

## 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 studies.
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.
9. Write essays and research papers composing a total of at least 6,000 words of formal writing.

## Textbooks & Other Resources or Links

### REQUIRED

- *COMPACT Literature: Reading, Reacting, Writing*, 2016 MLA Update, 9th Edition by Kirsznner & Mandell

### RECOMMENDED

- A current MLA Guide of your choosing
- A college dictionary

## 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 in a regular course. WASC has adopted a similar requirement. Since this is a three unit class (three credit hours) this means that you should expect to do three hours of classwork and an additional six hours of out of class work every week.

In addition to the essays you will be writing for this class, there are a number of other assignments that will factor into your final grade.

**Reading Quizzes:** Reading quizzes can be given at any time, and will include questions covering recent reading assignments. They are extra encouragement for keeping up with the reading. They are easy points if you come to class prepared.

**Group Project:** Later on in the semester, you will be part of a group project that will demonstrate your understanding of a key concept, work, or author. There is a great deal of flexibility in this project. You and your group may decide to present the "Lost Act" of *Hamlet*, write and read poetry demonstrating various poetic concepts, or even create a film version of one of the short stories we read. We will discuss this project in further detail later in the semester.

**Unit Papers:** You can look at our class as consisting of three units: fiction, poetry, and drama. For the first two units, you are required to write a three page (minimum) "Unit Paper," in which you critically explore one or more of the works we examined as a class. You should use the terms and concepts we learn in class as tools with which to create these papers. Once we learn about theme and read the story "Araby," for instance, you may decide to write a paper arguing your perspective of "Araby's" theme. These papers can be turned in at any point prior to the end of their respective units. I do not require a third unit paper for the drama unit because you will be working on your group project and your research essay at that time. You will learn more about the Unit Papers in class.

**Unit Tests:** Instead of a midterm, you will take a “Unit Test” at the end of each unit. Each of these assessments will test you on your knowledge of the concepts and the works of literature that we explored during that unit. They will be very similar to the quizzes, but will cover a wider range of content. If you keep up with the reading and take notes in class, these should not be too difficult!

**Final Exam:** The final exam will be like the Unit Tests, but it will cover all of the content from the semester.

**Research Essay:** The research essay will have similar goals to those explained in our description of the unit papers, but it will be longer, and it will require more source support. You will also be given the option to go a different route and complete a creative work that demonstrates your knowledge of key class concepts.

**Discussions:** Regular participation in class discussions is expected, and it is an easy way to earn points!

### Course Grading Based on Course Objectives

#### Grade Breakdown:

Unit 1 Paper: 7.5 %

Unit 2 Paper: 7.5 %

Research Essay: 15%

Quizzes: 15%

Unit Test 1: 10%

Unit Test 2: 10%

Unit Test 3: 10%

Final Exam: 10%

Group Project: 10%

Discussions: 5%

TOTAL 100%

**A> 90% B> 80% C> 70% D>60% F<60%**

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to contact me throughout the semester.

**Late Assignments:** Assignments that are turned in late will be marked down ten percent for each day they are late. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was a 47 (F), and



despite his other A quality assignments, his overall grade in the class ended up being a C. Don't let this happen to you!

Essays and unit papers are due at the beginning of class.

Essays and unit papers must be turned in both in class (via a paper hard copy) and online through Canvas. I will show you how to upload your essays and unit papers into our Canvas course shell. Essays and unit papers not submitted using both methods will be marked as late or missing.

**Quizzes:** There are no make-up opportunities for quizzes, but I drop the two lowest quiz scores of the semester to cover you in case of illness or emergency (although it also covers you for any other reason).

**Short Essays:** Essays will lose two percentage points for every quarter of a page they are short.

**Office Hours:** I want you to pass my class. If you are having trouble, please contact me or come and see me in an office hour so that we can discuss it.

## 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.

**Electronic Devices:** Cell phones and electronic devices must be turned off (or silenced) and put away during class unless otherwise directed by the instructor.

A student using a personal electronic device during class may receive a point deduction from the "participation" grade category and may be asked to leave the class until they meet with the Dean of Student Affairs.

**Food and Drink:** Food and drinks are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.

**Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.

**Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

**Academic Honesty:** 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.

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

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.

An essay or other work that was already submitted in a prior class may not be submitted again for this class.

### 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

Because English 102 is a skills class in addition to a content class, it is a common occurrence for a topic to take more or less time for us to cover than we planned. This schedule reliably informs you of the lessons we will cover in the class, the make-up of the reading assignments, and the exact exam dates, but beyond that it is subject to change at any time.

Quizzes are unannounced and can be given at any time, which is why they are not represented in the schedule. It's best to always be prepared for quizzes.

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## Schedule for English 102

### WEEK 1

**Tuesday, August 15<sup>th</sup>** – Introductions. Go over the syllabus. Intro activity.

Homework for next class:

- Read **Chapter 1 - Understanding Literature** (All).
- Read **Chapter 2 - Reading and Writing About Literature** (All).
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**Thursday, August 17<sup>th</sup>** – Finding and Creating Meaning in Literary Texts.

Homework for next class:

- Read **Chapter 9 - Understanding Fiction** (All).
- In **Chapter 10 - Fiction Sampler: The Short-Short Story**, read Egger's "Accident," Johnston's "Encounters with Unexpected Animals," Kincaid's "Girl," and Park's "Slide to Unlock."
- Read Atwood's "Happy Endings," on page 545.

### WEEK 2

**Tuesday, August 22<sup>nd</sup>** – Introduction to Fiction

Homework for next class:

- In **Chapter 11 – Fiction Sampler: Graphic Fiction**, read Brooks' "from *The Harlem Hellfighters*," Crumb's "A Hunger Artist," and Spiegelman's "from *Maus*,"
- Read **Chapter 12 – Reading and Writing About Fiction** (all).

**Thursday, August 24<sup>th</sup>** – Focus on the Short Story

Homework for next class:

- Read **Chapter 13 - Plot**, including Chopin's "The Story of an Hour" and Faulkner's "A Rose for Emily,"

### WEEK 3

**Tuesday, August 29<sup>th</sup>** – Plot

Homework for next class:

- In **Chapter 13 – Plot**, read Panuk's "Distant Relations."

**Thursday, August 31<sup>st</sup>** – Plot, continued.

Homework for next class:

- Read **Chapter 14 – Character**, including Updike's "A&P" and Baxter's "Gryphon"

### WEEK 4

**Tuesday, September 5<sup>th</sup>** – Character

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Homework for next class:

- Read **Chapter 15 - Setting**, including Alexie's "This Is What It Means to Say Phoenix, Arizona" and Olsen's "I Stand Here Ironing,"

**Thursday, September 7<sup>th</sup>** – Setting

Homework for next class:

- Read **Chapter 16 – Point of View**, including Wright's "Big Black Good Man" and Poe's "The Cask of Amontillado."

## **WEEK 5**

**Tuesday, September 12<sup>th</sup>** – Point of View

Homework for next class:

- Read **Chapter 17 – Style, Tone, and Language**, including Joyce's "Araby," and Gilman's "The Yellow Wallpaper"

**Thursday, September 14<sup>th</sup>** – Style, Tone, and Language

Homework for next class:

- Read **Chapter 18 – Symbol, Allegory, and Myth**, including Hawthorne's "Young Goodman Brown" and Jackson's "The Lottery"

## **WEEK 6**

**Tuesday, September 19<sup>th</sup>** – Symbol, Allegory, and Myth

Homework for next class:

- Read **Chapter 19- Theme**, including Kaplan's "Doe Season" and Lawrence's "The Rocking-Horse Winner."

**Thursday, September 21<sup>st</sup>** – Theme

Homework for next class:

- Read **Chapter 22 – Understanding Poetry** (All).
- Read **Chapter 23 – Reading and Writing about Poetry** (All).
- Study for your Fiction Unit Test.

## **WEEK 7**

**Tuesday, September 26<sup>th</sup>** – Fiction Unit Test. Introduction to Poetry.

Homework for next class:

- Read **Chapter 24 - Voice**, including Gluck's "Gretel in Darkness," Mirikitani's "Suicide Note," Frost's "Fire and Ice," Hardy's "The Man He Killed," and Shelley's "Ozymandias"

**Thursday, September 28<sup>th</sup>** – Voice

Homework for next class:



- Read **Chapter 25 – Word Choice, Word Order**, including Holman’s “Beautiful,” Whitman’s “When I Heard the Learn’d Astronomer,” Housman’s “To an Athlete Dying Young,” Brooks’ “We Real Cool,” and Spenser’s “One day I wrote her name upon the strand.”

## **WEEK 8**

**Tuesday, October 3<sup>rd</sup>** – Word Choice, Word Order

Homework for next class:

- Read **Chapter 26 – Imagery**, including and 27, including Flander’s “Cloud Painter,” William’s “Red Wheelbarrow,” and Shakespeare’s “My mistress’ eyes are nothing like the sun.”
- Read **Chapter 27 – Figures of Speech**, including Hughes’ “Harlem,” Lorde’s “Rooming houses are old women, Plath’s “Daddy,” and Frost’s “Out, Out—“

**Thursday, October 5<sup>th</sup>** – Imagery & Figures of Speech

Homework for next class:

- Read **Chapter 28 - Sound**, including Whitman’s “Had I the Choice,” Dickinson’s “I like to see it lap the Miles--,” Herrick’s “Delight in Disorder,” Silverstein’s “Where the Sidewalk Ends,” and Carroll’s “Jabberwocky.”

## **WEEK 9**

**Tuesday, October 10<sup>th</sup>** – Sound

Homework for next class:

- Read **Chapter 29 - Form**, including Keats’ “On the Sonnet,” Shakespeare’s “When, in disgrace with Fortune and men’s eyes,” Coleridge’s “What is an Epigram,” Espada’s “Why I Went to College,” Basho’s “Four Haiku,” and Blanco’s “Mexican Almuerzo in New England.”

**Thursday, October 12<sup>th</sup>** – Form

Homework for next class:

- Read **Chapter 30 – Symbol, Allegory, Allusion, Myth**, including Frost’s “For Once, Then, Something,” Poe’s “The Raven,” Rosetti’s “Uphill,” Cullen’s “Yet Do I Marvel,” and Yeats’ “Leda and the Swan.”

## **WEEK 10**

**Tuesday, October 17<sup>th</sup>** – Symbol, Allegory, Allusion, Myth

Homework for next class:

- Read **Chapter 31 – Discovering Themes in Poetry**, including Roethke’s “My Papa’s Waltz,” Thomas’s “Do not go gentle into that good night,” Wordsworth’s “I wandered lonely as a cloud,” Browning’s “How Do I Love Thee?,” and Parker’s “General Review of the Sex Situation.”
- In **Chapter 33 – Poetry for Further Reading**, Read Dickinson’s “Because I could not stop for Death-,” Milton’s “When I consider how my light is spent,” and both Robinson’s “Miniver Cheevy,” and “Richard Cory.”

**Thursday, October 19<sup>th</sup>** – Theme

Homework for next class –



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- Read **Chapter 34 – Understanding Drama**, including Chekov's *The Brute*.
  - Read **Chapter 35 – Drama Sampler: Ten-Minute Plays**, including *Beauty* and Roske's *Zombie Love*,
  - Read Glaspell's *Trifles*, on page 1604
  - Read **Chapter 36: Reading and Writing About Drama (All)**.
  - Study for your Poetry Unit Test

### WEEK 11

**Tuesday, October 24<sup>th</sup>** – Poetry Test. Discuss Drama.

Homework for next class:

- Read **Chapter 37 – Plot**, including Leight's *Nine Ten*
- In **Chapter 38- Character**, read *Hamlet*, Act 1.

**Thursday, October 26<sup>th</sup>** – Dramatic Plot. Assign Research Essay. Assign Group Project. Group Project Brainstorm.

Homework for next class:

- Read **Chapter 38 – Character**, including Strindberg's *The Stronger* and *Hamlet*, Act 2.

### WEEK 12

**Tuesday, October 31<sup>st</sup>** – Character.

Homework for next class:

- Read Chapter 39 – Staging, including Salomon's *The Date*.
- Read Chapter 40 – Theme
- In **Chapter 38- Character**, read *Hamlet*, Act 3.

**Thursday, November 2<sup>nd</sup>** – Staging and Theme.

Homework for next class:

- In **Chapter 38- Character**, read *Hamlet*, Act 4.
- Continue Working on your Research Paper and Group Project.

### WEEK 13

**Tuesday, November 7<sup>th</sup>** –Begin Watching *Hamlet*.

Homework for next class:

- In **Chapter 38- Character**, read *Hamlet*, Act 5.
- Continue Working on your Research Paper and Group Project.
- Optional First Draft of the Research Paper is Due Next Class

**Wednesday, November 9<sup>th</sup>** – Finish Watching *Hamlet*.



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Homework for next class:

- Continue Working on your Research Paper and Group Project.

**WEEK 14**

**Tuesday, November 14<sup>th</sup>** – Final Hamlet Discussion: Text vs. Performance.

Homework for next class:

- Continue Working on your Research Paper and Group Project.
- Study for your Drama Unit Test

**Thursday, November 16<sup>th</sup>** – Drama Unit Test. Essay and Project Help.

Homework for next class:

- Continue Working on your Research Paper and Group Project.

**FALL BREAK** – No Classes from November 19<sup>th</sup> – 26<sup>th</sup>.

**WEEK 15**

**Tuesday, November 28<sup>th</sup>** – Research Essay is Due. Final Exam Study Session.

Homework for next class:

- Continue Working on your Group Project.

**Thursday, November 30<sup>th</sup>** – Group Project Presentations.

Homework for next class:

- Continue Studying for the Final Exam

**FINALS WEEK**

**Tuesday, December 5<sup>th</sup>** – Final Examination.

**Thursday, December 7<sup>th</sup>** – Questions? Have a great Winter Break!

**\*\*\*Tentative, subject to change without prior notice\*\*\***