

Imperial Valley College Course Syllabus

Basic Course Information

Semester:	Spring 2017	Instructor Name:	Judy Cormier
Course Title & #:	English 102	Email:	judy.cormier@imperial.edu
CRNs #:	20252	Website:	Cormier, Judy
Classrooms:	2751	Office #:	2797
Class Dates:	Feb. 16-June 8, 2017	Office Hours:	1:00-1:30 MW 1:00-2:00, 4:15-4:45 TuTh
Class Days:	Th	Office Phone #:	(760) 355-5709
Class Times:	5:30-8:40	Emergency Contact:	Use email
Units:	3		

Course Description

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

Student Learning Outcomes

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

- Recognize the development of character in fiction. (ILO1, ILO2)
- Identify and become familiar with some academically relevant texts within the literary canon representing a variety of cultures and backgrounds. (ILO5)
- 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.

Textbooks & Other Resources

Texts need to be purchased right away.

These materials are required, so bring them to every class meeting. We will be using them extensively.

Gardner, Janet E, et al. *Literature: A Portable Anthology*. 4th ed. Bedford/St. Martins, 2017.
ISBN-978-1-319-03534-1

Shakespeare, William. *The Merchant of Venice*. Dover Publications, ISBN- 0-486-28492-1

There will be some copying expenses.

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. (Translated: A four unit class like this one could require eight hours of homework per week for a semester-length class.)

Course Grading Based on Course Objectives

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.
- I usually do not accept late work during finals' week; however, I may make exceptions.
- Work that is unreasonably late may lose extra points (up to a full grade).
- I may make changes in the outline or portfolio as needed.
- Please do *not* email late work to me. Hand it to me at the next class.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

Essay Criteria and Scoring Rubric:

Criteria for a high-quality ("A") paper

ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner. Research is evenly inserted throughout the paper and not "top-loaded" all on one end.

DEVELOPMENT:

Internal points are fully developed and multiple specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

CRITICAL THINKING:

This paper avoids logical fallacies. It shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if necessary. Good quality and helpful examples are used. This paper distinguishes between effective and ineffective research quotations and paraphrasing. The conclusion shows good critical thinking skills concerning the subject and avoids summary. Paper avoids clichés like the plague.

RESEARCH:

This paper follows MLA format precisely. The works cited page is done correctly. Internal citations match the works cited page. The student demonstrates the ability to evaluate sources by using only good quality and responsible sources in the paper. The paper goes beyond obvious information and shows sound, thorough research. The student can defend his or her sources' credentials. Both quotations and paraphrasing are used in the paper, and both are cited correctly. The paper uses a variety of signal phrases and is clear about what information came from a source and what came from the student. There is no plagiarism in this paper.

MECHANICS AND LANGUAGE:

Student demonstrates an excellent command of grammar, spelling and punctuation. There are few or no grammar or punctuation errors in this paper. Student demonstrates a thorough command of the English language and no ESL errors will be found in this paper. Paper shows appropriate tone. Student demonstrates a command of sentences by using sentence variety and sentence combining skills. Fluency is demonstrated by the appropriate use of transitional words and phrases. Paper is well-edited for typos and other typing errors.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

Scoring Rubric:

5.8-6.0 (“A+”) Excellent

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

5.0-5.7 (“A”) Very good

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

4.0-4.9 (“B”) Commendable

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

3.2-3.9 (“C”) Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic grammar and punctuation skills are okay but still show occasional errors. The paper might be a little short or the points may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

2.9-3.1 (“D+/C-”) Borderline

This paper is on the edge and not really acceptable. It is written at an English 09 level. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent grammar and punctuation errors. Lack of effort, lack of preparation, or lack of editing may be showing.

2.0-2.8 (“D”) Not acceptable : Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the readings. The paper might not follow proper MLA protocol.

1.0-1.9 (“F”) Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

0 (“F”) Missing or not accepted for scoring

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism.

Assignment Portfolio

I may make changes in this portfolio. Be careful not to miss any assignments. Late work loses points, and no late work will be accepted during finals week, except under special circumstances

Grading: Assignments are scored on a 6 point scale and averaged to find the final score.

6.0-5.0=A 4.9-4.0=B 3.9-3.0=C 2.9-2.0=D 1.9-1.0=F 0=Missing, incomplete or unacceptable

Assignments

Midterm exam and essay 25%

Final exam and essay 25%

Critical analysis research paper 25%

Preparation/participation/attendance 25%

In a discussion forum, preparation and participation are *very* important in order for the class to function properly.

The preparation / participation score works like this:

You will receive a grade based on the following:

- Quality and completeness of your answers to the critical thinking guide questions
- Active and serious oral participation in the class discussion
- Coming *on time* to class and being prepared (absences are also counted in this)

Preparation: Did you do the readings?

Do you have notes on them?

Did you bring your name tag?

Do you have your book and note paper?

If you are not actively participating or if you are coming late to class frequently, I will subtract points from your cumulative grade (up to ½ grade) at the end of the semester. This could lower your grade substantially, so please be prepared for class. Your input is both expected and valued.

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.
- 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.
- Come on time and stay until the class is dismissed. Don't forget to sign the roll sheet. If you forget, you will be marked absent. Don't let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.
- **Reminder: Absences negatively affect your participation score.**

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. No soda cups with straws and no coffee cups. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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.
- Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.

- In an *English* class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume *everyone* in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class! 😊

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.

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.

Additional Student Services and Support

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Resources:

- The skeleton lecture notes can be found on my website and on Canvas. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or www.roanestate.edu/owl
- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.

Disabled Student Program and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Course Schedule / Calendar

Th

English 102 Class Outline

Spring 2017

I may add, change, or eliminate topics and assignments in order to better serve the needs of the class. Pages reference Gardner, Janet E, et al. *Literature: A Portable Anthology*. 4th ed. Bedford/St. Martins, 2017.

February

16

Introduction to class

Elements of fiction

- Working with prose: Introduction to terminology
- Working with poetry: Introduction to terminology
- Working with critical analysis: Understanding critical foci

Homework: Buy textbooks. Bring *The Merchant of Venice* to next class
 Print out the English 102 guide questions package from Canvas
 You can start reading the assigned works in advance, if you want to
 Choose three or four authors you may want to work with from the list I give you. Bring that list to next class

23

- Discussion and assignment of authors for term paper
- Finish critical foci
- Term paper instructions
- Review of MLA formatting
- Library research for literature. What are scholarly critiques and where do we find them?
- **Introduction to the Renaissance** (c.1500-1650)
- Clothing as metaphor in the Renaissance
- Background to *The Merchant of Venice*

Homework: Number lines in play

March

2

William Shakespeare *The Merchant of Venice*

9

The Merchant of Venice

16

The Merchant of Venice

Instructions for midterm essay

Homework: Do midterm essay

23

Christopher Marlowe "The Passionate Shepherd to His Love" 424

Sir Walter Raleigh "The Nymph's Reply to the Shepherd" 425

Robert Herrick "To the Virgins, to Make Much of Time" 434

Andrew Marvell "To His Coy Mistress" 439

Ben Johnson "On My First Son" 433

George Herbert "Easter-wings" 435

30

Introduction to the Enlightenment (c.1650-1800)

Understanding metaphysical poetry

John Donne "A Valediction: Forbidding Mourning" "Death, be not proud" 431, 432

John Milton "When I consider how my light is spent" 436

Thomas Gray "Elegy Written in a Country Churchyard" 442

➡ *Reminder: Bring printed copy of essay next class. That is part of your midterm.*

April

6

Midterm exam on the Renaissance and Enlightenment ★ **Essay is due.**

13

Introduction to the Romantic / Victorian period (c.1800-1890)

Introduction to Gothic literature

Washington Irving "The Legend of Sleepy Hollow" film (read the story on Canvas)

17-21 Spring Break



27

William Blake "The Lamb" "The Tyger" 447, 446

Elizabeth Barrett Browning "How do I love thee? Let me count the ways" 464

Nathaniel Hawthorne "Young Goodman Brown" 3

Robert Browning "My Last Duchess" 468

John Keats "Ode to a Nightingale" 461

May

4

Edgar Allan Poe "The Cask of Amontillado" "Annabel Lee" 14, 464

Lewis Carroll "Jabberwocky" 495

Alfred, Lord Tennyson "Ulysses" 466

11

Herman Melville *Moby Dick* film

18

Introduction to the Modern period (c.1890-1950)

Discussion of film

➡ *Term paper is due next class*

25

★ Term paper is due

Emily Dickenson “I heard a Fly buzz --when I died” “Because I could not stop for Death” 492, 493
 Edwin Arlington Robinson “Richard Cory” 502
 T.S. Eliot “The Love Song of J. Alfred Prufrock” 516
 Robert Frost “The Road Not Taken” “Stopping by Woods on a Snowy Evening” 504, 505
 Paul Laurence Dunbar “We Wear the Mask” 502
 Walt Whitman “Song of Myself” 470
 Stephen Crane “The Open Boat” 28

June

1

William Faulkner “A Rose for Emily” 168
 William Carlos Williams “This is just to Say” “The Red Wheelbarrow” 511, 511
 Wilfred Owen “Dulce et Decorum Est” 521
 Wallace Stevens “Emperor of Ice Cream” 509
 E.E Cummings “in Just—” 523
 Langston Hughes “Harlem” 528
 Dylan Thomas “Do not go gentle into that good night” 540
 Franz Kafka “The Metamorphosis” 90
 Gabriel Garcia Marquez “A Very Old Man with Enormous Wings” 263

Instructions for final essay

Homework: Do final essay

➡ *Reminder: Bring printed copy of essay next class. That is part of your final.*

8

Final exam on the Romantic and Modern Periods. ★ Essay is due.

Last Day!



Have a great vacation!