

## Imperial Valley College Course Syllabus

**Basic Course Information**

|                   |                             |                    |   |
|-------------------|-----------------------------|--------------------|---|
| Semester:         | <b>Spring 2018</b>          | Instructor Name:   | <b>Judy Cormier</b>   |
| Course Title & #: | <b>English 102</b>          | Email:             | <b>judy.cormier@imperial.edu</b>                                |
| CRNs #:           | <b>20252</b>                | Website:           | <b>Cormier, Judy</b>  |
| Classrooms:       | <b>2751</b>                 | Office #:          | <b>2797</b>   |
| Class Dates:      | <b>Feb. 15-June 7, 2018</b> | Office Hours:      | <b>M 2:00-3:30, Tu 12:30-1:00<br/>W 1:00-2:30, Th 1:00-1:30</b> |
| Class Days:       | <b>Th</b>                   | Office Phone #:    | <b>(760) 355-5709</b>   |
| Class Times:      | <b>5:30-8:40</b>            | Emergency Contact: | <b>Use email</b>  |
| Units:            | <b>3</b>                    |                    |   |

**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 analyses 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, 1995 .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.

## 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.
- 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 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.**
- 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.
- **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.**

### Essay and Tests Criteria and Scoring Rubric:

#### 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.

**RESEARCH:**

This paper follows **MLA 8** 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. Critical articles from scholarly or peer-reviewed journals are actively worked with in the paper.

**MECHANICS AND LANGUAGE:**

**As this is a post-English 110 class, it is expected that written materials, including papers and tests, will show few or no grammar or punctuation errors.**

Student should demonstrate an excellent command of the English language and no ESL errors will be found in this paper.

Paper shows appropriate tone.

Fluency is demonstrated by the appropriate use of transitional words and phrases.

Paper is well-edited for typos and other typing errors.

**Written materials 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.**

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. Tests may have the above problems or the student may not be answering multiple questions effectively, accurately or in sufficient detail.

### **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. Possibly this paper was not submitted into Canvas VeriCite on time.

## 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. 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:** 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

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### Assignments

Midterm exam 25%

Final exam 25%

Critical analysis research paper, including scholarly critique and office conference 25%

Essay 20%

Participation/attendance/quizzes 5%

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

The participation/attendance/quizzes score works like this:

5% of your final grade is based on the following:

- Active and serious oral participation in the class discussion
- Coming *on time* to class and being prepared
- The averaged scores of the quizzes

**If you are not here, then obviously you would not be participating. More than one absence for a one-day-a-week class is excessive, and you could lose this 5% at my discretion. Excessive tardies or leaving early will do the same thing and for the same reason.**

## 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.
- **If you are not here, then obviously you would not be participating. More than one absence for a one-day-a-week class is excessive, and you could lose up to 5% of your final grade at my discretion. Excessive tardies or leaving early will do the same thing and for the same reason.**

## 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 [ww.roanestate.edu/owl](http://ww.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.

To submit a paper into Canvas: Go to Canvas and click on Assignments. Click on appropriate assignment. Click on Submit Assignment. Browse, find file, click on “I certify that I have read . . .” box and submit. You can check your similarity score by looking at the grades link, although I do not keep grades there.

## **Disabled Student Program and Services (DSPS)**

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 provide basic health services for

students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

## Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## 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 2018

*This 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.*

*Quizzes will occur at random. They can be on anything we have covered in past classes **or** on the assigned readings for that day. There are no make-ups on quizzes.*

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

**Feb**

15

Introduction to class

Tips for preparing for the tests

Working with critical analysis: Understanding critical foci

**Homework: Buy textbooks****Print out the English 102 guide questions package from Canvas****Read *The Elements of Fiction* on Canvas****Read *Archetypes and Literary Devices* on Canvas****Bring *The Merchant of Venice* to next class.** Number lines in play

22

Assignment of authors and themes for research paper

Term paper instructions

- Review of MLA 8 formatting and citing of literary sources
- Library research for literature. What are scholarly or peer-reviewed critiques and where do we find them? How do we work with them? ***You will be turning in your scholarly article with your term paper, but you need to clear it with me before you start using it.***
- Review of research checklist in handout package.

**NOTE: You will need to make an appointment with me for conferencing on your research paper. That is part of your grade. I also strongly recommend a conference for your essay as well.**

**Introduction to the Renaissance (c.1500-c.1670)**

- *Carpe diem*
- Pastoral idylls
- Background to *The Merchant of Venice*
- Set up charts: women, bond/bound, religion

William Shakespeare *The Merchant of Venice*

Homework: Work on research paper.

## March

1

*The Merchant of Venice*

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8

*The Merchant of Venice*

Instructions for essay

**Homework:** Do essay. *Don't forget to submit into Canvas.*

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15

Finish discussion of *The Merchant of Venice*

Christopher Marlowe "The Passionate Shepherd to His Love" 424

Andrew Marvell "To His Coy Mistress" 439

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

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22

★ **Essay is due**

Ben Johnson "On My First Son" 433

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

John Donne "Death, be not proud" 432

### Understanding metaphysical poetry and metaphysical conceits

**Brief introduction to the Enlightenment** (c.1670- c.1790)

John Donne "A Valediction: Forbidding Mourning" 431

Thomas Gray "Elegy Written in a Country Churchyard" 442

*Tips for midterm exam*

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### Midterm exam on the Renaissance and Enlightenment

Explanation of questions

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## April

2-6 Spring break! 🐰

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12

**Introduction to the Romantic / Victorian period** (c.1790-c.1900)

**Introduction to Gothic literature**

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

Nathaniel Hawthorne "Young Goodman Brown" 3

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

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19

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

Robert Browning "My Last Duchess" 468

Edgar Allan Poe "The Cask of Amontillado" 14

26

Herman Melville *Moby Dick* film**May**

3

**Introduction to the Modern period** (c.1900-c.1960)

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

Wallace Stevens "Emperor of Ice-Cream" 509

Paul Laurence Dunbar "We Wear the Mask" 502

10

William Faulkner "A Rose for Emily" 168

William Carlos Williams "The Red Wheelbarrow" 511

Edwin Arlington Robinson "Richard Cory" 502

E.E Cummings "in Just—" 523

Walt Whitman "Song of Myself" 470

17

Ernest Hemingway *The Old Man and the Sea* film

24

Emily Dickenson "Because I could not stop for Death" 493

Dylan Thomas "Do not go gentle into that good night" 540

Wilfred Owen "*Dulce et Decorum Est*" 521

Langston Hughes "Harlem" 528

**Brief introduction to post-modernism**

➡ **Term paper is due next class. Don't forget to submit into Canvas.**

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★ **Term paper is due**J.R.R Tolkein *The Lord of the Rings* film**You will be turning in your answers to the guide questions on this film with your final exam.***Tips for final exam***June**

7

**Final exam on the Romantic and Modern Periods**

Explanation of questions

**Last Day!**

Have a great vacation!