



## Welcome to English 204 – Advanced Composition Through Literature!

I am looking forward to sharing the semester with you.

### Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	<b>English 204 – Advanced Composition and Critical Thinking Through Literature</b>	Email:	<b>cynthia.spence@imperial.edu</b>
CRN #:	<b>20891</b>	Webpage:	<b>None</b>
Classroom:	<b>Fully Online</b>	Office #:	<b>#2786</b>
Class Dates:	<b>February 10th – June 6th</b>	Office Hours:	Office hours are online via email Tuesday/Thursday 10:30-11:30 p.m. and Monday/Wednesday 11:30-12:30 p.m. I am not on campus this semester
Class Days:	<b>Fully online</b>	Office Phone #:	#760-355-5702 – My classes are online this semester, phone calls are not a recommended point of contact.
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.	Type of Class:	This class focuses on argument through the lens of literature
Units:	4	Emergency Contact:	<b>cynthia.spence@imperial.edu</b>

### Course Description

This course offers instruction in analytical, critical, and argumentative writing, critical thinking, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation for the aesthetic qualities of literature. (C-ID: ENGL 110) (CSU/UC

### Course Objectives

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

1. Analyze and evaluate the use of fictional prose, poetry or historical literature as a persuasive tool.

2. Compose critical argumentative essays composing a total of at least 6,000 words of formal writing characterized by logical and rhetorical effectiveness and incorporating relevant, validated evidence
3. Write argumentative prose that defines or analyzes casual relationships as they appear in fictional prose or poetry
4. Revise written drafts and edit appropriately for an academic audience, observing conventions of coherency, unity, purpose, grammar, mechanics, and MLA documentation to college standards, and avoid plagiarism
5. Recognize the effects of denotation and connotation, emotive language, and various figures of speech, especially literary metaphor and symbolism, within fictional prose and poetry
6. Construct deductive or inductive arguments as a response to fictional prose, poetry or historical literature
7. Understand and apply inferential reasoning when evaluating or analyzing fictional literature or recognize such reasoning within the literature itself
8. Identify the structure of arguments, including the assertions/claims and the proof/support within fictional literature itself or within the literary analysis of literature
9. Analyze literary texts written by diverse authors and evaluate them critically while placing them within historical context

### 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. Develop an effective written argument examining a work of literature containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies.
2. Demonstrate mastery of rules regarding plagiarism and academic ethics.

### 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>

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**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 204 is a 4-unit college level English class. This means students should expect to spend four hours a week in our Canvas shell and eight hours a week outside of the Canvas shell reading, studying, researching, and writing.

**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.

Mandatory Check-in		10
Discussion Threads	9 X 20	180
Reading Journals	13 X 25	325
Quizzes	3 X 20	60
Writing Projects	5 X 25	125
Poetry/Song Analysis Essay		100
Short Story Analysis Essay		100
Play/Drama Essay		100
<b>Total Points</b>		<b>1000</b>

**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 Sunday February 16th 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
- 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 (Artificial Intelligence -AI)**

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.

*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.

### 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><b>Week One – February 10<sup>th</sup></b>            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 Sunday February 16<sup>th</sup></b> (10 points)            “The Raven” by Edgar Allan Poe</p>
<p><b>Week Two – February 17<sup>th</sup></b>            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><b>Week Three – February 24<sup>th</sup></b>            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)</p>
<p><b>Week Four – March 3<sup>rd</sup></b>            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><b>Week Five – March 10<sup>th</sup></b>            Writing Effective Introductions, MLA Review, Citations Review, Plagiarism Review</p>	<p>Plagiarism Quiz (20 points)            Introductions Quiz (20 points)            MLA/Works Cited Quiz (20 points)            MLA Writing and Citation Project (20 points)</p>
<p><b>Week Six – March 17<sup>th</sup></b>            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><b>Week Seven – March 24<sup>th</sup></b> 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) Amy Cunningham “Why Women Smile” Reading/Video Journal (25 points) Tone, Words choice, Voice and Style Writing Project (25 points)</p>
<p><b>Week Eight – March 31<sup>st</sup></b> Women’s Literature – Play/Drama Writing an Analysis of a play</p>	<p>“Trifles” by Susan Glaspell” Reading/Video Journal Four (25 points) “Trifles” Discussion Thread focused on Theme, Character Development, Staging, Costumes, Plot/Argument (20 points)</p>
<p><b>Week Nine – April 7<sup>th</sup></b> Literature Through the Latinx Experience – Poetry</p>	<p>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)</p>
<p><b>Week Ten – April 14<sup>th</sup></b> Literature Through the Latinx Experience – Short Story</p>	<p>“Bajadas” by Francisco Cantu and “Geraldo No Last Name” Sandra Cisneros Reading Journal (25 points) <b>Short Story Analysis Essay Due 100 points</b></p>
<p><b>Spring Break April 21<sup>st</sup> – April 27<sup>th</sup></b></p>	<p><b>No Assignments Due – Enjoy Your Holiday!</b></p>
<p><b>Week Eleven – April 28<sup>th</sup></b> Literature Through the Latinx Experience – Play/Drama</p>	<p>“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)</p>
<p><b>Week Twelve – May 5<sup>th</sup></b> Literature Through the Native Experience – Poetry and Short Story</p>	<p>“13 Poems by Joy Harjo” Discussion Thread (20 points) Short Story: “The Red Convertible” by Louise Erdrich Reading Journal (25 points)</p>
<p><b>Week Thirteen – May 12<sup>th</sup></b> Literature Through the Black Experience - Poetry</p>	<p>“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 Analysis Essay Due 100 points</b></p>
<p><b>Week Fourteen – May 19<sup>th</sup></b> Literature Through the Black Experience – Short Story</p>	<p>“Of Our Spiritual Strivings” by W.E.B. Dubois and “Narrative of the Life of Fredrick Douglas” by Fredrick Douglas Reading Journal (25 points)</p>
<p><b>Week Fifteen – May 26<sup>th</sup></b> Literature Through the Black Experience – Play/Drama</p>	<p>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)</p>
<p><b>Week Sixteen – June 2<sup>nd</sup></b> No new instruction – focus on completing the essays and any outstanding assignments</p>	<p><b>Play Analysis Essay Due 100 points</b> Submit any late assignments by Friday June 7<sup>th</sup> 11:59 p.m. Course Reflection Discussion Thread <b>(20 points)</b></p>