



Basic Course Information

Semester:	Spring 2026	Instructor Name:	Robert Baukholt
Course Title & #:	English 102: Introduction to Literature	Email:	rbaukholt@gmail.com
CRN #:	20105		
Classroom:	Online	Office #:	ON-CAMPUS: 2792 (but all of my classes are online this semester). Online Office hours are through email, course messages, or Zoom by arrangement.
Class Dates:	February 17th to April 18th	Office Hours:	ONLINE ONLY: MW 7:00 p.m. – 9:00 p.m.
Class Days:	New units open every three or four days. You can work whatever days you wish, provided you don't miss assignment deadlines.	Office Phone #:	760-355-6159 (but email and course messages will probably get you a faster response!)
Class Times:	Any time you wish.		
Units:	3	Class Format/Modality:	Asynchronous Online

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. Analyze character development in fiction. (ILO 1, ILO 2)
2. Recognize and explain the relevance and function of common universal themes found within literature such as friendship, death, religion, freedom, and deception. (ILO5)
3. Identify symbolism within works of fiction, poetry, and drama. (ILO 1, ILO 2)

Course Objectives

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

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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. Write a variety of essays, research papers, and other assignments that, together, total at least 5,000 words

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.

Quizzes: A quiz will be given at the end of each unit (excluding Units 0 and 1 since you will not yet have your books), and it will test your knowledge of recent reading assignments and concepts covered in the lesson materials. They are easy points if you complete the reading and review all of the lessons.

Unit Reflections: Towards the end of each unit you will find an assignment asking you to reflect upon that week's materials, usually by analyzing the assigned works of literature for the unit and/or by demonstrating your understanding of the literary terms and concepts covered in the lessons. This assignment is a great way to test your comprehension of class concepts and to get specific, helpful feedback from the instructor. This assignment will be graded primarily based upon your use of that unit's concepts and the effort you put into your responses. Always be as specific as you can in your writing. Make sure to answer all parts of the questions. Make sure all responses meet the minimum length requirements established in the reflection assignment instructions. If you use materials from outside sources (like websites), make



sure to cite them in your assignment response. The use of A.I. to generate or in any way edit reflection responses will result in a score of zero for the assignment. Points will be deducted for inadequate responses. I will give you feedback on some of these assignments (especially when they do not receive full credit).

Discussions: Each unit will include two discussion forums, and you are required to contribute one initial post and at least one response to a peer in each forum. Discussion posts should meet length requirements established in the discussion instructions. Discussions are a great opportunity for students to work together to build an understanding of course materials and to learn creative new ways to apply course concepts to our assigned literary works.

The use of A.I. to generate or in any way edit discussion posts will result in a score of zero for the assignment.

Genre Papers: You can look at our class as consisting of three genres: fiction, poetry, and drama. For each of these genres, you are required to write a five page (minimum) "Genre 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. You will learn more about the genre papers in our class materials.

Exams: The exams will be similar to the quizzes, but with a much wider scope. While the quizzes are ten questions covering a single unit, the exams will consist of fifty questions/matching pairs covering all of the materials we went over during the study of a genre (for exams one and two) or covering all of the materials we went over during the class (in the case of the cumulative final exam).

Course Grading Based on Course Objectives

Grade Breakdown:

Discussions:	7.5%
Genre Paper 1:	5%
Genre Paper 2:	7.5%
Genre Paper 3:	10%
Quizzes:	20%
Reflections:	10%
Genre Exam 1:	10%
Genre Exam 2:	10%
CUMULATIVE Final Exam:	20%
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: Genre paper assignments that are turned in late will be marked down ten percent for each day they are late. All other assignments are due by the final day of the unit (usually a Sunday), and they will not be accessible after the unit closes.

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

Office Hours: I want you to succeed in my class. If you are having trouble, please contact me or arrange to meet with me during an office hour so that we can discuss it.

Academic Honesty (Artificial Intelligence -AI)

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 importance of acknowledging and safeguarding intellectual property.

Academic Dishonesty: 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 an 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.

Artificial Intelligence: 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.

Some tools masquerading as learning aids or editors, such as Grammarly, are actually A.I. tools, and these are flagged as such by A.I.-checking software. Any tools that offer alternative vocabulary/syntax/phrasing, etc. for your writing are A.I., and should not be used for any assignment you submit for this class.

I realize that many of you have used these tools (and may have even been encouraged to do so by your instructors in high school), but please note that their use is banned in this class, and any submission that is flagged as A.I. will



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receive a zero. I'm emphasizing this policy because I don't want to see any students receive a possibly devastating score on an important assignment simply because they were unaware.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

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.

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
 - Student participation in an instructor-led Zoom conference
 - 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.



Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/ Tasks/ Quizzes
Unit 0 February 17 - 19	<ul style="list-style-type: none"> Syllabus & Introduction 	<ul style="list-style-type: none"> Obtain Books Syllabus Quiz
Unit 1 February 20 - 22	<ul style="list-style-type: none"> Understanding Genres Critical Theories of Literature Finding Meaning in Literature 	<ul style="list-style-type: none"> Obtain Books Unit 1 Discussion Posts Unit 1 Reflections
Unit 2 February 23 - 26	<ul style="list-style-type: none"> An Introduction to Fiction 	<ul style="list-style-type: none"> Read Chapter 9 (all). In Chapter 10, please read Eggers' "Accident" (pg. 132), Johnston's "Encounters with Unexpected Animals" (pg 132), and Park's "Slide to Unlock." Read Chapter 12 (all). Read Atwood's "Happy Endings" on page 545. Unit 2 Discussion Posts Unit 2 Quiz Unit 2 Reflections
Unit 3 February 27 – March 1	<ul style="list-style-type: none"> Plot in Fiction 	<ul style="list-style-type: none"> Read Chapter 13, including Chopin's "The Story of an Hour" (pg. 201) and Faulkner's "A Rose for Emily" (pg. 224). Please make sure to read all of the instructional sections in addition to the identified stories. Unit 3 Discussion Posts Unit 3 Quiz Unit 3 Reflections
Unit 4 March 2 – 5	<ul style="list-style-type: none"> Character and Setting in Fiction 	<ul style="list-style-type: none"> Read Chapter 14, including Updike's "A&P" (pg. 239) and Baxter's "Gryphon" (pg. 250). Please make sure to



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/ Tasks/ Quizzes
		<p>read all of the instructional sections in addition to the identified stories.</p> <ul style="list-style-type: none"> • Read Chapter 15, including Oleson's "I Stand Here Ironing" (pg. 300). Please make sure to read all of the instructional sections in addition to the identified stories. • Unit 4 Discussion Posts • Unit 4 Quiz • Unit 4 Reflections
Unit 5 March 6 – 9	<ul style="list-style-type: none"> • Point of View, Style, Tone, and Language in Fiction 	<ul style="list-style-type: none"> • Read Chapter 16, including Wright's "Big Black Good Man" (pg. 318) and Poe's "The Cask of Amontillado" (pg. 329). Please make sure to read all of the instructional sections in addition to the identified stories. • Read Chapter 17, including Joyce's "Araby" (pg. 361) and Gilman's "The Yellow Wallpaper" (pg. 379). Please make sure to read all of the instructional sections in addition to the identified stories. • Unit 5 Discussion Posts • Unit 5 Quiz • Unit 5 Reflections
Unit 6 March 10 – 12	<ul style="list-style-type: none"> • Symbol, Allegory, Myth, and Theme in Fiction 	<ul style="list-style-type: none"> • Read Chapter 18, including Jackson's "The Lottery" (pg. 419) and Hawthorne's "Young Goodman Brown" (pg. 453). Please make sure to read all of the instructional sections in addition to the identified stories. • Read Chapter 19, including Kaplan's "Doe Season" (pg. 472). Please make sure to read all of the instructional sections in addition to the identified stories. • Unit 6 Discussion Posts • Unit 6 Quiz • Unit 6 Reflections
Unit 7 March 13 – 15	<ul style="list-style-type: none"> • An Introduction to Poetry 	<ul style="list-style-type: none"> • Read Chapter 22, all. Please make sure to read all of the instructional sections and poems in this chapter. You do NOT need to read that "Poetry Sampler" insert pages that were added to the book at the end of this chapter. • Read Chapter 23, all. Please make sure to read all of the instructional sections and poems in this chapter. • Unit 7 Discussion Posts • Unit 7 Quiz • Unit 7 Reflections • Take Genre Exam 1 on Friday, 3/13 • Genre Paper 1 Is Due by Saturday, 3/14



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/ Tasks/ Quizzes
Unit 8 March 16 – 19	<ul style="list-style-type: none"> Poetic Voice and Language 	<ul style="list-style-type: none"> Read Chapter 24, including Gluck's "Gretel in Darkness" (pg. 677), Browning's "My Last Duchess" (pg. 679), Mirikitani's "Suicide Note" (pg. 683), Frost's "Fire and Ice" (pg. 686), Hardy's "The Man He Killed" (pg. 687), and Shelley's "Ozymandias" (pg. 698). Please make sure to read all of the instructional sections in addition to the assigned poems in this chapter. Read Chapter 25, including Whitman's "When I Heard the Learn'd Astronomer" (pg. 715), Brooks' "We Real Cool" (pg. 730), Spenser's "One day I wrote her name upon the strand" (pg. 733), and Housman's "To an Athlete Dying Young" (pg. 735). Please make sure to read all of the instructional sections in addition to the assigned poems in this chapter. Read Dickinson's "My Life had stood--a Loaded Gun" (pg. 976). Unit 8 Discussion Posts Unit 8 Quiz Unit 8 Reflections
Unit 9 March 20 – 22	<ul style="list-style-type: none"> Imagery and Figures of Speech in Poetry 	<ul style="list-style-type: none"> Read Chapter 26, including Flanders' "Cloud Painter" (pg. 739), Williams' "Red Wheelbarrow" (pg. 742), and Shakespeare's "My mistress' eyes are nothing like the sun" (pg. 754). Please make sure to read all of the instructional sections in addition to the assigned poems in this chapter. Read Chapter 27, including Hughes' "Harlem" (pg. 760) Lorde's "Rooming houses are old women" (pg. 761), Plath's "Daddy" (pg. 772), and Frost's "Out, Out--" (pg. 778). Please make sure to read all of the instructional sections in addition to the assigned poems in this chapter. Unit 9 Discussion Posts Unit 9 Quiz Unit 9 Reflections
Unit 10 March 23 – 25	<ul style="list-style-type: none"> Sound and Form in Poetry 	<ul style="list-style-type: none"> Read Chapter 28, including Whitman's "Had I the Choice" (pg. 791), Dickinson's "I like to see it lap the Miles--" (pg. 797), Herrick's "Delight in Disorder" (pg. 804) and Carroll's "Jabberwocky" (810). Please make sure to read all of the instructional sections in addition to the assigned poems in this chapter. Read Chapter 29, including Shakespeare's "When, in disgrace with Fortune and men's eyes" (pg. 818)



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/ Tasks/ Quizzes
		<p>Coleridge's "What Is an Epigram" (pg. 832), Espada's "Why I Went to College" (pg. 833), Basho's "Four Haiku" (pg. 835) and Blanco's "Mexican Almuerzo in New England" (843). Please make sure to read all of the instructional sections in addition to the assigned poems in this chapter.</p> <ul style="list-style-type: none"> • Unit 10 Discussion Posts • Unit 10 Quiz • Unit 10 Reflections
<p>Unit 11 March 26 – 29</p>	<ul style="list-style-type: none"> • Symbol, Allegory, Allusion, Myth, and Theme in Poetry 	<ul style="list-style-type: none"> • Read Chapter 30, including Frost's "For Once, Then, Something" (pg. 853), Poe's "The Raven" (pg. 856), Rossetti's "Uphill" (861), Cullen's "Yet Do I Marvel," (pg. 869) and Yeats' "Leda and the Swan" (874). Please make sure to read all of the instructional sections in addition to the assigned poems in this chapter. • Read Chapter 31, including Roethke's "My Papa's Waltz" (pg. 885), Thomas' "Do not go gentle into that good night" (pg. 891), and Parker's "General Review of the Sex Situation" (pg. 901). Please make sure to read all of the instructional sections in addition to the assigned poems in this chapter. • In Chapter 33, read Dickinson's "Because I could not stop for Death--" (pg. 973), Milton's "When I consider how my light is spent" (pg. 1004), and Robinson's "Miniver Cheevy" (pg. 1010) and "Richard Cory" (pg. 1011). There is no instructional material in this chapter. • Go back into Chapter 28 and read Frost's "The Road Not Taken" (pg. 805) (which was one we skipped before). • Unit 11 Discussion Posts • Unit 11 Quiz • Unit 11 Reflections
<p>Unit 12 March 30 – April 1</p>	<ul style="list-style-type: none"> • An Introduction to Drama 	<ul style="list-style-type: none"> • Read Chapter 34, including Chekhov's <i>The Brute</i> (pg. 1049). Please make sure to read all of the instructional sections in addition to the assigned play in this chapter. • Please Read <i>Trifles</i> (pg. 1604). • Read Chapter 36. Please make sure to read all of the instructional sections in this chapter. • Unit 12 Discussion Posts • Unit 12 Quiz • Unit 12 Reflections • Take Genre Exam 2 on Monday, 3/30

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/ Tasks/ Quizzes
		<ul style="list-style-type: none"> Genre Paper 2 is Due by Tuesday, 3/31
Unit 13 April 2 – April 4 (I'll leave this one open to submissions through Spring Break)	<ul style="list-style-type: none"> Plot and Character in Drama 	<ul style="list-style-type: none"> Please Read <i>Beauty</i> (pg. 1069). Please Read <i>Zombie Love</i> (pg. 1079). Read Chapter 37, including Leight's <i>Nine Ten</i>. Please make sure to read all of the instructional sections in addition to the assigned play in this chapter. Read Chapter 38, including Act 1 of Shakespeare's <i>Hamlet</i>. Unit 13 Discussion Posts Unit 13 Quiz Unit 13 Reflections
Unit 14 April 12 – 16 (This one will also be open to submissions through Spring Break)	<ul style="list-style-type: none"> A Focus on Shakespeare's <i>Hamlet</i> 	<ul style="list-style-type: none"> Explain the important characters and plot points of Act 2 of <i>Hamlet</i>. Explain the important characters and plot points of Act 3 of <i>Hamlet</i>. Explain the important characters and plot points of Act 4 of <i>Hamlet</i>. Explain the important characters and plot points of Act 5 of <i>Hamlet</i>. Unit 14 Discussion Posts Unit 14 Quiz Unit 14 Reflections
Final Period April 17-18		<ul style="list-style-type: none"> Take the Cumulative Final Exam on Friday, 4/17 Genre Paper 3 is Due by Saturday, 4/18

*****Subject to change without prior notice*****