

Sacramento City College
ENGWR 301 – Online – Spring 2012
Sections # 20599

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Office Hours in RS319:
MW 9:55-10:25
TTH 9:00 -10:20
Online Office Hour: Website:
F 8:00 – 8:55 or by appointment

COURSE DESCRIPTION:

EngWr 301 is an introduction to critical thinking and writing about four major genres of imaginative literature: short story, poetry, drama, and novel. This course is designed to help you become a critical reader and confident writer by learning to apply the conventions of literary criticism and to analyze, interpret, and explicate literary works. You will write a minimum of 6000 words, including four formal essays, a midterm, and a final exam.

This is an online course, which means most of the class is conducted online; we will meet on campus only three times during the semester: for orientation, for the midterm, and for the final. The three on-campus meetings are MANDATORY. All other work will be submitted electronically to me.

**Please note that I log onto D2L about twice per week (as often as I'd meet with a face-to-face class), and I am generally "off-line" on weekends and holidays designated on the syllabus.

PREREQUISITE:

- In order to be eligible for this course, you must have passed ENGWR300.
- You will be dropped from the course if you cannot provide written documentation at orientation showing that you have met the prerequisite.

REQUIRED TEXT:

- *Portable Literature: Reading, Reacting, Writing*, 7th edition by Kirszner and Mandell
- You will be required to read one novel from a list given to you.

RECOMMENDED TEXT:

- *A Writer's Reference*, latest edition by Diana Hacker
- OR
- *Rules for Writers*, latest edition by Diana Hacker

ASSIGNMENTS:

DISCUSSION BOARDS (10 points possible for responses to prompts; 5 points for responses to classmates: 150 points total) – These assignments help to keep you on schedule and they give you the advantage of gaining different perspectives on your interpretations of the reading. Because they depend upon collaboration with other class members, discussion boards must be completed within the time span given. A total of ten discussion board prompts will be posted; you must respond to ten prompts and also respond to one classmate's response for each of the ten discussion boards. **Your initial responses to prompts should be a minimum of 100 words. Your responses to classmates' entries should be a minimum of 50 words.** On the syllabus, each DB assignment is listed twice: "DB #x" indicates when the response to the prompt is due; "Response #x" indicates when the response to a classmate is due. **A late DB or Response will receive zero points and will count as a missed assignment.**

MIDTERM AND FINAL EXAMS (100 POINTS EACH)—Each exam will include an objective portion and a short essay portion. The midterm will cover the readings assigned prior to March 6, and the final will cover readings assigned after March 6. **These exams are mandatory and must be completed in person on campus. Students who miss the midterm and fail to contact me by March 8 with a compelling reason to reschedule will be dropped from the course.**

PARTICIPATION—Your active participation is important because of what it contributes to the success of the course, to the enlightenment of other class members, and to your own learning process. Because a non-hostile, open and supportive environment is necessary for significant and profound learning to occur, I insist that everyone in class treat each other and me with consideration and respect. Because a mature and open-minded attitude is crucial to making the most of educational opportunities, I urge you to take your responsibilities in this course seriously. That means

- doing your own work and being honest about others' contributions (i.e., document all sources properly)
- communicating in person, in writing, and online in a respectful, responsible, professional manner
- practicing tolerance and generosity in your interpretations of and responses to communications with me or your classmates (either in person, via email, or in D2L); remember that sometimes language issues, cultural difference or assumptions, or just a bad day can affect not only how we say things but also how we interpret/read things—in other words, try to give people the benefit of the doubt rather than immediately conclude that they are in some way attacking or intentionally insulting you
- choosing the appropriate time to discuss with me issues specific to you such as your concerns about the class or your grade in the class (in a private email, phone call, or office visit)

MISSING FOUR ASSIGNMENTS OF ANY KIND WILL RESULT IN YOUR BEING DROPPED FROM THE COURSE. LATE DBS AND RESPONSES COUNT AS MISSED ASSIGNMENTS.

ESSAYS – All formal essays should be typed, double-spaced, in standard MLA format (plain font, 12 pt. size, 1 inch margins, title, proper heading, proper citations of secondary material) and should meet the required word count. Turn your papers in on time to our Drop Box on D2L.

- Late Policy: Any essay turned in no more than one week late will be worth half credit. No assignment that is over one week late will be accepted without special arrangements having been made ahead of time.
- Important Note on Plagiarism: Your papers will be checked in Turnitin.com. Any incidence of plagiarism or other form of cheating is subject to a zero for the assignment and possibly failure of the course. All work submitted for this course must be your own, created specifically and exclusively for this class—no “recycled” work previously submitted to another course or to an earlier version of this course. The submission of recycled work for this course constitutes cheating as defined by the SCC student handbook. Any plagiarized or recycled work will receive a zero with no opportunity to submit a replacement.

GRADING – At any time during the semester, you can check on what your course grade is by dividing the number of points you have earned so far by the number of points possible so far; the resulting number is a percent. Find the percent on the following scale to determine your letter grade:

90% or higher = A
80% to 89% = B
70% to 79% = C
60% to 69% = D
below 60% = F

ACCOMMODATIONS:

Please let me know as soon as possible if you need special accommodations because of a disability identified by one of the disability centers on campus. Talk to me in my office or via phone or e-mail so that we can preserve confidentiality and efficiently arrange the appropriate accommodations.

IMPORTANT DATES:

Orientation – Tuesday, Jan. 17, 3:00 – 4:50 p.m. in RS 326
Presidents' Days – Friday, Feb. 17 and Monday, Feb. 20 (holidays)
Spring Break – Monday-Sunday, Apr. 2-8 (holiday)
Last Day to Drop with a "W" is Sunday, April. 15
Essay #1 is due by February 1, 8:00 AM
Essay #2 is due by March 5, 8:00 AM
Essay #3 is due by April 9, 8:00 AM
Essay #4 is due by May 2, 8:00 AM
Midterm Exam – Thursday, Mar. 6th, 3:00 p.m. to 4:50 p.m. in RS 326
Final Exam – Tuesday, May. 8th, 3:00 p.m. to 4:50 p.m. in RS 326

KEYS TO SUCCESS IN THE COURSE

- **Stay connected.** Check D2L and your email regularly (i.e., weekly or more often). Let me know (via voicemail or in person) if your Internet access is compromised and take steps immediately to reconnect. You cannot progress in the class without reliable and consistent Internet access.
- **Stay current.** Check <Content> on D2L regularly. If your email address changes, update it in i-mail forwarding as soon as possible.
- **Stay on schedule.** Put due dates in your i-phone/BlackBerry or on your calendar—or wherever you'll see them and be reminded in a timely fashion. Missing more than four assignments will result in your being dropped from the course, so staying on schedule is crucial. Follow the syllabus.
- **Follow up.** If you submitted work—an essay—and you receive no confirmation of receipt from me, no announcement of a delay on D2L, and no grade recorded for the assignment on D2L, follow up with an email or voice mail to me let me know. It may be that I never received your initial submission.
- **Read carefully.** All of the instruction in this course is delivered through written material, so to learn about critical thinking strategies and ways to improve your writing, you will have to read all of the materials available to you (the texts, writing prompts and other instructions, course materials online, feedback on graded essays, etc.) carefully and conscientiously, whether they are specifically assigned or not.
- **Be an active learner.** Take the initiative to ask questions when you don't understand a concept presented. (You can do this by posting the question to the Questions/Concerns discussion board in D2L.) When responding to classmates' discussion boards, really respond to what's said—practice your critical thinking skills as you assess their input, and practice your writing skills as you post discussion board assignments. Take notes on what you read, and try doing some of the exercises in the text even if they're not assigned.

LEARNING OUTCOMES AND OBJECTIVES:

Upon successfully completing this course, students will be able to:

- analyze literature through various critical approaches.
- evaluate works of literature by applying literary elements, terms, and theoretical concepts.
- compare and contrast artistic and literary movements across a range of time periods as well as the connections between major literary works.
- think and write critically about literary works in a variety of poetic and narrative forms from several periods and various cultures.
- identify premises, both explicitly and implicitly stated.
- distinguish among facts, inferences, assumptions, and implications.

- recognize fallacious reasoning, including but not limited to the standard critical thinking fallacies, in various critical interpretations of literary works (including the students' own interpretations) and respond to (and correct, if necessary) these fallacies.
- formulate interpretations, conclusions, and judgments based on inferences.
- reason inductively from themes, patterns, and structures to form generalizations.
- reason deductively by recognizing literary and linguistic conventions, whether structural, semantic, or syntactical and draw conclusions about texts based on those conventions.
- assess a variety of perspectives before formulating conclusions.
- propose an argument of interpretation or evaluation (thesis).
- support the thesis with a sufficient number and variety of appropriate examples taking into account alternate and opposing points of view.
- incorporate supporting detail from secondary texts.
- construct logical discourse through order, repetition, and transitional devices.
- use diction appropriate to the audience and the rhetorical purpose of writing.
- use elements of style with increasing complexity (such as absolute phrases or repetition) to achieve coherence.
- demonstrate a knowledge of the four major literary genres (poetry, novel, short story, and drama) including developments and variations within these genres over time.