

**Professor’s Name:**

**Office hours and location:**

**Professor’s email address:** ocean.edu and via Canvas

**Course Title, Name, and Section number, meeting times:** ENGL152-\_\_\_\_

**Catalog Description:** This course introduces students to the study of fiction, poetry, and drama, and requires written assignments (totaling 3,500 words, minimum), including at least one documented essay, that build on the writing and research skills developed in ENGL151.

**Semester:**

**Required Texts & other materials or supplies:**

* *The Norton Introduction to Literature*. Edited by Kelly J. Mays, 12th edition, W.W. Norton & Co., 2017. ISBN: 978-0393623574
* *The Little Seagull Handbook*. Edited by. Richard Bullock, Michal Brody, & Francine Weinberg, 3rd edition, W.W. Norton & Co., 2017. ISBN: 978-0393602630
* [Include additional materials, such as a notebook, flash drive, etc. as per your specific course requirements.]

**Course Learning Outcomes:**

Students who successfully complete this course will read and analyze a variety of literary works in the genres of fiction, poetry, and drama. In so doing, they will assess the meaning and value of the literary experience and display awareness of and sensitivity to the diverse human perspectives in literature.

These students will also further expand the analytical and writing competencies developed in ENGL151 as they engage in writing about literature and use the skills noted below:

1. Use the writing process and conventions of academic writing to compose analytical and argumentative essays.
2. Employ the writing process in the completion of an individual research project.
3. Locate, evaluate, appropriately integrate, and document source material into writing using MLA citation.
4. Employ active reading strategies to interpret and evaluate literary texts.

**General Education Goals:**

* Communication—written and oral
* Information Literacy
* Humanistic Perspective
* Independent/Critical Thinking

**Course Withdrawal Deadline:**

**Methods of Instruction:** [Remove any of the following that are not applicable to your specific course.]

* Lecture, discussion, and small-group work in literary response, interpretation, and analysis.
* Reading assignments from the textbook, current periodicals, or the Internet.
* Appropriate in-class and out-of-class writing assignments, e.g., reflective journals, text explications, response essays, analytic essays, research essays, and collaborative projects (a minimum of 3,500 words of finished writing).
* Instructor-student conferences.
* Use of appropriate instructional media, e.g. filmed versions of literary works.
* Student readings, performances, or simulations.
* Guest readers or speakers.
* Support services may be provided depending on available college resources, e.g., Writing Skills Lab, Writing Computer Lab, ESL program, and Center for Academic Services.

**Class Standards: [**Professor’s individual policies regarding late assignments, class participation, missed assignments, make-up exams, and personal electronic communication.]

**Attendance Policy:**Ocean County College recognizes that students must maintain regular class attendance in order to obtain the maximum benefit from educational opportunities. Class attendance ensures educational growth; ideas and concepts, knowledge, social development, and success are derived from the interaction of students and faculty. Student attendance is required at all face-to-face classes and scheduled instructor appointments. Absences affect the students’ academic progress and detract from the value of the class for the instructor and other students.

The Higher Education Act, Student Assistance, Title IV, regulations require students to be attending class prior to the College census date in order to receive federal financial aid.

Individual instructors determine the attendance requirements for their courses. However, if an instructor chooses to include attendance as a component of course grading requirements, grade penalties for absences may be imposed only after a student exceeds the College-approved absence rate specified in the procedure to this policy.

Add specific attendance grading criteria here

**Course Grading Scale:**

A = 90-100

B+ = 85-89

B = 80-84

C+ = 75-79

C = 70-74

D = 60-69

F = 0-59

## Grading Criteria: [Indicate percentages or points] Essays must total at least 80% of the final grade. Instructors may choose how to allocate individual essay percentages. [list other percentage breakdowns here: attendance, class participation, homework, etc]

Attendance can count for no more than 10% of the final grade.

**Academic Honesty**:

Cheating and Plagiarism, Policy #5180

Academic dishonesty includes, but is not limited to, plagiarism, cribbing, fabrication, misrepresentation, unauthorized collaboration, and/or cheating on any academic assignment submitted for a course as well as identity fraud in any face-to-face or distance learning course, exam, or academic exercise. Any student aiding another student in any form of academic dishonesty is considered equally guilty and subject to the same penalties. See Policy #5180 for more information.

**Statement about Civility:**

Ocean County College defines civility primarily as the demonstration of respect for others, basic courtesy, reciprocity (treating others as we wish to be treated), and behaviors that create a positive environment in which to learn and to work. See https://www.ocean.edu/about-us/campus-civility/

**Campus Resources:** Professional and peer tutors are available to support students throughout their time at Ocean County College. Tutors will discuss and share strategies and resources with students to foster learners that are intentional and independent. Students who are English language learners are encouraged to access communication, reading, and writing support at the Writing Center. To learn more about tutoring services, resources, and additional academic support programs at OCC, please visit [www.ocean.edu](http://www.ocean.edu/) keyword tutoring for more information.

The tutoring center is located on the second floor of the Instructional Building.

**Statement of Accommodation:**

Reasonable accommodations for students with disabilities are determined and approved by the Center for Student Success – Disability Services. If you, as a student, believe you are eligible for accommodations (e.g. testing, captioning, ASL, large print) but have not obtained approval please contact Disability Services immediately at 732-255-0456 (voice), 711 (NJ Relay), or e-mail at [accommodations@ocean.edu](mailto:accommodations@ocean.edu). Disability Services notifies students of their approved academic reasonable accommodations and coordinates implementation of those accommodations. It is the student’s responsibility to provide faculty with a copy of the individualized accommodation plan, and are encouraged to discuss details of the implementation of individual accommodations.

**Privacy:** All individuals should not assume that anything received, sent or stored in this course or in any course is private. Students’ written work, assignments, and test results may be used anonymously for college assessment purposes. Course content, support materials, and communications (including chats, discussions, emails, and any other forms of communication) may be used for quality assurance purposes by authorized college administrators.

**Video and Audio Recording Policy:**

Ocean County College promotes a mutually respectful learning environment where students and faculty engage freely in open discussion on topics of intellectual, academic, and personal interest. The college strives to provide an environment where students and faculty alike are free to express their opinions, to protect their intellectual property rights and explore controversial topics without offense. To that end, any attempt by students to record, transcribe, or in any way memorialize class activities or student/faculty interactions would be likely to detract from the atmosphere for free and open discussion. Students are prohibited from using video or audio recording devices to record lectures, class discussions, conversations, or interactions between and among faculty or between faculty and students, unless prior written approval to record is obtained from the faculty member or, if appropriate, from the Office of Disability Services. Students permitted to record lectures or class discussions acknowledge that the recording is for individual use and solely to assist in studying for the course. The recordings may not be shared, released, publicly or electronically posted or distributed. Students who violate this policy will be exposed to academic integrity sanctions and/or other recourse available to the faculty and college.

**Important Notes:**

The official college e-mail communication for students at OCC is ([firstname\_lastname@students.ocean.edu](mailto:firstname_lastname@students.ocean.edu)).

All class correspondence should be conducted through CANVAS

Failure to pay for this course may result in your being dropped for non-payment.

**Tentative Course Outline: (include each week and daily activities and textbook readings. Also include topics, readings, assignments, and activities. for the semester)**

Instructors: Please revise italicized sentences/phrases for your chosen readings and due dates. An information literacy session with the library is suggested prior to beginning the third essay. Please contact James Marshall in the library to schedule ([jmarshall@ocean.edu)](mailto:jmarshall@ocean.edu))

One or two class sessions may be dedicated to student conferencing to discuss either the first or second essay. Brief conferences may be held inside the classroom or in an alternative space as the remaining students work on an assignment.

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| Date | Class Session | Assignments Due on the next class date |
| *Enter dates in for class sessions* | Welcome, Syllabus Review, Ice breakers, writing sample | *Choose any short stories you like from the book*  Read Chapter 1, "Plot" pp 85-92 |
|  | Introduction to Short Fiction  Plot  Discuss *reading* | *Choose any short stories you like from the book*  Read Chapter 2, "Narration and Point of View" pp 174-177 |
|  | Narration & Point of View  Discuss *reading* | *Choose any short stories you like from the book*  Read Chapter 3, "Character" pp 218-225 |
|  | Characterization  Discuss *reading* | Read Chapter 28, "The Literature Essay" and Chapter 29 “The Writing Process” pp 1890-1923 |
|  | Introduction to Essay #1  Discuss thesis statements for literature essays  Primary vs. Secondary sources | *Choose any short stories you like from the book*  Read Chapter 4, "Setting" pp 284-290 |
|  | Setting  Discuss *reading* | *Choose any short stories you like from the book*  Read Chapter 5, "Symbol and Figurative Language" pp 334-339 |
|  | Symbolism & Figurative Language  Discuss *reading* | *Choose any short stories you like from the book*  Read Chapter 6, "Theme" pp 383-387 |
|  | Theme  Discuss *reading* | *Choose a chapter from Exploring Contexts in the fiction unit (Chapters 7, 8, and 9) to wrap up the fiction unit.* |
|  | Discuss *stories and critical contexts* | **Essay #1 rough drafts due next class for peer review** |
|  | Review MLA format for essays (heading, quotations, citations, etc.)  **Peer Review for Essay #1** | *Choose any poems/content you like from the book*  Read "Poetry: Reading Responding, Writing" pp 698-719 |
|  | **Essay 1 due***instructor must choose due date during week 6*  Introduction to poetry | *Choose any poems you like from the book*  Read Chapters 17 “Internal Structure: & 18 “External Form” pp 897-928 (excluding poems for further reading; poems of your choosing may be substituted) |
|  | Form & structure  Discuss *reading* | *Choose any poems you like from the book*  Chapter 13, “Language: Word Choice and Order,” 822-827, inclusive of example poems; poems for further reading beginning on 828 may be excluded |
|  | Word Choice and Order  Discuss *reading* | *Choose any poems you like from the book*  Read Chapter 10, “Speaker: Whose Voice Do We Hear?” pp 735-740 (top) (excluding poems for further reading; poems of your choosing may be substituted) |
|  | Voice: speaker vs. author, tone  Discuss *reading* | *Choose any poems you like from the book*  Read Chapter 16, “The Sounds of Poetry” pp 863-878 (excluding poems that are not chosen) |
|  | Sound devices (rhyme, alliteration, repetition, assonance, etc.)  Discuss *reading* | *Choose any poems you like from the book*  Read Chapter 12, “Theme and Tone” pp 794-809 (excluding poems that are not chosen) |
|  | Theme  Discuss *reading* | *Choose a chapter from Exploring Contexts in the poetry unit (Chapters 19-22)* |
|  | *Choose your own contextual/critical lens*  Discuss *reading* | *Choose a chapter from Exploring Contexts in the poetry unit (Chapters 19-22)* |
|  | *Choose your own contextual/critical lens*  Discuss *reading*  Review Essay #2 Questions | Come to class prepared with a thesis/intro paragraph/outline / draft for Essay #2 |
|  | Review how to quote & cite poetry in MLA format  **Peer Review for Essay #2** |  |
|  | **Essay #2 due** *instructor must choose due date during week 11* | Read "Drama: Reading, Responding, Writing" pp1152-1155; Chapter 23 "Elements of Drama" pp 1178-1187 |
|  | Introduction to Drama | *Choose any play you like from the book* |
|  | Discuss play & characters | *Choose a selection of the play to read* |
|  | Discuss play & characters and theme(s) | *Choose a selection of the play to read* |
|  | Continue to discuss play, characters, themes | *Choose a selection of the play to read*  Read Chapter 30, "The Literature Research Essay" pp 1923-1933 |
|  | Finish discussing the play  **Discuss Essay #3: Drama Essay** | *\*Instructor may choose to assign a second play to discuss, or focus on writing techniques, depending on the class* |
|  | Day to discuss how to write about a play. *Use pp 1890-1902 in text for help/ also pp 1902-1906 – how to write a comparative essay.*  **Thesis statements, planning**  *Optional: Introduce 2nd play* | *Assign reading on how to write about drama.*  *Choose a selection of the play to read* |
|  | **Rough drafts due**  Peer Review Session  Discuss play | *Choose a selection of the play to read* |
|  | Discuss play  OR  Grammar/MLA/Writing Skills | *Choose a selection of the play to read* |
|  | Discuss play  OR  Grammar/MLA/Writing Skills |  |
|  | Collect **Essay #3**  *Optional: Final Exam*  *OR*  *Watch a production of either play (or specific parts, depending on the length) - bring it to life for students via a stage production from YouTube or a film.* |  |

**Disclaimer:** Individual faculty members may make reasonable changes to this course outline exclusive of course requirements, course, calendar, and grading procedures.