Literature- Approaches to Fiction, Poetry, and Drama 2nd ed., Robert DiYanni
A writing handbook; hopefully you kept your Little Penguin from 1101.

Prerequisite
You must have earned a grade of C or better in ENGL 1101 to qualify for admission into ENGL 1102.

Online Learning
Ours is a fully online class. That means that our classroom is Desire2Learn (D2L). Completion of this course will require your attendance and participation online. Here are some tips:

- Online success requires good time management skills and motivation.
- Your presence in discussion forums is critical; this is our classroom where you should participate in the conversation about the texts.
- Use the email in D2L to communicate with me and your classmates.
- There is a chat feature and we can conference online, too.
- **Pay attention to deadlines!**
  - I bolded that because of its importance. If you miss a deadline for a post, quiz, or essay submission, D2L is completely unforgiving.
- All formal lectures, assignments, and quizzes will be posted on D2L. I will post your grades in D2L; however, I have the official gradebook and a spreadsheet for grade calculation. You may email me anytime with questions about grades.
- Log into the Port of Armstrong to access our online class. Note the Desire2Learn Supported Browsers are Firefox, Google Chrome, Internet Explorer 9 or 10, Safari 5.1 or 6. Internet Explorer 11 is not supported. Click on System Check if you have not previously used D2L. If you anticipate any difficulties with your D2L connectivity, contact the Armstrong Information Systems Help Desk at 912.344.2518.

Conduct & Technology
Our class discussions will provide a venue for self-expression and honesty, both of which should be communicated respectfully. Refer to the “Welcome” message in D2L for a discussion of Netiquette. Some of that includes: Network etiquette or “netiquette,” is a set of guidelines for how we communicate online. Our online class discussions will provide a venue for self-expression and honesty, both of which should be communicated respectfully. Appropriate conduct and respect for one another is expected of everyone in this class.

Please remember that the faceless environment of online conversations makes respectful communication even more important.
Course Objective
ENGL 1102 builds upon your 1101 foundation to help you master critical thinking and writing skills necessary for success in your academic and professional careers.

We will read short stories in our fiction section, two or three plays in our drama section, and embrace a variety of poems to round out the semester. There is something for everyone in this course. In doing so, you have an opportunity to hone your communication skills in a variety of ways including writing, speaking, interpretation, and critical thinking. We will explore concepts of basic literary criticism, interpret and evaluate texts, and incorporate research techniques through a variety of compositions. We will investigate strategies for writing success, employing reflexive writing practices in the production of rhetorically effective and mechanically sound essays.

This is a fully online, full term course. 15 weeks passes by a hury. There is no time to fall behind. Reading all assignments and completing work in a timely manner is critical to your success in this class. Please keep up with the reading in order to participate and respond appropriately. Assignments will demand exposition, analysis, sound research strategies, and argumentation.

Other Objectives
- Identify and practice reflexive composition practices to produce writing with a clearly communicated purpose that includes researched and documented primary and secondary sources that support your thesis
- Incorporate research into your writing
- Productively participate in peer review sessions; participate in collaborative projects and exercises; yes, this can be done online 😊
- Effectively utilize technology in your composition process as a research, writing, and communications tool
- Become familiar with the library’s resources and various research techniques
- Correctly employ MLA-style citations in your writing

Start Strong
Good writers read. Reading expands our experience and offers ideas that serve to influence our critical thinking and writing skills. This course is as reading intensive as it is writing intensive. Keep up with the reading in order to participate and respond appropriately. Everything we do will further the development of critical thinking skills necessary for your academic success in your chosen field of study.

Attendance
My assessment of your attendance will be made based on your virtual presence and engagement in this course. If you miss class discussion assignments twice, I will request that you conference with me. Prior to our conference, I will review your log in history and online participation.
Should you not respond to that request and meet with me, you will be dropped for non-attendance with an F.

**Deadlines**
I know I stated this earlier; however, it bears repeating. Deadlines are firm in D2L. If you wait until the last minute to begin an assignment and find yourself trying to upload at the last minute, you run a huge risk of missing the deadline. Emailing late assignments is not an option. Please do not email me that you were in the process of uploading at 11:58 for an 11:59 deadline and got shut out.

Plan early. Make sure you allow yourself ample time to turn in your work on time. Should you experience an **unavoidable and/or serious emergency** that prevents you from turning in your work on time, you may consult with me to request an extension.

All emailed assignments should be composed in Word and the file named using this convention:

**example:** Smith_Fiction Analysis_040114

**Important Note:** The last day to withdraw from this course without an automatic WF is Wednesday, March 4, 2015.

**Academic Integrity**
Plagiarism is a serious academic offense. Familiarize yourself with ASU’s Student Code of Conduct and understand that intentionally pirating someone else’s intellectual property is not tolerated. Your ASU handbook states, “All students at ASU must agree to abide by the Honor Code and Code of Conduct.” Remember, it is far easier to cite a source correctly or spend a little time composing your own work than fail your 1102 English class. If you are not sure how or whether to cite something or if you need assistance integrating your research into your writing, I am here to help as is the University Writing Center.

All assignments submitted in the D2L drop box will be run through Turnitin and become part of their database. Once an essay is submitted, it is compared to other essays in Turnitin’s database and a report is generated that identifies similarities to other pieces of writing. Be sure that you cite any information that you reference from another’s intellectual property.

**Communication & General Information**
- I frequently send information via class-wide email to communicate important information.
- In D2L, I will also use the NEWS feature on the Course Home page. It is your responsibility to check D2L your email account and respond appropriately.
  - Should an attendance issue arise and I try to contact you via email, please respond. If you do not respond to three attempts made by me to contact you via email, I will assume you have dropped the course and will notify the registrar to remove you from the roll.
- I am available for individual conferences by appointment and we have several options.
- I reserve the right to amend our syllabus, including the reading schedule, and will communicate any necessary changes to you in a timely manner.
- All essays and assignments must be word-processed and formatted per MLA guidelines.
  - Double space everything
Do NOT use citation generators for parenthetical citations or Works Cited entries.

- It is good practice to utilize a handbook or one of the resources below and format your own parenthetical citations and Works Cited entries
  - My handout [http://www.llp.armstrong.edu/thompson/resources.htm](http://www.llp.armstrong.edu/thompson/resources.htm)
  - AASU Writing Center
  - Purdue’s Online Writing Lab [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
  - Hacker & Fister Research and Documentation Online [http://bcs.bedfordstmartins.com/resdoc5e/](http://bcs.bedfordstmartins.com/resdoc5e/)

- Drafts are a necessary part of writing and factor into the essay’s final grade; I do not accept final drafts of an essay if you did not participate in the drafting process.

- I encourage you all to make use of our writing tutors in the University Writing Center located in Gamble 123. The trained assistants can help guide you through your writing process, offer support, and tutorials. Visit their web site at [http://www.armstrong.edu/Departments/writing_center/writing_center_welcome](http://www.armstrong.edu/Departments/writing_center/writing_center_welcome).
  - Tutors will not write your essay for you
  - Make an appointment and plan to have a specific set of needs in mind

- The research librarians at our Lane Library are there to assist you with your research quests. You may contact them in person, via email, via telephone, or via the online chat feature on the library’s home page. [http://library.armstrong.edu/](http://library.armstrong.edu/)
  - Check out a course guide that was created for my 1102 courses at [http://libguides.armstrong.edu/eng1102thompson](http://libguides.armstrong.edu/eng1102thompson)

- Armstrong Atlantic State University provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in Student Affairs in MCC. Contact Ms. Kelly Woodruff at 912.344.2744. If any of the information I provide in my course is inaccessible to you because of a disability, please contact me as soon as possible.

- If you are military personnel and you find yourself unable to complete the course because of an active-duty issue, please speak with me. You may also consult with Ms. Brenda Davis at the Liberty Center or Ms. Laura Pallini-Bolton in our Military and Veterans Affairs office at 912.344.2848 on the main campus.

### Grading

I like to grade in 1102 on a point basis. This offers you several avenues to earn the best possible grade and show me you have engaged the material. In this class, you may earn a total of 2500 points.

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Essays</td>
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<tr>
<td>Reading Responses/Discussion Posts</td>
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<tr>
<td>Quizzes</td>
<td>1000</td>
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<td>Participation/Attendance</td>
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Final Grades are calculated as follows

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<thead>
<tr>
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<tbody>
<tr>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
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Revised Reading & Assignment Schedule for Sprint 2015. This schedule does not take the place of each weekly module. I reserve the option to change this as necessary. Read each week’s module carefully.

| January 12 | Welcome; Syllabus; Module One Quiz One | “Introduction” 1-23 “Reading Stories” 27-32 |
| January 19 | Research and Documentation John Updike Kate Chopin Quiz Two | “Reading Fiction” 37 “A & P 32-36 The Story of an Hour” 38-42 |
| January 26 | Chapter Three Frank O’Connor D.H. Lawrence | “Elements of Fiction” 49-51 includes Guests of the Nation Also review DiYanni’s discussion on elements of fiction in this chapter: character, setting, irony, and symbols “Irony and Symbol” page 97-100 “The Rocking Horse Winner” 100-110 |
| February 2 | William Faulkner Eudora Welty Quiz Three | “A Rose for Emily” 78-85 (discussion of point of view) “A Worn Path” 91-95 (discussion of theme) Issue Essay Assignment |
| February 16 | Quiz Five | Essay Assignment In Progress |
| February 23 | TBA | |
| March 2 | Jamaica Kincaid Sandra Cisneros Zora Neale Hurston Quiz Six | “Girl” 270 “Barbie-Q” 339 “Spunk” 404 |
| March 9 | Poetry ~ Poetry Quiz Seven | Specific poetry selections TBA in addition to: Chapter Ten - The Art of Reading Poetry 495-506; Chapter Eleven - Types of Poetry 507-509; Chapter Twelve - Elements of Poetry 510-514; Diction 518-521, Imagery 524-528, Simile & Metaphor-Figures of Speech 530-532, Symbolism & Allegory 536-538; Syntax 542-543, Sound: Rhyme, Alliteration, Assonance 548-550 |
| March 16 | Spring Break | |
| March 23 | Poetry ~ Poetry Quiz Eight | Poetry Explication Assignment in progress; Additional selections TBA |
| March 30 | Left Blank | Refer to Module in D2L |
| April 6 | Lecture Drama Tennessee Williams Arthur Miller Quiz Nine | “Reading Plays” 899-901 Chapter Twenty-Two “Types of Drama” 917-919 Chapter Twenty-Three “Elements of Drama” 920-935 Chapter Twenty-Eight “Envisioning Drama” 1155 The Glass Menagerie 1156-1207 Death of a Salesman 1211-1279 |
| April 13 | Continue discussions of plays | Quiz Ten |
| April 20 | Left Blank | Refer to Module in D2L |
| April 27 | Writing Workshops | Final essay Due May 1 |
The "A" Paper: excellent, showing originality in thought and expression.
- The paper clearly responds to the assignment.
- The thesis is precise. A provocative introduction provides necessary background information.
- Organization is logical, clear, and structured to stress key points.
- Development is accurate, thorough, and convincing in its support of the thesis and topic statements. Paragraphs include a variety of supporting examples and vivid details.
- Style reflects a mature use of language and syntax. Word choice is interesting, precise, and appropriate to the audience and purpose. Sentence structure is varied and fluent.
- Mechanics are sound; the paper is free of all major errors and has few if any minor errors.
- The paper is formatted correctly. When documentation is warranted, the paper cites correctly in MLA style, both in parenthetical citations and on the works cited page.

The "B" Paper: good but shows limited creativity or originality.
- The paper clearly responds to the assignment.
- The thesis is precise but not necessarily original, with an effective introduction.
- Organization is clear, yet transitions lack distinction.
- Development is accurate, adequate, and convincing but may lack range, variation and vividness in supporting examples and details.
- Style is appropriate but may lack freshness and variation. Diction reveals accurate use of words. Sentence structure is competent.
- Mechanics are sound with few if any errors.
- Format and documentation, if applicable, are generally correct.

The "C" Paper: average, predictable, unexciting in ideas and expressions; reads like a next-to-final draft.
- The paper responds to the assignment.
- The thesis is clearly stated but unoriginal or shallow in thought, with a perfunctory introduction.
- Organization reveals logic; may also reveal some lack of unity, incoherence, or awkward transitions.
- Development includes accurate examples and/or details, but they may be few, unvaried, or poorly explained.
- Style is undistinguished. Word choice is clear but occasionally imprecise or inappropriate in tone. Sentences may lack variety.
- Mechanics are mostly correct but may include some errors.
- Format and documentation, if applicable, may include occasional errors.

The "D" Paper: poor with problems significantly obscuring its message.
- The paper may not respond to the assignment.
- The thesis may not be clearly stated, thoughtfully conceived, or effectively introduced.
- Ideas may lack a clear logical plan. Paragraphs may lack unity or coherence. Topic sentences and transitional elements may be absent or imprecise.
- Development may be characterized by inaccuracy, repetition, vagueness, or invalid support.
- Style is inappropriate or inconsistent. Word choice is incorrect or careless. Sentences are poorly constructed, sometimes tangled or choppy.
- Errors in grammar, punctuation, or usage occur with distracting frequency.
- Format and documentation, if applicable, may include serious or frequent errors.

The "F" Paper: fails to communicate a coherent message to the reader; resembles a 1st draft or free-write
- The paper does not satisfy the requirements of the assignment.
- The thesis is unclear or nonexistent.
- The paper lacks a clear organizational plan.
- Development may be insufficient with inaccurate, inappropriate, or inadequate support.
- The style does not demonstrate college-level competency.
- Errors in grammar, punctuation, or usage occur with unacceptable frequency.
- Format and documentation, if applicable, include egregious errors or blatant omissions.