



ENGL 2341: Introduction to Literature—ONLINE
Spring 2024

Instructor:	Chad Oliver
Section # and CRN:	Z01-24674
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Office Hours:	Face-to-Face Hours: Tuesday (12:30PM – 2:00PM) Thursday (12:30PM – 3:30PM) Online Hours: Friday (10:00AM – 12:00PM)
Mode of Instruction:	Online
Course Location:	eCourses
Class Days & Times:	Asynchronous M-F
Catalog Description:	Introductory study of the form, structure, and content of literary genres; interpretation and analytical thinking and intensive writing about literature.
Prerequisites:	ENGL 1301 or Equivalent
Co-requisites:	N/A
Required Texts:	All readings and excerpts will be provided free of charge online: links and other materials will be provided on our eCourses site.
Course Goals:	This course will seek to introduce students to a variety of literary texts from around the world as well as major cultural themes relevant to the society that produced those texts: the course will seek to draw connections between our present generation and those studied through close textual analysis, a focus on symbolic reasoning and contextual awareness, and relevant discussion.

Student Learning Outcomes (SLOs)

SLO #	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
SLO 1	Identify important literary symbols throughout a variety of texts and draw conclusions as to what those symbols may represent.	1, 5	Critical Thinking
SLO 2	Demonstrate an awareness and understanding of the culture that produced a specific literary text.	1, 2	Social Responsibility
SLO 3	Successfully analyze a literary text through the dual process of symbolism and contextual awareness.	1	Critical Thinking
SLO 4	Engage in reading and communicating about various texts from different societies and time periods.	5	Communication
SLO 5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate		Teamwork
SLO 6	Organize writing assignments clearly and ethically use secondary sources in formal writing assignments and oral presentations.	1	Personal Responsibility

Major Course Requirements

Method of Determining Final Course Grade

No	Course Grade Requirement	Value	Points
1.	Fairy Tale Analysis	15%	150
2.	American Realism Analysis	20%	200
3.	Research Based Literary Analysis	25%	250
4.	Group Project	10%	100
5.	Assignments & Discussions	5%	50
6.	Daily Attendance & Participation	5%	50
7.	Midterm Exam	10%	100
8.	Final Exam	10%	100
9.	Total	100%	1000

Grading Criteria and Conversion:

A = 90-100% (900 to 1000 points)

B = 80-89% (800 to 899 points)

C = 70-79% (700 to 799 points)

D = 60-69% (600 to 699 points)

F = 0-59% (0 to 599 points)

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed non-attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Grade Requirement	Description
Research Based Essay	Formal essay that relies on significant research in order to demonstrate higher-level critical thinking and ability to produce college-level, analytical writing of other cultures based upon a particular text.
Analysis Essays	Formal essays demonstrating the ability to produce college-level, analytical writing of other cultures based on their literary texts.
Group Projects	Projects demonstrating effective teamwork and critical thinking: student groups will be assigned specific literary texts and will be responsible for analyzing those texts and then presenting their findings in a presentation to their peers.
Journals & Discussions	These are both weekly and short response, designed to ensure a thorough reading of the assigned material for each class period and provide a platform in which to discuss the readings and ideas with me and with one another.
Attendance & Participation	Includes attendance and participation in the class activities.
Exams	Short answer and essay style exams designed to test mastery of course material.

Course Procedures

Submission of Essays:

All essays and prewriting assignments must be submitted through the course LMS by the deadline posted within the system. If your instructor also requires a hard copy, printed essays are due at the beginning of the class period. Essays will be accepted late for three days after the due date with a deduction of 10% from your essay grade for each day. After three days have passed, your essay will not be accepted, and you will receive a grade of zero on the assignment. Be advised that Turnitin.com checks all submissions for plagiarism against web sources, periodical archives, and other student submissions.

*****NOTE:** All of your work for this course must be original to you and to the course. **You cannot submit papers that you or anyone else has submitted for any other course or any other previous or concurrent section of composition.** Your writing should be your own, not written by another human or artificial intelligence.

Exam and Quiz Policy:

The midterm and final exams should be taken as scheduled. No makeup exams will be allowed unless there is a documented emergency (see Student Handbook). If you have a university event on the day of the exam, arrange to take it early. Throughout the semester, pop quizzes over textbook readings and course concepts may be given. If you are late or do not have an excused absence, you cannot make up a quiz. With an excused, documented absence from a legitimate third party, you may make up a quiz at the instructor's convenience.

Instructor Policies

Class Format

This online course has been divided up into sixteen different modules that can be accessed through our eCourses website and students should plan on completing one module per week throughout the semester.

- Students will notice that each module corresponds to a particular week of our semester and contains two main components:
 - **Overview & Course Alignment:** This section will provide an overview for the weekly module and what students can expect to encounter in class; this section also contains the module and course objective alignment which simply said provides an easy and accessible means for students to see how the module's activities align with the overall course objectives and student learning outcomes.
 - **Readings & Assignments to Be Completed:** This section contains the actual material that students will need to work through in order to complete that particular

week's activities; this portion will provide students with instruction as to what they should be working on and will include items such as instructional material, presentations, assignment prompts, additional notes and readings, assessment activities, and links to each when necessary.

- As this is an online course, students are encouraged to find time in their individual schedules that allow them the opportunity to engage the course multiple times over the week – **it is recommended that students not wait until the very end of the week to try and complete all assignments as this can often lead to assignments not being submitted by their due date.**

Because this is an asynchronous (unscheduled) online course our class will not be holding required Zoom meetings this semester though students can of course schedule individual Zoom conferences with me by simply setting one up via email correspondence.

Participation & Attendance

Even though students will not be meeting in a localized classroom, it is still imperative that students work to fully participate in the course and this will be assessed primarily through 1) the completion of weekly journal assignments and forum discussions, and 2) group work throughout our semester. Unfortunately, there are times when students are not able to help missing class-time but should adhere to the following principles:

- Students who miss an extended period of time without discussing with me beforehand or without a university excused absence afterward will not be allowed to make up course work.
- Students who encounter situations that might affect their attendance should do their best to let me know as soon as possible so that I can proactively work to help them keep on track in the course.

Journal Assignments and Forum Discussions

Each weekly module will contain the assignments that are necessary for students to complete in that particular week, and the following provides an overview of what you can expect with these assignments:

- All weekly journal assignments will be due by the end of the assigned week (11:59pm of that week's Sunday) and will be submitted within the module itself; **any journal assignment not submitted by this time will not be accepted and the student will receive a 0 for it.** I strongly encourage students to not put off these weekly journal assignments until the end of the week as doing so can lead to missing the 11:59PM

deadline.

- All journal assignments (unless indicated otherwise in the prompt itself) will function as completion-based assignments: this means that as long as students fully complete the requirements that have been laid out in the assignment itself, they will receive a 100 on the assignment and partial work or incomplete work (defined as completing at least half of the assignment) will receive a 50. Work that does not meet either of these standards will receive a 0 for the assignment.
- All journal assignments will also receive written feedback from the instructor within 2 weeks of the student having submitted the assignment: it is important that students read this feedback as it can be used to provide further (if necessary) commentary, evaluation, and correction about the submitted material. Many of the assignments however will simply state “Completion Based” as feedback.
- All forum discussions will be due by the end of the assigned week (11:59pm of that week’s Sunday) and will be submitted within the module itself; any forum discussion not submitted by this time will not be accepted and the student will receive a 0 for it.
- While forum discussions do not take place every week, it is important that students participate in these when present as they provide valuable student-to-student interaction over the material being learned in the course: forum discussions will almost always follow the format of requiring that a student first post a response to the prompt and then read other student posts before responding to at least two of them.
- The forum discussions have been set up so that students must first post their own response to the prompt before they can view other student posts and respond to them.
- All forum discussions will function as completion-based assignments as well: again, this means that as long as students fully complete the requirements that have been laid out in the assignment itself and respond to at least two other student posts, they will receive a 100 on the assignment. Students who complete a post but do not respond to their peers will receive a grade of 50. Work that does not meet either of these standards will receive a 0 for the assignment

Essay Assignments

All essay assignments will be submitted to eCourses over the course of our semester: any assignment that is not submitted on time will forfeit 10 points per day late and will not be accepted after 3 days of being late.

- Each essay assignment will be introduced through a prompt located in the appropriate eCourses weekly module that will also include a grade breakdown at the end of it; the

submission location for the essay assignment will also be located in the weekly module that introduces the prompt.

- Any essay assignment found to have been plagiarized will result in an automatic failing grade: this includes essays that a student may have written before, as all work for this course must be original for this class. Please be aware that if a student is caught using an essay spinner, submitting an essay written by someone else or other sources that the student will receive a 0 for that assignment.
- Students should not use AI or similar platforms to generate content for assignments in this class: submitted assignments found to have used AI (via the Turnitin.com AI checker) will receive an automatic failing grade, typically a 0 on the assignment.
- If eCourses is down when you attempt to submit an essay online, you are still responsible for getting the essay to me by the scheduled due date time: one suggestion is to email me the essay assignment as proof of its having been completed on time and then re-submitting it to eCourses later.
- When turning in an assignment to eCourses, students should always double check that their assignment submitted (keep the submission receipt as well as proof of submission). Do not assume that your assignment was successfully uploaded to eCourses until you receive a digital receipt. This receipt is your proof that you uploaded your work, and I may ask to see a copy of this receipt in the event that your work does not appear in the program for grading.
- Please take care when uploading your essay assignments for grading. If you discover after the deadline that you submitted the incorrect essay assignment/document, you can upload it again but the late point policy will be put into play.
- Students are heavily encouraged to not procrastinate their work by putting it off until the weekend it is due: students will have workshop days in class and will typically have multiple weeks to complete the major assignments. Broken computers, low ink, etc. are not sufficient reasons for late work if you are working from when the assignments are first given to you. By avoiding procrastination you can hopefully avoid those last minute computer emergencies.
- All essay assignments will be graded within two weeks of their having been submitted and will include written feedback from the instructor on the essay itself; students will need to return to the point of submission and click on their graded essay in order to bring up and read through the comments left by the instructor. Please make sure that you have read through the comments that have been left on the essay (which should explain the grade itself) before coming to see me about it.

Communication

Students should be in the habit of checking their university email and eCourse inbox daily as I

will use these tools to communicate with students throughout the course of the semester.

- When emailing the instructor, please use the following email address and not the eCourse inbox: cmoliver@pvamu.edu
- Students will see that they are able to actually respond to a comment left by the instructor within the activity itself but I am not always aware of when a student does this: if you have a question or a concern about a comment that has been left in an assignment, please email me directly to discuss it.
- Students should allow up to 48 hours for an email response although generally emails are responded to much more quickly. Emails that have been sent after 5PM on Friday will probably not be responded to until Monday of the next week.

Semester Calendar

***Please be aware that the following information can also be found through our eCourses “Modules” page at ecourses.pvamu.edu in more detail.**

Module 1: January 16 – January 19

Important Dates

January 16	First Class Day
January 16	Tuition & Fees Payment Due Date
January 16-23	Late Registration Fee Begins (\$50.00)
January 16	Financial Aid Satisfactory Academic Progress (SAP) Appeal Deadline
January 16-24	Attendance Reporting Period (NS/SH) Students who do not attend class during this period will have their courses removed and financial aid reduced or canceled

Begin Weekly Assignments: Students will be introduced this week to the course through a combination of syllabus and course expectations, frequently asked questions, and course mapping along with classroom introductions.

- Course Syllabus
- Frequently Asked Questions
- Instructor Introduction
- Course Questions Discussion Thread

Additional Required Readings: Students should look at the following document detailing the alignment of course level student learning outcomes and module level objectives.

- Course Alignment for ENGL 2341: Intro to Literature

Assignments to Complete: Students will need to complete the following assignments by 11:59pm this Sunday, January 21 and submit to eCourses for grading.

- Journal Assignment: Syllabus Review
- Journal Assignment: Student eCourse Contract
- Student Introductions Discussion Thread

Module 2: January 22 – January 26

Begin Weekly Assignments: Students should begin this week by becoming familiar with the idea of what symbolism is and as part of that will read the following assignments:

- PowerPoint: Symbolism in “Little Red Riding Hood”
- Norton Anthology: “Symbol and Figurative Language”

Additional Required Readings: The following readings will be necessary to read in order to complete the weekly written assignments:

- Roald Dahl “Red Riding Hood and the Wolf”
- Joseph Jacobs “Jack and the Beanstalk”
- Ellen Spitz “The Irresistible Psychology of Fairy Tales”

Assignments to Complete: Students will need to complete the following assignments by 11:59pm this Sunday, January 28 and submit to eCourses for grading.

- Journal Assignment: Practicing Symbolism
- Journal Assignment: Symbolism in “Jack and the Beanstalk”
- Symbolism Discussion Thread

Module 3: January 29 – February 2

Important Dates

January 30	Financial Aid Refunds Begin
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January 31	12 th Class Day (Census Date) & Final Day to Withdraw from Courses without Academic Record
February 1	Withdrawal from Courses with Academic Record (“W”) Begins

Begin Weekly Assignments: Having become familiar with symbolism in the previous module/week, this week students will focus on understanding contextual awareness and should read the following as a part of the process:

- PowerPoint: Contextual Awareness and Monsters
- Five Types of Contexts for Literary Work

Additional Required Readings: The following readings will be necessary to read (or re-read) in order to complete the weekly written assignments:

- Roald Dahl “Red Riding Hood and the Wolf”
- Joseph Jacobs “Jack and the Beanstalk”

Assignments to Complete: Students will need to complete the following assignments by 11:59pm this Sunday, February 4 and submit to eCourses for grading.

- Journal Assignment: Practicing Contextual Awareness
- Journal Assignment: Contextual Awareness in “Jack and the Beanstalk”
- Monsters Discussion Thread

Module 4: February 5 – February 9

Important Dates

February 6	Drop for Non-Payment of Tuition and Fees at 5:00PM
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Begin Weekly Assignments: Students will be introduced to a minor group project requiring practical application of symbolism and cultural awareness (contextual awareness) as they analyze a fairy tale through a modern perspective: after reading the prompt below please feel free to use the Group Project Discussion Thread to begin talking with the members in your group.

- Minor Group Project Prompt: Fairy Tale Analyses
- Group Project Discussion Thread

Additional Required Readings: Students do not need to read all of the fairy tales listed below, just the one that their group has been assigned:

- Group One: Joseph Jacobs “The Story of the Three Little Pigs”
- Group Two: Jacob & Wilhelm Grimm “Rumpelstiltskin”
- Group Three: Jacob & Wilhelm Grimm “Hansel and Gretel”
- Group Four: Hans Christian Andersen “The Ugly Duckling”
- Group Five: Flora Annie Steel “Goldilocks and the Three Bears”

Assignments to Complete: Students will need to complete both the Minor Group Project: Fairy Tale Analyses and the Peer Grading Journal Assignment by 11:59pm on Sunday, February 11 and submit to eCourses for grading.

- Submission for Minor Group Project: Fairy Tale Analyses
- Journal Assignment: Peer Grading

Module 5: February 12 – February 16

Important Dates

February 12	20 th Class Day
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Begin Weekly Assignments: Students will be introduced to the first major essay of the semester in which they will be required to choose and read a fairy tale before analyzing the story and making an argument as to what they think the author is trying to say through it.

- Prompt for Essay #1: Fairy Tale Analysis

Additional Required Readings: The following readings have been chosen to help you in the process of picking a fairy tale, organizing your ideas in the essay, and to provide a refresher on the essential MLA Formatting that you will need to include in this essay.

- A Link to a List of Popular Fairy Tales
- Sample Outline for the Essay
- Sample Essay
- MLA Formatting Notes

Assignments to Complete: Students will need to complete the Essay #1: Fairy Tale Analysis by 11:59pm on Sunday, February 25 and submit to eCourses for grading.

- Submission for Essay #1: Fairy Tale Analysis

Module 6: February 19 – February 23

Begin Weekly Assignments: Students should begin the week by getting acquainted with the new literary genre of American Realism and can do so by reading through the presentation and short passage below:

- PowerPoint: American Realism and Tom Sawyer
- Mark Twain *The Adventures of Tom Sawyer* “Chapter Two”

Additional Required Readings: The following readings will be necessary to read in order to complete the weekly written assignments:

- PowerPoint: American Realism and “A White Heron”
- Sarah Orne Jewett “A White Heron”
- Wiki: Gilded Age

Assignments to Complete: Students will need to complete the following assignments by 11:59pm this Sunday, February 25 and submit to eCourses for grading.

- Journal Assignment: Symbolism in Tom Sawyer
- Journal Assignment: Contextual Awareness in “A White Heron”

Module 7: February 26 – March 1

Begin Weekly Assignments: Students will have the entirety of this week to work together in the planning and creation of their Group Project: American Realism Analysis. This will include an agreed upon student-led Group Contract that each group member will need to adhere to throughout the process over the duration of the assignment. Please begin by looking at the prompt and grading rubric below:

- Group Project Prompt: American Realism Analysis
- Group Project Grading Rubric

Additional Required Readings: The following readings will be necessary to read in order to complete the weekly written assignments:

- Online Source: “Working Effectively in Groups”
- Online Source: “Effective Communication”
- Sample Group Contract Template

Please note that students do not need to read all of the short stories listed below, just the one that your group has been assigned:

- Group One: William Faulkner “A Rose for Emily”
- Group Two: Susan Glaspell “A Jury of Her Peers”
- Group Three: Charlotte Perkins Gilman “The Yellow Wallpaper”
- Group Four: Ambrose Bierce “An Occurrence at Owl Creek Bridge”

Assignments to Complete: Students will need to submit the following two assignments below to eCourses for grading but please be aware that they have different due dates.

- Journal Assignment: Group Contract (Due by 11:59pm on Sunday, March 3)
- Submission for Group Project: American Realism Analysis (Due by 11:59pm on Friday, March 8)

Module 8: March 4 – March 8

Important Dates

March 7-9	Mid-Semester Examination Period
March 11-16	Spring Break (Student Break)
March 13	Mid-Semester Grades Due

Begin Weekly Assignments: As students continue to work on completion of the Group Project: American Realism Analysis we will shift our focus below to the completion of the midterm exam. The exam will require students to read Stephen Crane’s “The Open Boat” and then to complete the following analytical writing assignment over it.

Please be aware that while students will only have until 11:59PM on Friday to complete the Midterm Exam.

Additional Required Readings: The following readings will be necessary to complete part one of the midterm exam, though students may want to re-read through previous PowerPoint presentations, online articles, and short stories (from the entire semester thus far) to prepare for the second part of the midterm exam:

- Stephen Crane “The Open Boat”

Assignments to Complete: Students should complete the final exam this week though please be aware that it is due earlier than most weekly assignments.

- The Midterm Exam Pt. I: Analysis of “The Open Boat” (Due by 11:59pm on Friday, March 8)

Module 9: March 18 – March 22

Important Dates

March 20	Founders Day/Honors Convocation
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Begin Weekly Assignments: As students will be able to see below there are two PowerPoint presentations that work to provide relevant information about the important symbols, context, and arguments about this week’s readings. Students will need to read through both presentations in addition to the literary texts themselves (found further below) before attempting this week’s journal assignment:

- PowerPoint: William Faulkner’s “A Rose for Emily”
- PowerPoint: Susan Glaspell’s “A Jury of Her Peers”

Additional Required Readings: The following readings will be necessary to read in order to complete the weekly written assignments:

- William Faulkner “A Rose for Emily”
- Susan Glaspell “A Jury of Her Peers”

Assignments to Complete: Students will need to complete the following assignments by 11:59pm this Sunday, March 24 and submit to eCourses for grading.

- Journal Assignment: Group Peer Review
- Journal Assignment: “A Rose for Emily”
- Journal Assignment: “A Jury of Her Peers”

Module 10: March 25 – March 29

Important Dates

March 26	Final Date to Apply for Spring 2024 Graduation (Ceremony Participation)
March 27	Application for Graduation-Degree Conferral only for Spring 2024 Graduation Begins
March 29	Good Friday (No Classes)

Begin Weekly Assignments: As students will be able to see below there are two PowerPoint presentations that work to provide relevant information about the important symbols, context, and arguments about this week's readings. Students will need to read through both presentations in addition to the literary texts themselves (found further below) before attempting this week's journal assignment:

- PowerPoint: Charlotte Perkins Gilman "The Yellow Wallpaper"
- PowerPoint: Ambrose Bierce "An Occurrence at Owl Creek Bridge"

Additional Required Readings: The following readings will be necessary to read in order to complete the weekly written assignments:

- Charlotte Perkins Gilman "The Yellow Wallpaper"
- Ambrose Bierce "An Occurrence at Owl Creek Bridge"

Assignments to Complete: Students will need to complete the following assignments by 11:59pm this Sunday, March 31 and submit to eCourses for grading.

- Journal Assignment: "The Yellow Wallpaper"
- Journal Assignment: "An Occurrence at Owl Creek Bridge"

Week 11: April 1 – April 5

Important Dates

April 2	Priority Registration for Continuing Students for Fall 2024 Semester
April 6	Registration for all students (based on classification) begins for Fall 2024 Semester, including winter mini-mester.

Begin Weekly Assignments: Students will be introduced to the second major essay of the semester in which they will be required to choose and read a short story from the genre of American Realism before analyzing the story and making an argument as to what they think the author is trying to say through it.

- Prompt for Essay #2: American Realism Analysis

Additional Required Readings: The following readings have been chosen to help you in the process of picking a literary text, organizing your ideas in the essay, and to provide a refresher on the essential MLA Formatting that you will need to include in this essay.

- A Link to a List of Popular American Realism Short Stories
- Sample Outline for the Essay
- Sample Essay
- MLA Formatting Notes

Assignments to Complete: Students will need to complete the Essay #2: American Realism Analysis by 11:59pm on Sunday, April 14 and submit to eCourses for grading.

- Submission for Essay #2: American Realism Analysis

Module 12: April 8 – April 12

Begin Weekly Assignments: Students will begin this week by diving into Shakespeare's *Othello* (Acts 1-3) which can be found further below along with some additional sources that should help students with the reading process:

- Shakespeare *Othello*
- YouTube: How to Read Shakespeare
- SparkNotes: A Summary of the Whole Story

Additional Required Readings: Students do not need to read all of the following sources in-depth but should at least browse the content in each:

- Tom Porter "How Did Shakespeare Think About the Issue of Race"
- Ania Loomba "Shakespeare and Race: A Personal Story"
- Farah Karim-Cooper "Anti-Racist Shakespeare"
- Shaina Lucas "See Marriage, Love, and Courtship Through the Eyes of William Shakespeare"
- Layson and Phillips "Marriage and Family in Shakespeare's England"

- Online: “Love and Marriage in Tudor England”

Assignments to Complete: Students will need to complete the following assignments by 11:59pm this Sunday, April 14 and submit to eCourses for grading.

- Journal Assignment: Names of Othello
- Gender Roles and Love Discussion Thread

Module 13: April 15 – April 19

Begin Weekly Assignments: Students will begin this week by continuing to read Shakespeare’s *Othello* which can be found further below along with some additional sources that should help students with the reading process:

- Shakespeare *Othello*
- YouTube: How to Read Shakespeare
- SparkNotes: A Summary of the Whole Story

Additional Required Readings: Students will need to read the following in order to complete the weekly written assignments:

- Heroic Archetypes Notes
- Heroes & Anti-Heroes: What’s the Difference

Assignments to Complete: Students will need to complete the following assignments by 11:59pm this Sunday, April 21 and submit to eCourses for grading.

- Journal Assignment: Othello and Iago
- Anti-Hero Discussion Thread

Module 14: April 22 – April 26

Important Dates

April 26	Final Day to Withdraw from University (from all courses) for the Spring 2024 16-week session
April 26	Last Class Day for 16-week session
April 26	Final Day for Graduating Undergraduates to Submit Application for Tuition Rebate for Spring 2024

Begin Weekly Assignments: Students will be introduced to the final essay of the semester along with important information to help them engage in the task of researching, writing, and ethically citing their source material.

- Prompt for Essay #3: Research Based Analysis
- Final Essay Discussion Thread

Additional Required Readings: The following readings have been chosen to help you in the process of how to approach the final research-based essay, organizing your ideas, and engaging research.

- David James “How to Write a Literary Analysis Research Paper”
- YouTube: Conducting Research for Literary Analysis
- PVAMU Online Library Databases
- PVAMU Online Library Catalog
- Sample Essay
- MLA Formatting Notes
- Purdue OWL: MLA Works Cited Page

Assignments to Complete: Students will need to complete Essay #3: Research Based Analysis by 11:59pm on Sunday, May 5 and submit to eCourses for grading.

- Submission for Essay #3: Research Based Analysis

Module 15: April 29 – May 3

Important Dates

April 29 Study Day (No Classes in Session)
April 30 - May 8 Final Exams

Begin Weekly Assignments: Students will have the entirety of this week to continue working on the final essay of the semester: below you can once again find the prompt along with important information to help you engage in the task of researching, writing, and ethically citing source material.

- Prompt for Essay #3: Research Based Analysis
- Final Essay Discussion Thread

Additional Required Readings: The following readings have been chosen to help you in the process of how to approach the final research-based essay, organizing your ideas, and engaging research.

- David James "How to Write a Literary Analysis Research Paper"
- YouTube: Conducting Research for Literary Analysis
- PVAMU Online Library Databases
- PVAMU Online Library Catalog
- Sample Essay
- MLA Formatting Notes
- Purdue OWL: MLA Works Cited Page

Assignments to Complete: Students will need to complete Essay #3: Research Based Analysis by 11:59pm on Sunday, May 5 and submit to eCourses for grading.

- Submission for Essay #3: Research Based Analysis

Final Exam: April 30 – May 8

Important Dates

May 9 Final Grades Due for Graduation Candidates (12:00PM)
May 11 Commencement
May 14 Final Grades Due for all Other Students (11:59PM)

Begin and Complete Weekly Assignments: Students should complete the final exam which will open at 8am on Wednesday, May 1 and will close at 11:59pm on Tuesday, May 7.

- Final Exam

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pv tutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request

assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops

individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion**: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission**: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

The Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAI's currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such

GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle

inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory

- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.