ENGL 2153: Introduction to Literature  
Summer II 2020

Instructor: Chad Oliver  
Section # and CRN: Z01 - 32878  
Office Location: TBD  
Office Phone: TBD  
Email Address: Cmoliver@pvamu.edu  
Office Hours: MTWTH (11am – 12Noon) – Virtual Office Hours

Mode of Instruction: Online  
Course Location: Online (eCourses)  
Class Days & Times: Online

Catalog Description: Introductory study of the form, structure, and content of literary genres; interpretation and analytical thinking and intensive writing about literature.

Prerequisites: ENGL 1123 or Equivalent  
Co-requisites: N/A  
Required Texts: All readings and excerpts will be provided free of charge online: links 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 those studied through close textual analysis, a focus on symbolic reasoning and context, and relevant discussion.

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Draw connections between cultures, time periods, and people groups in an attempt to more fully realize the evolution of the human condition through the study of their literary works.</td>
<td>1, 5</td>
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<tr>
<td>2</td>
<td>Understand the history of their society and the implications of that society on the world around them.</td>
<td>1, 2</td>
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<tr>
<td>3</td>
<td>Organize writing assignments clearly.</td>
<td>1</td>
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<tr>
<td>4</td>
<td>Engage in reading and communicating about various texts from different societies and time periods.</td>
<td>5</td>
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<tr>
<td>5</td>
<td>Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate.</td>
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<tr>
<td>6</td>
<td>Use secondary sources ethically in written assignments and oral presentations.</td>
<td>1</td>
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Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>1) Fairy Tale Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>2) American Realism Analysis</td>
<td>15%</td>
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<tr>
<td>3) Research Based Literary Analysis</td>
<td>20%</td>
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<tr>
<td>4) Daily Journals over Assigned Readings</td>
<td>15%</td>
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<tr>
<td>5) Group Project</td>
<td>15%</td>
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<tr>
<td>6) Daily Work</td>
<td>10%</td>
</tr>
<tr>
<td>7) Midterm Exam</td>
<td>5%</td>
</tr>
<tr>
<td>9) Final Exam</td>
<td>10%</td>
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</tbody>
</table>

Total: 100% 1000 points

Grading Criteria and Conversion:
A = 90-100% (895 to 1000 points)
B = 80-89% (795 to 894 points)
C = 70-79% (695 to 794 points)
D = 60-69% (595 to 694 points)
F = 0-59% (0 to 594 points)

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 literary text.
Analysis Essays:  Formal essays demonstrating the ability to produce college-level, analytical writing of other cultures based on their literary texts.
Group Presentations:  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 discussion based presentation.
Journals:  These are both daily and short response, designed to ensure a thorough reading of the assigned material for each class period.
Daily Work & Participation:  Includes attendance, participation in class, minor homework assignments, and in-class reflection journals.
Exams:  Short answer and essay style exams designed to test mastery of course material.

Course Procedures

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.
Course and Instructor Policies

Class Format

This online course has been designed to mirror the traditional day-to-day format, which simply means that students should be logging in to eCourses each day and completing the assigned material located there:

- Each day will provide students with instruction as to what they should be working on and may include instructional videos, assignment prompts, group activities, additional notes, etc.
- As this is an online course, students are encouraged to find a time each day that best fits their individual schedules in allowing them time to engage the course for that day – students should not wait until the very end of the week to try and complete everything.

In addition to this online format, our course will also host weekly (and sometimes bi-weekly) class conference meetings through Zoom to ensure that everyone is on the same page, though these are not mandatory meetings:

- Students can find the schedule for the weekly conference meetings located further below in the “Semester Calendar” section of the syllabus.
- The conference meetings will function mostly as an opportunity for questions about the course, ongoing assignments, discussion about the readings, feedback on work, etc. and generally will not last any longer than 30 minutes.

Participation & Attendance

Even though students will not be meeting in a localized classroom, participation in the course is still an important requirement that will be graded primarily through 1) Completion of Daily Journal Assignments, and 2) Group Work.

- All assignments for the course (whether a daily journal assignment, group project, or essay) will include a due date that lets students know when that assignment should be submitted by, and failure to complete the assignment will result in not only a 0 for that assignment but will also be counted as a daily absence.
- Please be aware that absences will result in lost points from the 10% daily grade portion of the overall course grade.

Essay Assignments

All major 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.

- Any 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 particular class.
If eCourses is down when you are attempting 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 to ensure that the assignment actually submitted: each semester a handful of students think that they have submitted the assignment but it never went through – click back on the submitted assignment to bring up exactly what you submitted so that you can double check that you turned in the correct thing.

If you ever want to know the reasoning for a particular grade, please read my comments online on the essay (each essay will contain comments explaining the grade) before coming to see me about it.

**Other Things to Know:**

Please make sure that you are emailing me directly at cmoliver@pvamu.edu (and not through eCourses), and check your emails (and eCourses) daily for any changes that may be made.

Lastly, it is possible that the syllabus schedule below may end up differing from the eCourses daily schedule: the eCourses schedule will be updated throughout our semester (if necessary) so please ensure that you pay attention to it and as always if you have any questions about it please ask me!
Semester Calendar

Week One:

Tuesday (June 30): Fairy Tales – Roald Dahl and “Little Red”

In Class: Students will be introduced to Roald Dahl’s “Red Riding Hood” in order to explore how fairy tales reflect culture through symbolism.

Zoom Conference Meeting: Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this afternoon.

Homework: Students should read “The Irresistible Psychology of Fairy Tales” by Ellen Spitz and then additionally choose and read one of the fairy tale listed (all can be found on eCourses) and complete the “Fairy Tales: Understanding Symbolism” journal entry as well.

Wednesday (July 1): Fairy Tales – Frankenstein, Monsters, and Understanding Culture

In Class: Students will explore the evolution of the monster figure through fairy tales and more recent history while looking at the importance of contextual understanding in order to help us make interpretations.

Homework: Students should read “Once Upon a Time: the Lure of the Fairy Tale” by Joan Acocella and continue to work with the chosen fairy tale from Tuesday’s class day and complete the “Fairy Tales: Understanding Context” journal entry.

Thursday (July 2): Fairy Tales – Making an Original Argument

In Class: Students will be placed in small groups today and assigned one of the three following online fairy tales (on eCourses): “The Three Little Pigs”, “Jack and the Beanstalk”, or “Hansel and Gretel” – groups will be expected to engage the readings and make an original argument about the fairy tale using their understanding of both how to focus on symbolism and a contextual understanding of the story’s culture.

Zoom Conference Meeting: Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this afternoon.

Homework: Students should complete the “Fairy Tale Analysis” by 11:59pm on Sunday, July 5 and submit through eCourses.

Week Two:

Monday (July 6): American Realism – Tom Sawyer’s Fence

In Class: Students will be introduced to the genre of American Realism and its use of symbolism to comment on societal concerns and flaws.

Homework: Students should read Sarah Orne Jewett’s “The White Heron” for class and complete “The White Heron” journal assignment on eCourses.
Tuesday (July 7): American Realism – “The White Heron”

**In Class:** Students will meet together online and discuss “The White Heron” together.

**Zoom Conference Meeting:** Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this afternoon.

**Homework:** Students should read Stephen Crane’s “The Open Boat” and complete the “The Open Boat” journal assignment on eCourses.

Wednesday (July 8): American Realism – “The Open Boat”

**In Class:** Students will be placed in small groups today in order to discuss a series of collaborative questions about “The Open Boat” that will then be shared in an online forum.

**Homework:** Students should continue working on the “American Realism Analysis” which will be due on Wednesday, July 15 through eCourses.

Thursday (July 9): Writing Workshop Day

**In Class:** Students will have the entirety of our class time today to work on the “American Realism Analysis” which will be due on Wednesday, July 15 through eCourses.

**Zoom Conference Meeting:** Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this afternoon.

**Homework:** None.

**Week Three:**

Monday (July 13): American Realism – Group Project

**In Class:** Students will work in their assigned groups in order to research, analyze, and create their Group Projects, which will be due by 11:59pm, this Friday, July 17 ( emailed to me).

**Homework:** Students should continue to work on the assigned group projects as well as begin to prepare for the midterm exam.

Tuesday (July 14): American Realism – Group Project

**In Class:** Students will work in their assigned groups in order to research, analyze, and create their Group Projects, which will be due by 11:59pm, this Friday, July 17 ( emailed to me).

**Zoom Conference Meeting:** Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this afternoon.

**Homework:** Students should continue to work on the assigned group projects as well as begin to prepare for the midterm exam.
Wednesday (July 15): American Realism – Group Project

**In Class:** Students will work in their assigned groups in order to research, analyze, and create their Group Projects, which will be due by 11:59pm, this Friday, July 17 (emailed to me).

**Homework:** Students should continue to work on the assigned group projects as well as begin to prepare for the midterm exam.

Thursday (July 16): Midterm Exam

**In Class:** Students will complete the online midterm exam.

**Zoom Conference Meeting:** Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this afternoon.

**Homework:** Students should send their completed Group Projects to me by 11:59pm on Friday, July 17 so that I can upload them to eCourses for next weeks assignments, read Kate Chopin’s “The Story of an Hour” and complete “The Story of an Hour” journal on eCourses.

Week Four:

Monday (July 20): Introduction to Research and “The Story of an Hour”

**In Class:** Students will be introduced to the online library database as a means of research for the upcoming final essay assignment, and should engage in “The Story of an Hour” online forum.

**Homework:** Students should begin researching for the final essay of the semester and read both Charlotte Perkin Gilman’s “The Yellow Wallpaper” and Jack London’s “To Build a Fire” as well as complete the corresponding journal assignments on eCourses.

Tuesday (July 21): Group Presentation

**In Class:** Students will engage in discussion over both group presentations today in class.

**Zoom Conference Meeting:** Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this afternoon.

**Homework:** Students should continue the research process for the final essay and read both William Faulkner’s “A Rose for Emily” and Ambrose Bierce’s “An Occurrence at Owl Creek Bridge” as well as complete the corresponding journal assignments on eCourses.

Wednesday (July 22): Group Presentation

**In Class:** Students will engage in discussion over both group presentations today in class.

**Zoom Conference Meeting:** Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this morning.

**Homework:** Students should continue the research process for the final essay.
Thursday (July 23): Research Day

In Class: Students will have the class period to continue researching and working on the final essay of the semester.

Homework: Students should read Othello Act I-II for class on Monday.

Week Five:

Monday (July 27): Shakespeare’s Othello Act I and II

In Class: Students will explore the many names of Othello along with modern day forms of slavery.

Homework: Students should read Othello Acts III, IV, and V for class on Tuesday.

Tuesday (July 28): Shakespeare’s Othello Act III, IV, and V

In Class: Students will explore the evolution of heroic archetypes and its application to Othello

Zoom Conference Meeting: Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this morning.

Homework: Students should have a full draft of their essay for the peer editing assignment, which will take place on Wednesday, July 29.

Wednesday (July 29): Writing Workshop Day

In Class: Students will have the entirety of our class time today to work on the “Final Research Essay” which will be due on Friday, July 31 through eCourses.

Homework: Students should continue working on the final essay, which will be due by 11:59pm on Friday, July 31 on eCourses.

Thursday (July 30): Writing Workshop Day

In Class: Students will have the entirety of our class time today to work on the “Final Research Essay” which will be due on Friday, July 31 through eCourses.

Zoom Conference Meeting: Please check your email or eCourses (the day of) for the access code in order to join our 1PM meeting this afternoon.

Homework: Students should continue working on the final essay, which will be due by 11:59pm on Friday, July 31 on eCourses.

Week Six:

Monday (August 3): Review for Final Exam

In Class: Students will engage a brief review for the final exam.

Homework: Students should complete the online final exam by 5pm on Tuesday, August 4.
Tuesday (August 4): Final Exam

**In Class:** Students should complete the online final exam by 5pm today.
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library
Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

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 provides assistance to 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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

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. 323. Phone: 936-261-3563

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

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office 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 Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
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 inability 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. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.
Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in 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.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests 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 Undergraduate 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 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

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

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

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 discussions boards. Foul or abusive language will not be tolerated.

**Technical Support:**

Students should go to [https://mypassword.pvamu.edu/](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 Office of Distance Learning at 936-261-3283

**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 take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

*It is strongly suggested* that students type their discussion postings in a word processing application 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, it/they should be copied and pasted to the discussion board.