

EN 201-90 Types of Literature
Chaminade Univ Spring 2024
ONLINE



Chaminade
University
OF HONOLULU

Office Hours: MW—8:30-10:00AM, 11:30-1:30PM, or by appointment

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Required Texts:

Axelrod, et. al

*Reading Critically; Writing Well: A Reader
and Guide*

Forman, Gayle

If I Stay

Handouts, Links & eFiles

Course Requirements:

1 Short paper (3-5 pages)

1 Peer Review

1 Revision

1 Midterm

1 Final Research Paper (7+ pages, including proposal)

Quizzes

Class participation

Personal conferences

This course aims to perfect the writing skills you developed in EN 101, and to introduce you to literary analysis. It is designed to provide instruction and practice in writing short to medium length expository essays and in writing from sources. The course will emphasize skills required for research writing such as summarizing, paraphrasing, quoting, evaluating, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length. Writing improves with practice and by analyzing good prose models, like the ones we will read and discuss in this course.

This three-credit hour course requires a minimum of **135** clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about **37.5** hours in the **online class** (includes reading lecture notes, quizzes, discussion prompts, and posting reflections and responses) which averages about **2.5** hours per week. **Please note that Canvas monitors your online activity.** You will spend **15** hours writing your short essay, and another **15** hours working on your revision. You will spend **9.5** hours studying for (8hrs), and taking (1.5hrs), your midterm. The final research paper will take **40** hours of researching (including the proposal & bibliography), and writing your final draft. There will be an additional **18** hours of work required beyond what is listed here (includes course readings, and homework assignments). This additional work will average about **1.2** hours per week.

Student Learning Outcomes (In order to successfully complete this course, a student must demonstrate the following competencies):

Writing Skills

1. To demonstrate an organized paper.
2. To demonstrate the correct use of MLA documentation while researching, drafting, revising and editing a research paper

Critical Thinking Skills

3. To be able to critically reflect on the writing process. and develop a proficiency in critically analyzing a literary work and the completion of a literary research paper

ENGLISH PROGRAM OUTCOMES

Students who complete this course will

1. Identify, define and apply literary critical approaches to analyse texts.
2. Define, analyse and interpret texts and their cultural and historical contexts.
3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
4. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.
5. Explain and interpret how literature and writing are vehicles for adaptation and change.

Class Discussions/Participation: Discussions online represent the bulk of your participation grade. For this reason, you will need to stay engaged with the weekly discussions on Canvas. Each week, you will have between two and three (2-3) discussions that require at least two postings from each student.

Quizzes: Quizzes usually will be administered on alternate Fridays, and focus on literary elements, literary approaches, grammar, punctuation and thesis arguments. Quizzes are only open on the day they are assigned from 11AM-11PM, and there are no make-ups if you miss the quiz. Please review your quizzes to assist in your midterm review and to create your papers.

Midterm: You will take an in-class midterm to assess your ability to identify and analyze the works we examine in this course. The midterm will be a mixed format—multiple choice and short essay questions.

Personal Conference(s): Personal conferences offer you an opportunity to discuss your progress in this course. In the first conference we will assess your class status and any concerns you might have. The second (optional) conference will assess your work as we near the end of the term. Do not limit yourself to just one conference. Feel free to see me during my office hours, or sign up for a Zoom conference if you have any issues you wish to discuss outside of class.

Workshops: During workshops, fellow classmates will offer constructive criticism on your papers. You will meet in small groups online, and review each other's essays. Workshops are designed to teach you how to revise and correct writing assignments. **Workshop attendance is mandatory. Missing one workshop will count as missing two class discussions.**

Class discussions are important (especially during workshops); therefore, online participation is mandatory.

**Peer Workshops are also mandatory, so missing those discussions lowers your final mark!
More than two missed discussions will lower your final mark!**

Papers: All papers must be typed and double-spaced without using unnecessarily large margins or fonts. **Title documents properly: yourlastname.EN201.90.paper**

When requested, your papers will be turned in on time in class, or uploaded to our Canvas platform. The research paper is standardized using MLA formatting: 6-10 sources and 1500 words minimum, not counting a Works Cited page. **Research papers must be completed by the due date. No Exceptions.**

Remember, all your work must be your own! Any plagiarized papers or assignments (papers copied from someone else, a text, or the Internet) will receive an “F” grade and/or removal from this course!

****Students must receive a C, or higher to pass this course****
Quality and merit of written work will take priority over percentages.

CUH: EN 201 Grading Rubric

	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Evaluation and integration of sources	There is no summary introduction of the texts, and the text is not integrated into the paper.	The summary introduction or the paraphrase of the source may be less than accurate.	Same as exceeds category, but the summary of the source is not as concise.	Accurate assessment of source information. The sources are introduced using a concise summary and are integrated logically and effectively into the paper. The validity of the source information has been tested and documented in the paper.
Design of research paper (organization and clarity)	The goal is not clear and the design of the paper is difficult to uncover.	The goal is somewhat clear, but the design of the paper does not support the goal and/or the support does not adequately develop the goal.	Same as exceeds category, and the design of the document is logical. However, more support to is needed to develop the goal effectively.	The goal (clarity) of the paper is clear and the design of the paper supports and develops the goal logically and effectively.
Grammar and Mechanics (MLA citation format)	The paper contains major errors in grammar and punctuation that reading. It may also contain major documentation errors that undermine the credibility of the paper.	The paper contains numerous errors in grammar and punctuation that do not hinder a general reading. It may also contain errors documentation that do not significantly undermine the credibility of the paper.	The paper may contain several errors in grammar, punctuation, and sentence structure. It may also contain very minor errors in MLA formatting and documentation.	The paper contains few errors in grammar, punctuation, and sentence structure. It uses correct MLA documentation and has a properly formatted works cited list.

Writing Standards [from General Catalog]

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

Grading Scale: (*Student Handbook*)

A/100-90 Outstanding scholarship and an unusual degree of intellectual initiative

B/89-80 Superior work done in a consistent and intellectual manner

C/79-70 Average grade indicating competent grasp of subject matter

D/69-60 Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F/59-0 Failed to grasp minimum subject matter; no credit given

W Withdrawal before published deadlines

I The issuance of an 'I' grade is not automatic. At the discretion of the faculty member, a Grade of "I" may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

WITHDRAWALS/ INCOMPLETES

Chaminade students have the option of withdrawing from this, or any course, provided they do either before or by the deadline. Your professor is not responsible for providing you with the appropriate forms to apply for a "W," nor are we able to extend the date if you miss the deadline. Please speak to me as soon as possible if you believe you should withdraw from this course. According to Chaminade University's general catalog, an incomplete is only issued if a student "Did not complete a small portion of the work or final examination due to circumstances beyond the student's control... Prior to reporting of grades a contract must be made between the student and the instructor for the completion of the course." Incompletes are neither automatically rendered nor encouraged for minor issues.

ADA Accommodations

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualifies students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria

Wk 3—Jan 22	<p style="text-align: center;">Poetry</p> <p>T&W: Emily Dickinson, "Wild Nights—Wild Nights!"; Carolyn Forché, "The Colonel"; Patricia Smith, "What It's Like to Be a Black Girl"</p>
Wk 4-Jan 29 Short Paper due 2 Feb	<p style="text-align: center;">Approaching Short Fiction</p> <p>T&W: "Reading and Writing about Fiction—The Elements" Examining Short Stories: Raymond Carver, "Popular Mechanics"; Toni Cade Bambara "The Lesson"; Amy Tan, "Two Kinds"</p> <p>T&W: "Writing and Revising"; "The Thesis Statement" Canvas Notes: How do you craft a thesis?" "How do you organize a writing project?—structuring your essays"</p> <p>Short Paper on Poetry or Short Story Due Friday!</p>
Wk 5—Feb 5	<p style="text-align: center;">Peer Review & Workshop Workshop: Peer Review of Essay #1</p> <p>Monday-Tuesday: Peer Work in selected groups to revise and edit your first paper</p> <p>Wednesday-Thursday: Editing, Revising & Proofreading</p> <p>Revision of Short Paper due Friday!</p>
Wk 6—Feb 12	<p style="text-align: center;">Approaching Fiction</p> <p>T&W: "Reading and Writing about Fiction—The Elements" Read: Gayle Forman's <i>If I Stay</i></p> <p>Literary Elements Review— Poetic Forms and Fiction</p>
Wk 7—Feb 19	<p style="text-align: center;">Fiction & Film</p> <p>View R. J. Cutler's film adaptation of <i>If I Stay</i></p> <p>Compare and Contrast Forman's novel to Cutler's film adaptation</p>
Wk 8—Feb 26 MIDTERM!	<p style="text-align: center;">Midterm</p> <p>Midterm Review</p> <p>Midterm opens Thursday until Friday!</p>
Wk 9—Mar 4 Sign up for Personal Conferences	<p style="text-align: center;">Mandatory Personal Conferences</p> <p>Monday: Sign up for In-Person, or Zoom Conferences</p> <p>Wednesday-Friday: Meet Your Professor</p>

Wk 10-Mar 11	Approaching Drama	
	<p>T&W: “Reading and Writing about Drama” William Shakespeare and Elizabethan Drama</p> <p>Grammar Review—Transitions; review subject-verb agreement</p>	
Wk 11— Mar 18-22 SPRING BREAK! NO CLASSES	Wk 12- Mar 25 No Class on Good Friday	Drama—Shakespeare’s <i>The Tempest</i>
		<p>Read William Shakespeare, <i>The Tempest</i> Acts I-III</p> <p>Literary Elements Review— Dramatic Forms</p>
Wk 13—Apr 1	Drama—Shakespeare’s <i>The Tempest</i>	
	<p>Complete Shakespeare Acts IV-V View Julie Taymor’s film adaptation of <i>The Tempest</i></p> <p>Compare and Contrast Shakespeare’s play to Taymor’s film adaptation</p>	
Wk 14—Apr 8	Approaching Research Writing	
	<p>Choosing Topics; Identifying Arguments; Locating Sources Optional Library Visit Research proposals</p> <p>Grammar Review—Transitions; review subject-verb agreement</p>	
Wk 15—Apr 15	Research Paper Writing	
	<p>MLA Formatting & Resource Sharing Group Work for opening and closing paragraphs & thesis arguments</p>	
Wk 16—Apr 22	Completing Research Paper	
	<p>Final review of MLA guidelines MLA Review & Resource Sharing</p> <p>Research Papers Due Last Day of Classes!</p>	

Assessed Work for EN 201:

Class Discussions/Conferences/Quizzes:	10% (of final mark)
1 Short Paper:	15% (of final mark)
Peer Groups & Worksheet:	15% (of final mark)
Paper Revision:	15% (of final mark)
1 Midterm:	15% (of final mark)
1 Research Paper:	30 % (of final mark)
100%	

The passing grade for this class is a “C.”

Quality and merit of written work will be prioritized over percentages

**Percentages on Canvas are incomplete projections of final grades*