



Albertus Magnus College

Course Syllabus

Course Code and Title: EN 102

Course Description: This course focuses on the comprehension and analysis of fiction, poetry, drama, and the literary essay. Students are required to write at least two expository literary-analytical essays, and they are coached in the articulate and cogent written and oral explication of literary texts.

This course is part of the required core (Liberal Arts) curriculum.

PROGRAM AND COURSE OFFERING INFORMATION

Program: Accelerated Degree Program (ADP)

Session: Mod

Class Meetings: Attendance is taken 2x per week. Days TBD

Delivery method: Online

Number of Credits: 3

Textbook and Supplementary Readings:

DiYanni, Robert. *Literature: Approached to Fiction, Poetry, Drama, and Fiction*. 2nd edition (Paper)

Shakespeare, William. *Hamlet*. Folger edition (Paper)

INSTRUCTOR INFORMATION

Name: Eric Schoeck

College email: eschoeck@albertus.edu

Contact (phone): (203) 672-6775

Office Hours: By appointment

Additional contact info: (203) 444-4471 (please use as text only)

Instructor Biography: see Albertus Magnus College faculty page

Tradition of Honor: As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination: ***“I declare the Honor Pledge.”***

Intellectual Honesty: Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently unless the class instructor indicates otherwise. It is important for students to understand that **they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings.** Students will be required to use MLA format when referencing sources. **Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. If it has been determined that a student plagiarized a written assignment, penalties will range from a minimum of one full letter grade reduction for the course to a failure of the course.** Per Albertus policy, the instructor will report instances of plagiarism to the college administration.

Please note this this applies to all submissions, including Forum and other online assignments.

Writing Guidelines: The writing guidelines for this course will follow the Modern Language Association’s (MLA) style format standards. Referenced pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your sources properly requires following the APA style format rules. Please use the documentation guidelines found online at OWL (Purdue University’s Online Writing lab).

Accommodations for Special Needs: Please advise the instructor of any special problems at the beginning of the semester. Those students seeking accommodation based on disabilities should provide a Faculty Contract Sheet obtained through the Academic Development Center (Room 114) in Aquinas Hall, 203-672-1050.

Online Course Etiquette: This course involves use of the Albertus eLearning system online. It is important to maintain appropriate professional interactions with your classmates and Instructor in the online environment. Please click the following link to review the Albertus policies regarding proper etiquette for interaction in all blended and online course work: [Link to Albertus’s Netiquette Guide](#)

COURSE GRADING AND ATTENDANCE POLICIES

On-line Attendance Policy: There are eight online sessions for this course, and your online participation in this course is just as important and necessary as it is on ground. You must participate in all online assignments by the required due date to be marked as “present” online.

On-line Attendance Policy: Students are required to participate in **Forum** postings as a way to develop a learning community and engage in conversation outside the onground classroom. **Forum postings are located in eLearning.** Students should respond by **Monday night midnight and Friday midnight**. Some weeks instead of a second Forum post other homework, such as Journal, will be assigned. Failure to respond by these deadlines will result in an absence being recorded for the online attendance for that session of the week.

On-line Attendance Policy: There are eight online sessions for this course. You must participate in all online assignments by the required due date to be marked as “present” online.

More than three absences will result at minimum in the loss of one full letter grade.

Student comments in Forum should reflect a familiarity with the readings and a thoughtfulness that demonstrates an engagement with the content. Forum postings should be between two and four paragraphs long. Think of these postings as “formal” writing; therefore, use of Standard Written English is required. Always use the text under consideration to ground your claims. In other words, be specific and use examples from the text to support your statements.

Participation in online courses:

In on-ground and online discussions, students should be able to:

- Demonstrate both reflective and critical thinking skills, which show the ability to ask necessary questions and critique existing viewpoints (including one’s own).
- Offer a unique and relevant perspective on class discussion.
- Respond to existing discussions and begin new threads of discussion, which advance and extend the concepts and ideas of the class.
- Respond to opposing viewpoints and opinions.
- Show the ability to “tradeoff” one’s own points of view and perspective when encountering new evidence or viewpoints of others.
- Synthesize differing and opposing ideas and concepts.
- Apply appropriately and meaningfully, to assigned problems and discussions research encountered in the course and cite correctly.

Grading Policy and Methods of Assessment:

Online Elements:	Score or Percentage of Grade
Written assignment	25%
Quiz	10%
Online postings and discussions	30%
Poetry Presentation	15%
Final	20%

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives:

By the completion of this course, each student will be able to:

- Evaluate the value of literature and film on the basis of the ideas presented in the work and the effective use of the conventions of the genre involved.
- Define and discuss effective aesthetic elements of literature and film.
- Distinguish literature and film as a source of reflection and identification to issues in modern society.
- Communicate an "imaginative" perspective to the universal elements as they are seen in the world today.

Learning Outcomes:

By completion of this course, each student should know/demonstrate:

- Perform a critical analysis of literary works.
- Interpret figures of speech and critically analyze symbols and symbolism. Exhibit confidence in understanding abstract concepts and demonstrate the ability to express them in concrete terms.
- Display a critical eye for literature in today's society. Develop and implement interpretive process.
- Develop an ability to discuss the aesthetic elements of literature
- Discuss and compare and contrast literature and film with his/her real worldviews.

Course Schedule

Week One

Topic: Introduction: Course / Poetry / Shakespeare and *Hamlet*

Learning Objectives: Students will

- Show a clear understanding of course expectations as outlined in the syllabus
- Demonstrate an understanding and application of the "Experience, Interpret,

and Evaluate” model of Robert DiYanni (based on Scholes 1985).

- Show an understanding of the developments of Shakespeare’s life and times and identify the basic elements and themes of *Hamlet* in Act I.

Reading Assignments: *Literature*: 10-12; 495-504
Hamlet, Act I

Online First Forum Topic: Introductions

Due Date and Time for First Post: by Monday, midnight

Online Second Forum Topic: Mel Gibson’s *Hamlet*

Due Date and Time for Second Post: by Friday, midnight

Description of Homework Assignments: *Literature* 10-12; 495-504
Hamlet, Act I

Due Date and Time: by Sunday, midnight

Estimated Duration: Three hours

Other Notes and/or Activities:

1. Watch Act I of *Hamlet* (Branagh version). The link is at the top of this course in eLearning. You will need the code from your Falcon ID card to access this resource off campus.
2. Prepare next session’s readings: *Hamlet* Act II

Literature: 507-509; 524-528; 530-532; 536-549

Week Two

Topics: *Hamlet* / Basic elements of poetry and short story

Learning Objectives: Students will

- Learn MLA format
- Improve their ability to read texts closely
- Demonstrate an understanding of the poetic form, alliteration, rhyme, symbol and simile / metaphor

- Demonstrate how to apply the “Experience / Interpret / Evaluate” approach to the short story
- Describe details of action and movement and interpret the language of poetry as it draws inferences, develops conclusions, and makes connections to the everyday world
- Begin to recognize and read Shakespeare's language.

Reading Assignments: *Hamlet* Act II

Literature: 507-509; 524-528; 530-532; 536-549

Online First Forum Topic: “Stopping by Woods on a Snowy Evening”

Due Dates and Time for Post: by Monday, midnight

Online Second Forum Topic: Discussion of Hamlet’s soliloquies in Acts I & II

Due Date and Time for Second Post: by Friday, midnight

Description of Homework Assignment: *Literature* 27-42

Due Date and Times: by Sunday, midnight

Estimated Duration: Three hours

Other Notes and/or Activities:

1. Watch Act II of *Hamlet* (Branagh version). The link is in eLearning. You will need the code from your Falcon ID card to access this resource off campus.
2. Prepare for next session’s readings: *Hamlet* Act III

Literature:

Denise Levertov, "Oh Taste and See," page 570

William Wordsworth, "The World Is Too Much with Us," page 868

Joy Harjo, "Eagle Poem," page 805

Lawrence Ferlinghetti, "Constantly Risking Absurdity," 796

Marianne Moore, "Poetry," page 829

Theodore Roethke, "The Waking," page 570

Gwendolyn Brooks, "We Real Cool," page 775

Week Three

Topic: *Hamlet* / Poetry analysis

Learning Objectives: Students will

- Identify and interpret the language of poetry as it draws inferences, develops conclusions, and makes connections to the everyday world.
- Discuss emerging themes in *Hamlet*

Reading Assignments: *Hamlet* Act III

Literature:

Denise Levertov, "Oh Taste and See," page 570
 William Wordsworth, "The World Is Too Much with Us," page 868
 Joy Harjo, "Eagle Poem," page 805
 Lawrence Ferlinghetti, "Constantly Risking Absurdity," 796
 Marianne Moore, "Poetry," page 829
 Theodore Roethke, "The Waking," page 570
 Gwendolyn Brooks, "We Real Cool," page 775

Online First Forum Topic: Respond to three of the poems assigned. Make three entries in Forum (found in the eLearning class portal). Write at least 200 words for one poem and at least 100 words for the other two. (To add the second and third entries, select "Edit" for the first entry and paste the next responses after the first or second.)

Due Date and Time for First Post: by Monday, midnight

Online Second Forum Topic: Hamlet and the women in his life

Due Date and Time for Second Post: by Friday, midnight

Description of Homework Assignments: Completion of *Hamlet* and poetry assignments

Due Dates and Time: by Sunday, midnight

Estimated Duration: Two hours

Other Notes and/or Activities:

1. Watch Act III of *Hamlet* (Branagh version). The link is in eLearning. You will need the code from your Falcon ID card to access this resource off campus.
2. Prepare next session's readings: *Hamlet* Act IV

Literature:

Kate Chopin "The Story of an Hour" (37-42)
 James Joyce "Araby" (85-90)
 Eudora Welty "A Worn Path" (90-97)

Week Four

Topic: *Hamlet* Act IV / Short story analysis

Learning Objectives: Students will

- Explain and better understand language and style in the writings of Chopin and Joyce and the use of theme in Welty
- Explain and continue to understand the unfolding of plot and development of character in Shakespeare's *Hamlet*.

Reading Assignments: *Hamlet* Act IV

Literature:

Kate Chopin “The Story of an Hour” (37-42)

James Joyce “Araby” (85-90)

Eudora Welty “A Worn Path” (90-97)

Online First Forum Topic: Discuss the assigned short stories, focusing on language, and theme

Due Date and Times for First Post: by Monday, midnight

Online Second Forum Topics: Respond to **three** of the poems assigned. Make three entries in Forum (found in the eLearning class portal). Write at least 200 words for one poem and at least 100 words for the other two. (To add the second and third entries, select “Edit” for the first entry and paste the next responses after the first or second.)

Due Date and Time for Second Post: Post: by Friday, midnight

Description of Homework Assignments: Reading *Hamlet* and assigned short stories

Due Date and Time: by Sunday, midnight

Estimated Duration: Three hours

Other Notes and/or Activities:

1. Watch Act IV of *Hamlet* (Branagh version). The link is in eLearning. You will need the code from your Falcon ID card to access this resource off campus.
2. Prepare for next session’s readings: *Hamlet* Act V

Literature:

Anton Chekhov “The Lady with the Dog” (324-325)

F. Scott Fitzgerald (Babylon Revisited” (365-379)

Emily Dickinson, "Faith is a fine invention" (633)

Emily Dickinson, "This World is not Conclusion" (645)

Emily Dickinson, "'Nature' is what we see" (650)

E. E. Cummings, "i thank You God for this most amazing" (787)

Elizabeth Bishop, "One Art" (767)

Boris Pasternak, "Hamlet" (751)

Wole Soyinka, "Hamlet" (752)

Week Five

Topic: *Hamlet* Act V / Poetry and Short Story analysis

Learning Objectives: Students will

- Continue to identify "figures of speech" in the poetic works that the class has read this past week.
- Continue to identify and interpret the language of poetry as it draws inferences, develops conclusions, and makes connections to the everyday world.
- Discuss symbolism as it parallels the short stories, poetry, and drama being read.
- Explain archetypes and the significance of convention in works of literature.
- Draw parallels of conflict, alienation, isolation, and fear as he/she has witnessed them in various poems, short stories, and drama.
- Develop a full understanding of theme, plot, and character in Shakespeare's *Hamlet*.
- Discuss the use of film to better understand the unfolding action in Shakespeare's *Hamlet*.

3. Reading Assignments: *Hamlet* Act V

Literature:

Anton Chekhov "The Lady with the Dog" (324-325)

F. Scott Fitzgerald ("Babylon Revisited" (365-379)

Emily Dickinson, "Faith is a fine invention" (633)

Emily Dickinson, "This World is not Conclusion" (645)

Emily Dickinson, "'Nature' is what we see" (650)

E. E. Cummings, "i thank You God for this most amazing"
(787)

Elizabeth Bishop, "One Art" (767)

Boris Pasternak, "Hamlet" (751)

Wole Soyinka, "Hamlet" (75)

Online First Forum Topic: *You write the ending*

Due Date and Time for First Post: by Monday, midnight

Online Second Forum Topic: Respond to three of the poems assigned

Due Date and Time for Second Post: by Friday, midnight

Description of Homework Assignments: Reading assigned play, short stories, and poems

Due Date and Time: by Sunday, midnight

Estimated Duration: Three hours

Other Notes and/or Activities: **Final essay due Sunday, / Poetry Presentation due by Monday,**

Other Notes and/or Activities:

1. Watch Act V of *Hamlet* (Branagh version). The link is in eLearning. You will need the code from your Falcon ID card to access this resource off campus.
2. Prepare for next session's readings: *Literature*:

Death of a Salesman (1208-1279)

Flannery O'Connor "A Good Man is Hard to Find" (169-172 / 186-197)

Shirley Jackson "The Lottery" (409-415)

Mary Oliver, "Poem for My Father's Ghost" (833)

William Wordsworth, "The Solitary Reaper" (869)

Jean Toomer, "Reapers" (861)

Seamus Heaney, "Digging" (806)

Week Six

Topic: *Death of a Salesman* / Poetry and short story analysis

Learning Objectives: Students will

- Continue to identify "figures of speech" in the poetic works that the class has read this past week.
- Continue to identify and interpret the language of poetry as it draws inferences, develops conclusions, and makes connections to the everyday world.
- Discuss symbolism as it parallels the short stories, poetry, and drama being read.
- Explain archetypes and the significance of convention in works of literature.
- Draw parallels of conflict, alienation, isolation, and fear as he/she has

witnessed them in various poems, short stories, and drama.

Reading Assignments: *Literature:*

Death of a Salesman (1208-1279)

Shirley Jackson "The Lottery" (409-415)

Mary Oliver, "Poem for My Father's Ghost" (833)

William Wordsworth, "The Solitary Reaper" (869)

Jean Toomer, "Reapers" (861)

Seamus Heaney, "Digging" (806)

Dylan Thomas, "Fern Hill" (858)

Online First Forum Topic: Discussion Forum of *Death of a Salesman*:
The American Dream in Miller's play

Due Date and Time for Post: by Monday, midnight

Online Second Forum Topic: "The Lottery"

Due Date and Time for Second Post: by Friday, midnight

Description of Homework Assignments: Reading assigned play, short stories, and poems

Due Date and Time: by Sunday, midnight

Description of Homework Assignments: Final essay due Sunday, / Poetry Presentation due
by Monday,

Estimated Duration: Four hours

Other Notes and/or Activities:

1. Watch *Death of a Salesman*. The link is in eLearning. You will need the code from your Falcon ID card to access this resource off campus.

Note: Please use Google chrome as your browser for this activity to avoid buffering problems.

2. Prepare for next session's readings:

Literature:

August Wilson *Fences* (1467-1517)

James Baldwin "Sonny's Blues" (292-313)

Rita Dove, "Testimonial" (726)

Gwendolyn Brooks, "First fight. Then fiddle" (775)

Gwendolyn Brooks, "Song in the Front Yard" (503)

Nikki Giovanni, "Nikki Rosa" (800)

Chairil Anwar, "At the Mosque" (747)

Week Seven

Topic: Fences / Poetry and short story analysis

Learning Objectives: Students will

- Continue to identify "figures of speech" in the poetic works that the class has read this past week.
- Continue to identify and interpret the language of poetry as it draws inferences, develops conclusions, and makes connections to the everyday world.
- Discuss how *Death of a Salesman* effectively conveys conflict and explores the American dream

Reading Assignments: Literature:

August Wilson *Fences* (1467-1517)

James Baldwin "Sonny's Blues" (292-313)

Rita Dove, "Testimonial" (726)

Gwendolyn Brooks, "First fight. Then fiddle" (775)

Gwendolyn Brooks, "Song in the Front Yard" (503)

Nikki Giovanni, "Nikki Rosa" (800)

Chairil Anwar, "At the Mosque" (747)

Online First Forum Topic: "Sonny's Blues" or *Fences*

Due Date and Time for First Post: by Monday, midnight

Description of Homework Assignments: Reading assigned play, short story, and poems

Due Date and Time: by Sunday, midnight

Estimated Duration: Four hours

Description of Homework Assignments: Final essay due Sunday,

Other Notes and/or Activities:

1. Watch *Fences*. The link is in eLearning. You will need the code from your Falcon ID card to access this resource off campus.
Note: Please use Google chrome as your browser for this activity to avoid buffering problems.
2. Prepare poetry presentation and final essay

Week Eight

Topic: Final

Learning Objectives: Students will

- Present a poem for reading and analysis to the class
- Demonstrate their understanding of elements of drama, short stories, and poetry

Reading Assignments: Review assigned literature in the course

Online Discussion Forum Topic: Favorite poems

Due Date and Time for Initial Post: by Monday, midnight

Description of Homework Assignment: Poetry Presentation

Due Date and Time: Monday, midnight

Description of Homework Assignment: Completion of Final

Due Date and Time: Tuesday, midnight

Estimated Duration: Two hours

This syllabus may be revised as needed.

However, be sure to check the eLearning page for this course for any updates / changes.

eLearning is always current.